



## Medium Term Plan Year: 6 Term: 3

### Maths

<p><b>Week 1: Algebra</b></p> <ul style="list-style-type: none"> <li>- Explore 1-step function machines</li> <li>- Explore 2-step function machines</li> <li>- Form expressions</li> <li>- Explore and understand substitution</li> </ul>	<p><b>Week 2: Algebra</b></p> <ul style="list-style-type: none"> <li>- Explore and understand formulae</li> <li>- Form equations</li> <li>- Solve 1-step equations</li> <li>- Solve 2-step equations</li> <li>- Find pairs of values</li> <li>- Solve problems with two unknowns</li> </ul>	<p><b>Week 3: Decimals</b></p> <ul style="list-style-type: none"> <li>- Explore place value within 1</li> <li>- Explore place value (integers and decimals)</li> <li>- Round decimals</li> <li>- Add and subtract decimals</li> <li>- Multiply and divide by 10, 100 and 1,000</li> </ul>	<p><b>Week 4: Decimals</b></p> <ul style="list-style-type: none"> <li>- divide by 10,100 1,000</li> <li>- multiply decimals by integers</li> <li>- Divide decimals by integers</li> <li>- Multiply and divide decimals in context</li> <li>- understand decimal and fraction equivalence</li> </ul>	<p><b>Week 5: Fractions, decimal and percentages</b></p> <ul style="list-style-type: none"> <li>- understand fraction as division</li> <li>- understand percentages</li> <li>- understand equivalent fractions, decimals and percentages</li> <li>- convert fractions to percentages</li> <li>- order fractions, decimals and percentages</li> </ul>	
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### English Writing

Narrative unit (Fantasy)			Non-fiction unit (Balanced Argument)		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- create expanded noun phrases using prepositions</li> <li>- identify synonyms and antonyms</li> <li>- use the past perfect tense</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- explore features of fantasy genre and plan a narrative</li> <li>- use figurative language</li> <li>- use figurative language</li> <li>- use consistent tense and vary sentence length</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- use dialogue within a narrative</li> <li>- use relative clauses</li> <li>- edit</li> <li>- present</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- identify features of a balanced argument</li> <li>- use the features of a balanced argument</li> <li>- use bullet points</li> <li>- plan balanced argument</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- use embedded relative clauses</li> <li>- use adverbials of time, place and frequency</li> <li>- edit</li> <li>- perform work</li> </ul>	

### English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section.</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section.</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- confirm and modify predictions in light of new information.</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- give reasons for authorial choices</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> </ul>	
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Design and Technology: Egyptian salad & flatbread	History: Ancient Egypt	Science: Animals Including Humans
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- know that the climate in Egypt affects the produce grown there and the diets of people</li> <li>- know that in Ancient Egypt people grew and ate vegetables that we eat today</li> <li>- know that in Ancient Egypt bread was an important part of their diet</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Explain seasonality of foods and how different cultures use ingredients depending on availability and regionality</li> <li>- Name some types of food that are grown, reared or caught in the wider world</li> <li>- Prepare and cook savoury dishes safely and hygienically including the use of a heat source.</li> <li>- Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- peel, chop, slice, knead, bake</li> <li>- seasons, climate, agriculture</li> <li>- diet, nutrition</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe how different cultures use different ingredients and this is linked to where they are grown or traded</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What was the diet of ancient Egyptians?</li> <li>- How is bread made?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know where and when the first civilisations appeared (Specifically Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China)</li> <li>- Know how Historians have found out about Ancient Egypt.</li> <li>- Know what historical findings have taught us about life for men, women and children in Ancient Egypt.</li> <li>- Know why and how Historians think the pyramids were built.</li> <li>- Know what the Ancient Egyptians believed about life after death.</li> <li>- Know what Ancient Egypt had in common with other Ancient civilisations.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Place current study on timeline in relation to other studies.</li> <li>- Use relevant dates and terms.</li> <li>- Know key dates, characters and events of time studied.</li> </ul> <ul style="list-style-type: none"> <li>- Compare and contrast ancient civilisations.</li> </ul> <p><b>Vocabulary</b></p> <p>Ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, pharaoh, pyramid, sarcophagus, scribe, sphinx, tomb.</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What was the Ancient Kingdom of Benin? Where and when did the Kingdom exist?</li> <li>- Can you describe some features of society in Ancient Benin?</li> <li>- How did Historians find out about Ancient Benin?</li> <li>- Why are the Benin Bronzes important to Historians?</li> <li>- What impact did the Victorians have on the people of Ancient Benin?</li> <li>- How did so many Benin Bronzes end up in museums in the UK?</li> <li>- Do you think the Benin Bronzes should be returned to Benin? Why?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- When and where did the earliest civilisations appear?</li> <li>- How do Historians find out about Ancient Egypt?</li> <li>- What have Historians found out about life in Ancient Egypt for men, women and children?</li> <li>- How and why do Historians think the pyramids were built?</li> <li>- What did Ancient Egyptians believe about life after death?</li> <li>- What did Ancient Egypt have in common with other Ancient civilisations?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system.</li> <li>- Know and describe the functions of the heart, blood vessels and blood.</li> <li>- Know the impact of diet, exercise, drugs and lifestyle on the way bodies function.</li> <li>- Know the ways in which nutrients and water are transported around the human body.</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- <b>Observing over time: To evaluate an enquiry</b> Explain their degree of trust in their results e.g precision in taking measurements, variables that may not have been controlled or accuracy of results; when observing pulse rates before, during and after exercise.</li> <li>- <b>Pattern seeking: To ask scientific questions</b> Ask a range of questions and identify the type of enquiry that will help to answer the questions. Ask further questions based on results e.g. Children generate questions for investigation such as: <ul style="list-style-type: none"> <li>▪ Do older people have lower pulse rates?</li> <li>▪ Do boys have higher pulse rates?</li> </ul> </li> <li>- <b>Comparative/fair testing: To observe closely</b> Make observations linked to answering the question e.g. Complete different activities to compare the impact on their own heart rate.</li> <li>- <b>Researching: To interpret results</b> Be able to answer their questions using scientific evidence gained from a range of sources. e.g. generating questions to research about the human circulatory system, then presenting answers about what they've learned in different ways (create a model, write a song, write a story, create a PPT, etc.)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age yr 5</li> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you identify the main parts of the human circulation system?</li> <li>- Can you describe the functions of the heart, blood vessels &amp; blood?</li> <li>- Can you explain the impact that diet, exercise, drugs and lifestyle can have on the way the human body functions?</li> <li>- Can you explain how nutrients and water are transported around the human body?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Programming – Variables in games</b></p> <ul style="list-style-type: none"> <li>- define a ‘variable’ as something that is changeable</li> <li>- explain why a variable is used in a program</li> <li>- choose how to improve a game by using variables</li> <li>- design a project that builds on a given example</li> <li>- use my design to create a project</li> <li>- evaluate my project</li> </ul>	<p><b>Tenses, sentences, descriptions</b></p> <ul style="list-style-type: none"> <li>- Read/listen and understand sentences in the past, present and future.</li> <li>- Read aloud with excellent pronunciation.</li> <li>- Write complex sentences in the past, present and future from memory</li> <li>- Listen to, and understand bedroom descriptions</li> <li>- Learn vocabulary for places in a town</li> </ul>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>- identify and move to the pulse with ease.</li> <li>- think about the message of songs.</li> <li>- compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- Talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>- Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>- Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>- Show a change of pace and timing in their movements.</li> <li>- Move rhythmically and accurately in dance sequences.</li> <li>- Dance with fluency and control, linking all movements and ensuring that transitions flow.</li> <li>- Modify some elements of a sequence as a result of self and peer evaluation.</li> <li>- Use dance vocabulary.</li> </ul>
PSHE	Religious Education	Handwriting	Word Expert
<p><b>Relationships: Friends and Families</b></p> <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> <p><b>Living in the wider world: Belonging to a Community</b></p> <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>	<p><b>Judaism: Prayer and Worship of God</b></p> <ul style="list-style-type: none"> <li>-What is the Shema?</li> <li>- Understand the process of the preparations that need to be made in order to say the Shema.</li> <li>-Know the equal importance of the synagogue and the home in Jewish life.</li> <li>-Recognise how the role of those following Judaism changes after their Bat or Bar Mitzvah celebration.</li> </ul>	<ul style="list-style-type: none"> <li>- the importance of consistent sizing</li> <li>- the importance of proportion</li> <li>- the importance of spacing</li> <li>- the importance of consistent sizing of parallel ascenders and descenders</li> </ul>	<ul style="list-style-type: none"> <li>- Words with the /i/ sound spelt ie after c.</li> <li>- words ending ible and able</li> <li>- adding es to nouns ending in -y</li> <li>- Plural nouns</li> </ul>
<b>Story time texts</b>	Legend of Hong Kil Dong: Outlaw Hero of Korea - Anne S. O'Brien		
<b>Texts for writing</b>	The Story of Tutankhamun - Patricia Cleveland-Peck		