

Medium Term Plan Year: 6 Term: 2

Maths

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

English Writing: The Last Bear - Hannah Gold

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

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- use context to explore the meaning of unknown language within a text.	*This domain is not planned for this term as the first week will be used to assess reading levels for all pupils*	- 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)					
Lesson 1: -use symbols to represent electrical circuits and components (step 1) **Knowledge**: -Use recognised symbols when representing a simple circuit in a diagram. **Working Scientifically:** -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **Vocabulary:** series circuit, cell, battery, bulb, current, voltage	**Lesson 2:** -use reasoning to explain complete and incomplete circuits (step 2) **Knowledge**: -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 **Working Scientifically:** 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. **Vocabulary:** complete circuit, incomplete circuit, switch, buzzer	**Lesson 3:** -explore variations within circuits (step 3) **Knowledge**: -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. **Working Scientifically:** -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **Vocabulary:** series circuit, cell, bulb, current, voltage, buzzer	**Lesson 4:** -plan - Voltage experiment (step 4) -investigate - Voltage experiment (step 5) **Knowledge**: -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **Working Scientifically:** -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 4) -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 5) **Vocabulary:** independent variable, dependent variable, controlled variable (step 4) voltage, current, repeatability (step 5)	**Lesson 5:** -evaluate - Voltage experiment (step 6) **Knowledge**: -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **Working Scientifically:** -Use test results to make predictions to set up further comparative and fair tests. **Vocabulary:** Repeatability, accuracy, evaluate Circuit Independent and dependent Variable Controlled variable Voltage Renewable Repeatability	**Lesson 6:** -explore renewable energy (step 1 & 2) **Knowledge**: -What is renewable energy and how can we use it to generate electricity? (Sustainability - non-statutory) **Working Scientifically:** -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1) -Report and present findings from enquiries in oral and written forms such as displays and other presentations. (step 2) **Vocabulary:** solar power, wind power, renewable, non-renewable (step 1) solar panels, wind turbine, global warming, greenhouse gases (step 2)

Design and Technology: Automata, cams toy					
Week 1 **Knowledge objective:** Walt: explore the parts of a cam toy **Vocabulary:** Cams and follower Mechanical system	**Week 2** **Skill objective:** Walt: explore a range of cams and use them to create movement **Vocabulary:** Cams and follower	**Week 3** **Skill objective:** Walt: create a design identifying tools and equipment needed **Vocabulary:** Cams and follower Mechanical system	**Week 4** **Skill objective:** Walt: use a range of skills to include marking out and cutting accurately, assembling and joining components **Vocabulary:** Cams and follower Mechanical system	**Week 5** **Skill objective:** Walt: use a range of skills to include applying a range of finishing techniques to make a product attractive and strong **Vocabulary:** Cams and follower Mechanical system	**Week 6** **Skill objective:** Walt: test and evaluate my design
Geography: Chile					
Week 1 **Knowledge objective:** Know that Chile is a country in South America and know which countries border it (Argentina, Bolivia, Peru) **Skill Objective:** Locate Chile and South America on maps, atlases and globes. **Vocabulary:** geographical feature ***WALT: Navigate (use) maps and atlases.***	**Week 2** **Knowledge objective:** Know the definition of a climate zone, biome and vegetation belt and name different types **Skill objective:** 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) **Vocabulary:** aspects, global biomes/climate zones, ecosystems, temperate forest, tundra, savanna, taiga/boreal forest ***WALT: Identify some key aspects of physical geography.***	**Week 3** **Knowledge objective:** Know key aspects of the physical Geography of Chile (climate zones, biomes, vegetation belts and rivers) **Skill objective:** Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers) **Vocabulary:** aquatic (saltwater/freshwater) ***WALT: Describe a range of aspects of physical geography.***	**Week 4** Skill objective: Compare key aspects of physical geography in the UK and Chile (Easter Island/The Isle of Wight) **Vocabulary:** deciduous, ***WALT: Compare a range of aspects of physical geography.***	**Week 5** **Skill objective:** Identify and describe key aspects of human geography (economic activity including trade links, the distribution of natural resources - including energy, food and water) **Vocabulary:** settlement, distribution, trading, land use, consumption, renewables, carbon neutral ***WALT: Identify and describe key aspects of human geography (energy distribution).***	**Week 6** **Knowledge objective:** 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). **Skill objective:** Compare key aspects of human geography in the UK and Chile. **Vocabulary:** global leader, energy capacity ***WALT: Compare key aspects of human geography in the UK and Chile.***

Computing	French (MFL)	Music	Physical Education
Creating media – Web page creation - review an existing website and consider its structure - plan the features of a web page - consider the ownership and use of images (copyright) - recognise the need to preview pages - outline the need for a navigation path - recognise the implications of linking to content owned by other people	**Tenses, traditional story, rooms in a house** - Be able to write/ talk about their favourite hobbies and subjects - Use past, present and future phrases. - Appreciate a story and understand the main points - Learn vocabulary to describes rooms in the house - Produce extended sentences relating activities to rooms in a house - Build phrases using je peux plus an infinitive Christmas: - Learn about toys from around the world. - Give their opinion on their presents/favourite toys.	**Classroom Jazz** Listen and Appraise: To identify and move to the pulse with ease. Games: Find the pulse Singing: To sing in unison and to sing backing vocals Performance: To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	**Gymnastics** - use controlled flight onto high apparatus. - know what a base and a flyer are in partner balances and perform both roles. - perform more advanced partner balances and evaluate others' work - incorporate equipment such as hoops and balls into a sequence. - incorporate musicality and timing into a group sequence. - combine our skills in partner balances and rhythmic gymnastics in a team performance.
PSHE	**Religious Education**	**Handwriting**	**Spelling**
Relationships: Friends and Families - Know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith - 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 - 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 **Living in the Wider World: Belonging to a Community** - Recognise stereotypes in different contexts and the influence they have on attitudes towards and understanding of different groups - Identify how stereotypes are perpetuated and how to challenge this	**Christianity: Leading a Christian Life** - Understand how Christians follow the teachings of Jesus - Learn about the challenges of living a Christian life in the modern world - Identify how Christian teachings guide the actions of people in their everyday lives and the work of organisations such as charities - Recognise commitment, belonging and belief in the special presence of God during significant life events, e.g. weddings	- Use looping from b - Use joining from v, w, x and z, - Use handwriting for different purposes: abbreviations - Using spacing between words	Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency 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) Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Embed Year 5: Words containing the letter string -ough Introduce: Adding suffix trans
Story time texts	What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions - Claire Heuchan & Nikesh Shukla		
Texts for writing	The Last Bear - Hannah Gold		