



## Medium Term Plan Year: 6 Term: 1

### Maths

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| <b>Week 1 -</b><br>- Understand numbers to 1,000,000<br>- Understand numbers to 10,000,000<br>- Read and write numbers to 10,000,000<br>- Understand powers of 10<br>- Understand number line to 10,000,000 | <b>Week 2 -</b><br>PGL | <b>Week 3 -</b><br><b>Week 4</b><br>- Compare and order any integers<br>- Round any integer<br>- Round any integer<br>- Understand negative numbers | <b>Week 4 -</b><br>- Add integers<br>- Subtract integers<br>- Reason using addition and subtraction<br>- Understand common factors<br>- Understand common multiples | <b>Week 5 -</b><br>- Understand Primes to 100<br>- Understand square and cube numbers<br>- Multiply up to a 4-digit number by a 2-digit number<br>- Solve problems with multiplication<br>- Division using factors and reason from known facts | <b>Week 6 -</b><br>- Introduction to long division<br>- Understand long division with remainders<br>- Solve problems with division<br>- Solve multi-step problems<br>- Order of operations |
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### English Writing

#### Narrative unit (whole school text)

#### Non-fiction unit (Biography)

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| <b>Week 1</b><br>- predict.<br>- use relative clauses.<br>- use personification. | <b>Week 2</b><br>PGL | <b>Week 3</b><br>-write an introduction to a narrative<br>- Write the problem of a narrative<br>- Write the ending of a narrative.<br>- Publish | <b>Week 4</b><br>- explore audience and purpose.<br>-identify features of a biography.<br>-use adverbial phrases to link between paragraphs.<br>-use expanded noun phrases. | <b>Week 5</b><br>- use modal verbs to show possibility.<br>-use a formal tone consistently.<br>- edit.<br>- use parenthesis demarcated by commas. | <b>Week 6</b><br>- create embedded relative clauses.<br>- use embedded relative clauses.<br>- edit.<br>- publish. |
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### English Reading - VIPERS

| Vocabulary                                                                                                             | Inference                                              | Prediction                                                      | Explanation                                      | Retrieval                                                                                    | Sequence/Summarise                         |
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| <i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i> | - ask questions about a text to improve understanding. | - support predictions by using relevant evidence from the text. | - identify and explain key themes within a text. | - skim and scan, and also use the skill of reading before and after to retrieve information. | - make comparisons across different books. |

## Science: Living Things and their habitats

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| <p><b>Week 1</b><br/>WALT: identify living and non-living things (step 1) describe, group and classify (step 2)</p> <p><b>Knowledge:</b><br/>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p><b>Working Scientifically:</b><br/>-Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1)</p> <p><b>Vocabulary:</b><br/>organism, excretion, reproduction, living, non-living (step 1)</p> <p>organism, vertebrate, invertebrate, flowering plant, non-flowering plant (step 2)</p> | <p><b>Week 2</b><br/>WALT: create classification keys (animals) (step 3)</p> <p><b>Knowledge:</b><br/>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Working Scientifically:</b><br/>-Use and develop keys and other information records to identify, classify and describe living things (non-statutory).</p> <p><b>Vocabulary:</b><br/>Classification key, mollusc, arachnid, invertebrate, classification</p> | <p><b>Week 3</b><br/>WALT: create classification keys (plants) (step 4)</p> <p><b>Knowledge:</b><br/>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Working Scientifically:</b><br/>-Use and develop keys and other information records to identify, classify and describe living things (non-statutory).</p> <p><b>Vocabulary:</b><br/>flowering plant, non-flowering plant, deciduous tree, evergreen tree, coniferous tree</p> | <p><b>Week 4</b><br/>WALT: explore microorganisms (step 5)</p> <p><b>Knowledge:</b><br/>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p><b>Working Scientifically:</b><br/>-Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Vocabulary:</b><br/>organism, microorganism, bacteria, virus, fungi</p> | <p><b>Week 5</b><br/>WALT: classify microorganisms</p> <p><b>Knowledge:</b><br/>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p><b>Working Scientifically:</b><br/>-Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Vocabulary:</b><br/>microscope, organism, microorganism, classification key, classification</p> | <p><b>Week 6</b><br/>-research and present (Carl Linnaeus) (step 7)</p> <p><b>Knowledge:</b><br/>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p><b>Working Scientifically:</b><br/>-Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time (non-statutory).</p> <p><b>Vocabulary:</b><br/>classification, characteristics, vertebrate, invertebrate, Carl Linnaeus</p> |
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## Art and Design: Painting/mixed media Stencil Street Art - *Banksy*

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| <p><b>Week 1</b></p> <p><b>Knowledge objective:</b><br/>Know that Banksy is a British street artist</p> <p>Know that street art is used to make political or social messages</p> <p><b>Skill objective:</b><br/>Use sketchbooks to collect and record visual information, plan, collect and develop ideas</p> <p><b>Vocabulary:</b><br/>Street art(ist)/Political message/social message</p> | <p><b>Week 2</b></p> <p><b>Knowledge objective:</b><br/>Know that stencils can be used and reused to create images which can be repeated</p> <p><b>Skill objective:</b><br/>Use sketchbooks to collect and record visual information, plan, collect and develop ideas</p> <p><b>Vocabulary:</b><br/>Stencil</p> | <p><b>Week 3</b></p> <p><b>Skill objective:</b><br/>Work in a safe, organised way, caring for equipment.</p> <p>Evaluate ideas against specification, stating if it's fit for purpose.</p> <p><b>Vocabulary:</b><br/>Political/social message</p> | <p><b>Week 4</b></p> <p><b>Knowledge objective:</b><br/>Know that stencils can be used and reused to create images which can be repeated</p> <p><b>Skill objective:</b><br/>Work in a safe, organised way, caring for equipment.</p> <p>Evaluate ideas against specification, stating if it's fit for purpose.</p> | <p><b>Week 5</b></p> <p><b>Knowledge objective:</b><br/>Know that spraypaint is a medium that can be used with a stencil to produce an image</p> <p><b>Skill objective:</b><br/>Work in a safe, organised way, caring for equipment.</p> <p>Evaluate ideas against specification, stating if it's fit for purpose.</p> <p><b>Vocabulary:</b><br/>Spray paint</p> | <p><b>Week 6</b></p> <p><b>Knowledge objective:</b><br/>Discuss and review our own work expressing thoughts and feelings, explaining our own views</p> <p><b>Skill objective:</b><br/>Evaluate ideas against specification, stating if it's fit for purpose.</p> |
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## History: Nelson Mandela

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| <p><b>Week 1</b></p> <p><b>WALT: know about the history of South Africa pre Apartheid</b></p> <p><b>Knowledge objective:</b><br/>Know about the history of South Africa pre Apartheid.</p> <p><b>Skill objective:</b><br/>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p><b>Vocabulary:</b> Apartheid, pre Apartheid, oppression</p> | <p><b>Week 2</b></p> <p><b>WALT: know key aspects of Apartheid</b></p> <p><b>Knowledge objective:</b><br/>Know key aspects of Apartheid</p> <p><b>Skill objective:</b><br/>Independently investigate complex historical research questions.</p> <p><b>Vocabulary:</b> apartheid</p> | <p><b>Week 3</b></p> <p><b>WALT: know how Apartheid was experienced through key figures - Trevor Noah</b></p> <p><b>Knowledge objective:</b><br/>Know how Apartheid was experienced through key figures - Trevor Noah</p> <p><b>Skill objective:</b><br/>Recognise and describe differences and similarities, changes and continuity between different periods in history.</p> <p><b>Vocabulary:</b> activist</p> | <p><b>Week 4</b></p> <p><b>WALT: know about the resistance to Apartheid and make connections between different periods of history</b></p> <p><b>Knowledge objective:</b><br/>Know about local and global resistance to Apartheid - to include AAM (Anti-Apartheid Movement) and global Boycotts.</p> <p><b>Skill objective:</b><br/>Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective (compare more contemporary or local</p> | <p><b>Week 5</b></p> <p><b>WALT: identify and explain their understanding of propaganda</b></p> <p><b>Knowledge objective:</b><br/>Know who Nelson Mandela was and why he was significant to the overturning of Apartheid.</p> <p><b>Skill objective:</b><br/>Identify and explain their understanding of propaganda.</p> | <p><b>Week 6</b></p> <p><b>WALT: describe how their own lives have been influenced by a significant individual or movement</b></p> <p><b>Knowledge objective:</b><br/>Know key events in Nelson Mandela's life.</p> <p><b>Skill objective:</b><br/>Describe how their own lives have been influenced by a significant individual or movement.</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | movements of resistance to racism e.g. Brixton uprising or the Bristol Bus Boycott). |                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>French (MFL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      | <b>Music</b>                                                                                                                                                                                                                                                                                                                             |  |
| <b>Computing systems and networks - Communication and collaboration</b><br>- explain the importance of internet addresses<br>- recognise how data is transferred across the internet<br>- explain how sharing information online can help people to work together<br>- evaluate different ways of working together online<br>- recognise how we communicate using technology<br>- evaluate different methods of online communication                                                                                                                                                                                                           |  | <b>Être, avoir, questions, time</b><br>- Revise <i>avoir</i> and <i>être</i><br>- Learn how to listen carefully and distinguish between the different forms of <i>être</i> and <i>avoir</i> .<br>- Use a variety of conjugations of <i>être</i> and <i>avoir</i> to ask and answer a series of questions.<br>- Learn how to ask the time.<br>- Learn how to tell the time on the hour, quarter past and half past the hour.<br>- Learn how to tell the time using minutes to and past the hour.<br>- Revise daily routine<br>- Learn how to ask questions in different ways using intonation.                                                                                         |                                                                                      | <b>Song: Happy</b><br><u>Listen and Appraise:</u> To identify and move to the pulse with ease.<br><br><u>Games:</u> Find the pulse<br><br><u>Singing:</u> To sing in unison and to sing backing vocals<br><br><u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |  |
| <b>PSHE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Religious Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                      | <b>Handwriting</b>                                                                                                                                                                                                                                                                                                                       |  |
| <b>Relationships: Safe Relationships</b><br>-Distinguish between healthy and unhealthy friendships and recognise different forms of peer pressure and identify some strategies for resisting peer pressure:<br>-Know what consent means and how to seek and give/not give permission in different situations<br>-Understand different forms of online peer pressure including ‘challenges’ and ‘dares’<br>-Know how and why to make positive choices and friendships online and how to get advice and report concerns about personal safety, including online<br><br><b>Living in the wider world: Media Literacy &amp; Digital Resilience</b> |  | <b>The Buddhist Community Worldwide and following the Buddha’s Teaching</b><br>- Understand the importance of a temple or Buddhist centre and what Buddhists gain from visiting these places.<br>- Know the noble eightfold path and how this influences the Buddha’s choices.<br>- Understand how Buddhists try to learn and practise the dharma and how this leads to awakening.<br>- Understand how Buddhists communities use temples to meditate, and can work for the benefit of the community.<br>- Understand how Buddhists have festivals about the life, enlightenment and teaching of Buddha.<br>- Identify places of pilgrimage and stories associated with them and their |                                                                                      | - Use crossbar join from t: th, ti, tr, ta, tt<br>- Use looping from g: gl, gi, gr, ga, gg<br>- Use looping from j and y: je jo, ye, yr, yo<br>- Use looping from f<br>- Use different joins to s                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                      | <b>Netball</b><br>Learn ways to improve coordination. Mark the pass or the shot. Organise in and around the semi-circle. Compete to win the rebounding ball. Stay active to intercept a pass. Stay onside in games depending on the position being played.                                                                               |  |
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| <p>-Recognise why people choose to communicate through social media and how online content can be designed to manipulate people's emotions and encourage them to read or share things and Know that social media sites have age restrictions and regulations for use.</p> <p>- Identify some of the rules and laws relating to sharing things online and how to recognise what is appropriate to share online and how to report inappropriate online content or contact</p> | significance.                                           |  |  |
| Story time texts                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Me, My Dad and the end of the Rainbow by Benjamin Dean. |  |  |
| Texts for writing                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Peaceful Protest: The life of Nelson Mandela            |  |  |