



## Medium Term Plan Year: 6 Term: 2

### Maths

|                                                                                                                                                                                                                                                          |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1 - Fractions - Number</b><br>- use equivalent fractions to simplify<br>- use and find equivalent fractions on a number line<br>- compare and order fractions with the same denominator<br>- compare and order fractions with the same numerator | <b>Week 2 - Fractions - Number</b><br>- add and subtract simple fractions<br>- add and subtract any two fractions<br>- add mixed numbers<br>- subtract mixed numbers<br>- solve multi-step problems | <b>Week 3 - Fractions - Number</b><br>- multiply fractions by integers and fractions<br>- divide fractions by integers<br>- solve mixed questions with fractions (and identify the operation to use)<br>- find fractions of an amount<br>- find the whole from a fraction of an amount | <b>Week 4 - Converting units - Measurement</b><br>- use metric measures<br>- convert metric measures<br>- calculate with metric measures<br>- convert between miles and kilometres<br>- convert between imperial measures and metric measures | <b>Week 5 - Ratio - Number</b><br>- understand additive and multiplicative relationships<br>- understand and use ratio language<br>- recognise and use the ratio symbol<br>- understand the relationship between ratio and fractions<br>- use ratio to scale a drawing/diagram | <b>Week 6 - Ratio - Number</b><br>- understand the relationship between scale factors and ratio<br>- understand similar shapes and use ratio to work out a missing side<br>- solve ratio problems<br>- apply strategies for solving proportion problems<br>- adjust recipes using proportion |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### English Writing: The Last Bear - Hannah Gold

| Narrative unit (Setting Description)                                                                                                       |                                                                                               | Non-fiction unit (Newspaper Article)                                                                                                             |                                                                                                                                                                         |                                                                                                                                        |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Week 1</b><br>- use multi-clause sentence structures<br>- infer<br>- identify personification and simile<br>- create figurative phrases | <b>Week 2</b><br>- use figurative language to describe<br>- edit<br>- publish<br>- illustrate | <b>Week 3</b><br>- identify an author's intention<br>- use correct punctuation with dialogue<br>- use modal verbs<br>- use repetition for effect | <b>Week 4</b><br>- use adverbs of possibility and frequency<br>- identify the subject and object of a sentence<br>- write a passive sentence<br>- write indirect speech | <b>Week 5</b><br>- summarise events<br>- identify features of a newspaper report<br>- use adverbial phrases<br>- use appropriate tense | <b>Week 6</b><br>- use indirect speech<br>- use direct quotes<br>- edit<br>- publish |

### English Reading - VIPERS

| Vocabulary                                                              | Inference                                                                                                              | Prediction                                                          | Explanation                                                                          | Retrieval                                                               | Sequence/Summarise                         |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|
| - use context to explore the meaning of unknown language within a text. | <i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i> | - make predictions about what might happen based on details stated. | - provide reasoned justification for my views, challenging alternative perspectives. | - use evidence from across whole chapters or texts to answer questions. | - create a succinct summary of a paragraph |

## Science: Electricity & Sustainability (Renewable energy)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Lesson 1:</b><br/>-use symbols to represent electrical circuits and components (step 1)</p> <p><b>Knowledge:</b><br/>-Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Working Scientifically:</b><br/>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><b>Vocabulary:</b><br/>series circuit, cell, battery, bulb, current, voltage</p> | <p><b>Lesson 2:</b><br/>-use reasoning to explain complete and incomplete circuits (step 2)</p> <p><b>Knowledge:</b><br/>-Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</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/>complete circuit, incomplete circuit, switch, buzzer</p> | <p><b>Lesson 3:</b><br/>-explore variations within circuits (step 3)</p> <p><b>Knowledge:</b><br/>-Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p><b>Working Scientifically:</b><br/>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><b>Vocabulary:</b><br/>series circuit, cell, bulb, current, voltage, buzzer</p> | <p><b>Lesson 4:</b><br/>-plan - Voltage experiment (step 4)<br/>-investigate - Voltage experiment (step 5)</p> <p><b>Knowledge:</b><br/>-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p><b>Working Scientifically:</b><br/>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 4)</p> <p>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 5)</p> <p><b>Vocabulary:</b><br/>independent variable, dependent variable, controlled variable (step 4)</p> <p>voltage, current, repeatability (step 5)</p> | <p><b>Lesson 5:</b><br/>-evaluate - Voltage experiment (step 6)</p> <p><b>Knowledge:</b><br/>-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p><b>Working Scientifically:</b><br/>-Use test results to make predictions to set up further comparative and fair tests.</p> <p><b>Vocabulary:</b><br/>Repeatability, accuracy, evaluate</p> <p>Circuit<br/>Independent and dependent Variable<br/>Controlled variable<br/>Voltage<br/>Renewable<br/>Repeatability</p> | <p><b>Lesson 6:</b><br/>-explore renewable energy (step 1 &amp; 2)</p> <p><b>Knowledge:</b><br/>-What is renewable energy and how can we use it to generate electricity? (Sustainability - non-statutory)</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>-Report and present findings from enquiries in oral and written forms such as displays and other presentations. (step 2)</p> <p><b>Vocabulary:</b><br/>solar power, wind power, renewable, non-renewable (step 1)</p> <p>solar panels, wind turbine, global warming, greenhouse gases (step 2)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Design and Technology: Automata, cams toy

|                                                                                                                                                          |                                                                                                                                                          |                                                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Week 1</b><br><b>Knowledge objective:</b><br>Walt: explore the parts of a cam toy<br><br><b>Vocabulary:</b><br>Cams and follower<br>Mechanical system | <b>Week 2</b><br><b>Skill objective:</b><br>Walt: explore a range of cams and use them to create movement<br><br><b>Vocabulary:</b><br>Cams and follower | <b>Week 3</b><br><b>Skill objective:</b><br>Walt: create a design identifying tools and equipment needed<br><br><b>Vocabulary:</b><br>Cams and follower<br>Mechanical system | <b>Week 4</b><br><b>Skill objective:</b><br>Walt: use a range of skills to include marking out and cutting accurately, assembling and joining components<br><br><b>Vocabulary:</b><br>Cams and follower<br>Mechanical system | <b>Week 5</b><br><b>Skill objective:</b><br>Walt: use a range of skills to include applying a range of finishing techniques to make a product attractive and strong<br><br><b>Vocabulary:</b><br>Cams and follower<br>Mechanical system | <b>Week 6</b><br><b>Skill objective:</b><br>Walt: test and evaluate my design |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

## Geography: Chile

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br><b>Knowledge objective:</b> Know that Chile is a country in South America and know which countries border it (Argentina, Bolivia, Peru)<br><br><b>Skill Objective:</b> Locate Chile and South America on maps, atlases and globes.<br><br><b>Vocabulary:</b> geographical feature<br><br><u><b>WALT: Navigate (use) maps and atlases.</b></u> | <b>Week 2</b><br><b>Knowledge objective:</b> Know the definition of a climate zone, biome and vegetation belt and name different types<br><br><b>Skill objective:</b> Identify and compare a range of climate zones, biomes and vegetation belts using climate maps; Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)<br><br><b>Vocabulary:</b> aspects, global biomes/climate zones, ecosystems, temperate forest, tundra, savanna, taiga/boreal forest<br><br><u><b>WALT: Identify some key aspects of physical geography.</b></u> | <b>Week 3</b><br><b>Knowledge objective:</b> Know key aspects of the physical Geography of Chile (climate zones, biomes, vegetation belts and rivers)<br><br><b>Skill objective:</b> Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)<br><br><b>Vocabulary:</b> aquatic (saltwater/freshwater)<br><br><u><b>WALT: Describe a range of aspects of physical geography.</b></u> | <b>Week 4</b><br><b>Skill objective:</b> Compare key aspects of physical geography in the UK and Chile (Easter Island/The Isle of Wight)<br><br><b>Vocabulary:</b> deciduous,<br><br><u><b>WALT: Compare a range of aspects of physical geography.</b></u> | <b>Week 5</b><br><b>Skill objective:</b> Identify and describe key aspects of human geography (economic activity including trade links, the distribution of natural resources - including energy, food and water)<br><br><b>Vocabulary:</b> settlement, distribution, trading, land use, consumption, renewables, carbon neutral<br><br><u><b>WALT: Identify and describe key aspects of human geography (energy distribution).</b></u> | <b>Week 6</b><br><b>Knowledge objective:</b> Know key aspects of the human Geography of Chile (types of settlement and land use and the distribution of natural resources including energy, food and water).<br><br><b>Skill objective:</b> Compare key aspects of human geography in the UK and Chile.<br><br><b>Vocabulary:</b> global leader, energy capacity<br><br><u><b>WALT: Compare key aspects of human geography in the UK and Chile.</b></u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | French (MFL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Music                                                                                                                                                                                                                                                                                                                                       | Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating media – Web page creation</b> <ul style="list-style-type: none"> <li>- review an existing website and consider its structure</li> <li>- plan the features of a web page</li> <li>- consider the ownership and use of images (copyright)</li> <li>- recognise the need to preview pages</li> <li>- outline the need for a navigation path</li> <li>- recognise the implications of linking to content owned by other people</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Tenses, traditional story, rooms in a house</b> <ul style="list-style-type: none"> <li>- Be able to write/ talk about their favourite hobbies and subjects</li> <li>- Use past, present and future phrases.</li> <li>- Appreciate a story and understand the main points</li> <li>- Learn vocabulary to describes rooms in the house</li> <li>- Produce extended sentences relating activities to rooms in a house</li> <li>- Build phrases using je peux plus an infinitive Christmas:</li> <li>- Learn about toys from around the world.</li> <li>- Give their opinion on their presents/favourite toys.</li> </ul> | <b>Classroom Jazz</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>Gymnastics</b> <ul style="list-style-type: none"> <li>- use controlled flight onto high apparatus.</li> <li>- know what a base and a flyer are in partner balances and perform both roles.</li> <li>- perform more advanced partner balances and evaluate others’ work</li> <li>- incorporate equipment such as hoops and balls into a sequence.</li> <li>- incorporate musicality and timing into a group sequence.</li> <li>- combine our skills in partner balances and rhythmic gymnastics in a team performance.</li> </ul>                                                                     |
| PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Handwriting                                                                                                                                                                                                                                                                                                                                 | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Relationships: Friends and Families</b> <ul style="list-style-type: none"> <li>- Know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith</li> <li>- Understand the ways in which couples show their love and commitment to one another and what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>- Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</li> </ul><br><b>Living in the Wider World: Belonging to a Community</b> <ul style="list-style-type: none"> <li>- Recognise stereotypes in different contexts and the influence they have on attitudes towards and understanding of different groups</li> <li>- Identify how stereotypes are perpetuated and how to challenge this</li> </ul> | <b>Christianity: Leading a Christian Life</b> <ul style="list-style-type: none"> <li>- Understand how Christians follow the teachings of Jesus</li> <li>- Learn about the challenges of living a Christian life in the modern world</li> <li>- Identify how Christian teachings guide the actions of people in their everyday lives and the work of organisations such as charities</li> <li>- Recognise commitment, belonging and belief in the special presence of God during significant life events, e.g. weddings</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>- Use looping from b</li> <li>- Use joining from v, w, x and z,</li> <li>- Use handwriting for different purposes: abbreviations</li> <li>- Using spacing between words</li> </ul>                                                                                                                   | Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency<br>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)<br>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)<br>Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious<br>Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial<br>Embed Year 5: Words containing the letter string -ough Introduce: Adding suffix trans |
| <b>Story time texts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions - Claire Heuchan & Nikesh Shukla                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Texts for writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The Last Bear - Hannah Gold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |