



Medium Term Plan Year: 6 Term:

Maths

Week 1 - Area, perimeter and volume - <i>Measurement</i> - calculate the area of shapes - calculate area and perimeter - calculate the area of a triangle (counting squares) - calculate the area of a right-angled triangle	Week 2 - Area, perimeter and volume - <i>Measurement</i> - calculate the area of any triangle - calculate the area of a parallelogram - calculate volume (counting cubes) - calculate the volume of a cuboid	Week 3 - Statistics - understand line graphs - understand dual bar charts - read and interpret pie charts - understand pie charts with percentages - calculate and interpret mean as an average	Week 4 - Shape - <i>Geometry</i> - measure and classify angles - calculate angles on a straight line and around a point - calculate angles in a triangle - calculate angles in quadrilaterals - draw shapes accurately	Week 5 - Position and direction - <i>Geometry</i> - understand the first quadrant - read and plot points in four quadrants - solve problems with coordinates - translate shapes - reflect shapes	Week 6 - Consolidation
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English Writing: The Story of Tutankhamun - Patricia Cleveland-Peck

Non-Fiction Unit - (Non-Chronological report)			Narrative unit (Dystopian)		
Week 1 - use specific adjectives. - identify common and abstract nouns. - infer. - use relative clauses.	Week 2 - use modal verbs. - use colons and a semi-colons. - take effective notes. - identify features of non-chronological reports.	Week 3 - use hyphens. - edit. - present. - understand paragraphs.	Week 4 - identify a range of past tense verbs. - use a range of past tense verbs. - use a variety of sentence structures. - edit for consistent tense.	Week 5 - create convincing characters. - use passive voice. - plan a narrative. - use present tense.	Week 6 - embed speech into a narrative. - build atmosphere. - edit. - present.

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
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- provide reasons for authorial choices.	- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	- make predictions about what might happen based on details stated and implied.		- ask my own questions and follow a line of enquiry.	- summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Science: The Circulatory System					

Lesson 1: -explore the circulatory system (step 1) -understand the function of blood (step 2) Knowledge: -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (step 1) -Describe the ways in which nutrients and water are transported within animals, including humans (step 2) Working Scientifically: -Explore ideas and raise different kinds of questions (non-statutory). Step 1 -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Step 2 Vocabulary: circulatory system, heart, blood vessels, veins, arteries, capillaries red blood cells, white blood cells, lungs, nutrients, plasma, oxygen	Lesson 2: -explore the heart (step 3) -investigate blood flow in the heart (step 4) - investigate the role of oxygenated and deoxygenated blood (step 5) Knowledge: -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Vocabulary: heart, atria, ventricles, right atrium, left atrium, right ventricle, left ventricle lungs, blood vessels, veins, arteries, capillaries, oxygenated blood, deoxygenated blood	Lesson 3: -Present findings (dissection of the heart - step 6) Knowledge: -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 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: heart, atria, ventricles, right atrium, left atrium, right ventricle, left ventricle, dissection	Lesson 4: -recognise impact of diet on the body (step 1) Knowledge: -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: balanced diet, calories, saturated fats, unsaturated fats, trans fats Consider teaching at the start of term 5	Lesson 5: -recognise impact of drugs on the body (step 2) -recognise impact of cigarettes on the body (step 3) Knowledge: -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Working Scientifically: -Recognise which secondary sources will be most useful to research their ideas and begin the separate opinion from fact (non-statutory). Vocabulary: drug, painkiller, stimulants, depressants cigarette, vape, tar, nicotine, carbon monoxide, addiction Consider teaching at the start of term 5	Lesson 6: -plan (heart rate investigation - step 4) -investigate (heart rate investigation - step 5) -evaluate (heart rate investigation - step 6) Knowledge: -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Working Scientifically: -plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -Use test results to make predictions to set up further comparative and fair tests. Vocabulary: Independent variable, dependent variable, controlled variable / circulatory system, heart, heart rate, duration, exercise, / conclusion, evaluation
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Week 1 Knowledge objective: WALT: Understand the history of jewellery around the world Skill objective: WALT: evaluate existing products using annotated sketches and diagrams	Week 2 Knowledge objective: WALT: Know that jewellery can be fastened in different ways, depending on materials available and the use and wearer Skill objective: WALT: Create a design, explaining how a product will appeal to user and considering available materials Vocabulary: - Fastenings: hook, clasp, toggle, s-hook, tie, elasticated	Week 3 Skill objective: WALT: Create a detailed step-by-step plan which includes lists of tools, equipment and materials Vocabulary: - Fastenings: hook, clasp, toggle, s-hook, tie, elasticated	Week 4 Skill objective: WALT: Follow and adapt detailed step-by-step plans WALT: Accurately measure, mark out, cut, assemble, join and combine carefully selected materials/components which are fit for purpose and consider aesthetics and functionality Vocabulary: - Fastenings: hook, clasp, toggle, s-hook, tie, elasticated	Week 5 Skill objective: WALT: Follow and adapt detailed step-by-step plans WALT: Accurately measure, mark out, cut, assemble, join and combine carefully selected materials/components which are fit for purpose and consider aesthetics and functionality Vocabulary: - Fastenings: hook, clasp, toggle, s-hook, tie, elasticated	Week 6 Skill objective: WALT: Evaluate a finished product, stating if it meets design criteria, explaining the effect different resources may have had considering aesthetics
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Geography: Tanzania

Week 1 Knowledge objective: Know what a sustainable community is. Skill objective: Identify, describe and understand key aspects of physical geography. Vocabulary: sustainable, community/ies, indigenous, nomadic <u>Walt: Develop an understanding of sustainable communities and locate physical features.</u>	Knowledge objective: Know how the Masai are living a sustainable life. Skill objective: Identify, describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food and water. Vocabulary: sustainable, community/ies <u>WALT: Describe the practices of a sustainable culture (the Maasai).</u>	Week 3 Knowledge objective: Know how the Masai are living a sustainable life - homes, lifestyles and agriculture and the challenges against this - hunting, tourism, weather/climate change. Know how the Masai land in Tanzania is being forcibly taken from them to create game reserves for tourists. Vocabulary: conflict (challenge) <u>WALT: Understand challenges to sustainability.</u>	Week 4 Skill objective: Identify, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains Identify, describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food and water. Vocabulary: key words around human/physical geography (climate/biome/infrastructure/pedestrianization etc) <u>WALT: Consider aspects of human and physical</u>	Week 5 Knowledge objective: Know what a sustainable community is (UN SDG 11 - Sustainable communities). Skill objective: Identify, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains Identify, describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food and water. <u>WALT: Consider aspects of human and physical geography for a sustainable design.</u>	Week 6 Knowledge objective: Skill objective: Vocabulary:
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			<u>geography for a sustainable design.</u>		
Computing		French (MFL)		Music	
Data and information - Introduction to Spreadsheets - create a data set in a spreadsheet - build a data set in a spreadsheet - explain that formulas can be used to produce calculated data - apply formulas to data - create a spreadsheet to plan an event - choose suitable ways to present data		Revision, directions, food, Easter - Revise places in town - Revise <i>aller</i> - Learn language related to directions - understand and give directions orally - Revise vocabulary for buying food - Learn how to buy food in a shop Learn numbers 61-100 Easter - Learn about the tradition of 'April Fool' in France.		Song: You've got a friend <u>Listen and Appraise:</u> Use musical words when talking about the songs. <u>Games:</u> Lead the class by inventing rhythms for others to copy back <u>Singing:</u> To follow a leader when singing <u>Performance:</u> To communicate the meaning of the words and clearly articulate them.	
PSHE		Physical Education		Tag Rugby	
Relationships: Respecting Ourselves and Others -understand the links between values and behaviour - understand what can impact our beliefs - develop further our understanding racism - develop our understanding of anti-racist - understand how to be anti-racist in our actions		Religious Education End of Life's Journey - Realise there are significant milestones on the journey of life and consider what they would like to happen for themselves and the world in the future - Appreciate the importance of hope to human beings - Consider human responses to loss and bereavement and reflect on their own response to human experience of life and death - Learn about ways in which human experiences associated with death, loss and bereavement are		- the importance of closed and open letters - knowing pen breaks in longer words - handwriting for different purposes - annotations - handwriting for different purposes - to choose the correct handwriting tool	
		Handwriting		Word expert	
				*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content	

	understood in Christianity - Learn about death and bereavement in Hinduism - Know some ways in which human experiences associated with death, loss, hope, and meaning in life are expressed - Understand how important it is to celebrate a life and how remembering someone can help us become less sad		
Story time texts	Blackberry Blue: And Other Fairy Tales - Jamila Gavin		
Texts for writing	The Boy in the Tower - Polly Ho-yen		