



Medium Term Plan Year: 6 Term: 3

Maths

Week 1 - Algebra - Number - explore 1-step function machines - explore 2-step function machines - form expressions - explore and understand substitution	Week 2 - Algebra - Number - explore and understand formulae - solve 1 step equations - solve 2 step equations - find pairs of values - solve problems with two unknowns	Week 3 - Decimals - Number - understand place value within 1 - understand place value (integers and decimals) - round decimals - add and subtract decimals - multiply and divide by 10, 100 and 1,000	Week 4 - Decimals - Number - divide by 10,100 1,000 - multiply decimals by integers - divide decimals by integers - multiply and divide decimals in context	Week 5 - Fractions, decimals and percentages - Number - understand decimal and fraction equivalents - understand fractions as division - calculate percentages - convert fractions to percentage equivalents - calculate equivalent fractions, decimals and percentages	Week 6 - Fractions, decimals and percentages - Number - order fractions, decimals and percentages - calculate a percentage of an amount (one step) - calculate a percentage of an amount (multi-step) - calculate the whole number from a given percentage
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English Writing: The Story of Tutankhamun - Patricia Cleveland-Peck

Narrative unit (Fantasy)			Non-fiction unit (Balanced Argument)		
Week 1 - create expanded noun phrases using prepositions - identify synonyms and antonyms - use the past perfect tense	Week 2 - explore features of fantasy genre and plan a narrative - use personification - use variety of figurative language - use varying sentence length	Week 3 - use dialogue within a narrative - use relative clauses - edit - publish	Week 4 - identify features of a balanced argument - use the features of a balanced argument - use bullet points - plan balanced argument	Week 5 - use embedded relative clauses - use adverbials of time, place and frequency - edit - perform work	Week 6

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- evaluate the impact of the author's language choices on the reader.	- make inferences about events and feelings supporting these with evidence.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- recommend books for peers in detail, providing reasoning and justification.	- retrieve, record and present information from a variety of non-fiction texts.	- summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

Science - Light & Light pollution (sustainability)

Lesson 1: -explore how we see (step 1) Knowledge: -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (step 1) Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Vocabulary: light source, iris, retina, pupil, lens	Lesson 2: -explore how light travels (step 2) -explore shadow formation (step 3) Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Working Scientifically: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Vocabulary: Light source, reflection, ray diagram, angle, periscope (step 2) shadow, opaque, translucent, transparent, solar eclipse (step 3)	Lesson 3: -plan; shadow experiment (step 4) Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Vocabulary: independent variable, dependent variable, controlled variable	Lesson 4: -investigate; shadow experiment (step 5) -evaluate; shadow experiment (step 6) Knowledge: -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Working Scientifically: -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 5) -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 6) Vocabulary: light source, shadow, opaque (step 5) Conclusion, evaluate (step 6)	Lesson 5: -explore refraction (step 7) -explore light (step 8) Knowledge: -Recognise that light appears to travel in straight lines. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 7) -Talk about how scientific ideas have changed over time (non-statutory). (step 8) Vocabulary: refraction, medium, transparent, lens (step 7) refraction, rainbow, prism, coloured filter, spectrum of light (step 8)	Lesson 6: -explore and understand light pollution (Sustainability steps 1 & 2) Knowledge: -What is light pollution? (step 1) -How can we reduce light pollution? (step 2) Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1) -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. (step 2) Vocabulary: migration, glare, light trespass, skyglow, light pollution (step 1) urban, rural, light emission, appliance, light pollution (step 2)
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Design and Technology: Cooking and Nutrition

Week 1 Knowledge objective: WALT: know that the climate in Egypt affects the produce grown there and the diets of people Skill objective: WALT: Explain seasonality of foods and how different cultures use ingredients depending on availability and regionality Vocabulary: - climate, agriculture	Week 2 Knowledge objective: WALT: know that the climate in Egypt affects the produce grown there and the diets of people WALT: know that in Ancient Egypt people grew and ate vegetables that we eat today Skill objective: WALT: Name some types of food that are grown, reared or caught in the wider world Vocabulary: - diet, nutrition	Week 3 Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Vocabulary: - peel, chop, slice, knead, bake	Week 4 Knowledge objective: WALT: know that in Ancient Egypt bread was an important part of their diet Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically including the use of a heat source. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Vocabulary: - peel, chop, slice, knead, bake	Week 5 Knowledge objective: Skill objective: WALT: Prepare and cook savoury dishes safely and hygienically including the use of a heat source. WALT: Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Vocabulary: - peel, chop, slice, knead, bake	Week 6 Knowledge objective: Skill objective: WALT: evaluate a recipe, a dish and own skills Vocabulary:
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History

Week 1 WALT: understand the timeline of Ancient Egypt and how this relates to other Ancient civilisations Knowledge objective: - Know where and when the first civilisations appeared (Specifically Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China) Skill objective: Place current study on timeline in relation to other studies. Use relevant dates and terms. Vocabulary: ancient, civilisations, empire	WALT: recognise primary and secondary sources and use them to find out about the past Knowledge objective: Know how Historians have found out about Ancient Egypt. Skill objective: Recognise primary and secondary sources using a range of sources to find out about an aspect of time past. Vocabulary: excavate, scribe, Rosetta stone	WALT: understand what historical findings have taught us about life in Ancient Egypt Knowledge objective: Know what historical findings have taught us about life for men, women and children in Ancient Egypt. Skill objective: Know key dates, characters and events of time studied. Vocabulary: sphinx	WALT: know why and how Historians think the pyramids were built Knowledge objective: - Know why and how Historians think the pyramids were built. Skill objective: Select, organise, summarise and present relevant information from a wide range of sources. Vocabulary: ramp method, lever method, wet sand method	WALT: understand the process of mummification and the after life beliefs Knowledge objective: Know what the Ancient Egyptians believed about life after death. Skill objective: Select, organise, summarise and present relevant information from a wide range of sources. Vocabulary: mummification, embalming, sarcophagus	WALT: compare and contrast ancient civilisations Knowledge objective: Know what Ancient Egypt had in common with other Ancient civilisations. Skill objective: Compare and contrast ancient civilisations. Vocabulary: ancient, civilisations, empire
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Computing	French (MFL)	Music	Physical Education
Programming – Variables in games - define a 'variable' as something that is changeable - explain why a variable is used in a program - choose how to improve a game by using variables - design a project that builds on a given example - use my design to create a project - evaluate my project	Tenses, sentences, descriptions - Read/listen and understand sentences in the past, present and future. - Read aloud with excellent pronunciation. - Write complex sentences in the past, present and future from memory - Listen to, and understand bedroom descriptions - Learn vocabulary for places in a town	Song: A new year carol <u>Listen and Appraise:</u> To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. <u>Games:</u> Copy back rhythms based on the words of the main song <u>Singing:</u> To demonstrate good singing posture <u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Cricket -to shoot under pressure from close range. - to perform long corner routines as part of a team. - to use goal-side marking to prevent an attacker from getting closer to the goal. - to use a banana run to force an oncoming attacker out wide. - to use a hit-out to successfully restart a game - indian dribble and to play competitively using new skills.
PSHE	Religious Education	Handwriting	Spelling
Health and Wellbeing: Physical Health and Mental Wellbeing - Recognise mental health is as important as physical health and needs looking after - Know that anyone can be affected by mental ill-health and recognise how changes (including loss and grief) may affect our mental health - Identify positive strategies for managing uncomfortable feelings and how and when to ask for help - Understand how balancing time online with other activities helps to maintain health and wellbeing	Judaism: Prayer and Worship of God - Understand the Shema - Understand the preparations that need to be made in order to say the Shema - Know the equal importance of the synagogue and the home in Jewish life - Recognise how the role of those following Judaism changes after their Bat or Bar Mitzvah celebration	- the importance of consistent sizing - the importance of proportion - the importance of spacing - the importance of consistent sizing of parallel ascenders and descenders	*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content
Story time texts	Wicked Worlds - Benjamin Zephaniah		
Texts for writing	The Story of Tutankhamun - Patricia Cleveland-Peck		