



## Medium Term Plan Year: 6 Term: 4

### Maths

<p><b>Week 1 - Fractions, decimal and percentages - Number</b></p> <ul style="list-style-type: none"> <li>- Calculate a percentage of an amount (one step)</li> <li>- Calculate a percentage of an amount (multi-step)</li> <li>- Calculate the whole number from a given percentage (missing values).</li> </ul>	<p><b>Week 2 - Area, perimeter and volume</b></p> <ul style="list-style-type: none"> <li>- Explore shapes (same area)</li> <li>- Calculate area and perimeter</li> <li>- Calculate area of a triangle (counting squares)</li> <li>- Calculate area of a right-angled triangle</li> </ul>	<p><b>Week 3 - Area, perimeter and volume</b></p> <ul style="list-style-type: none"> <li>- Calculate the area of any triangle</li> <li>- Calculate the area of a parallelogram</li> <li>- Calculate volume (counting cubes)</li> <li>- Calculate the volume of a cuboid</li> </ul>	<p><b>Week 4 - Statistics</b></p> <ul style="list-style-type: none"> <li>- Understand line graphs</li> <li>- Understand dual bar charts</li> <li>- Read and interpret pie charts</li> </ul>	<p><b>Week 5 - Statistics</b></p> <ul style="list-style-type: none"> <li>- Understand pie charts with percentages</li> <li>- Draw pie charts</li> <li>- Calculate and interpret the mean as an average</li> </ul>	<p><b>Week 6 - Consolidation</b></p> <p><i>Slightly adjusted MTP to allow plenty of consolidation time - ratio moved to Autumn 2 from Spring 1.</i></p>
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### English Writing

#### Non-fiction unit (Non-chronological Report)

#### Narrative unit (Dystopian)

<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- use specific adjectives.</li> <li>- identify common and abstract nouns.</li> <li>- infer.</li> <li>- use relative clauses.</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- use modal verbs.</li> <li>- use colons and a semi-colons.</li> <li>- take effective notes.</li> <li>- identify features of non-chronological reports.</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- use hyphens.</li> <li>- edit.</li> <li>- present.</li> <li>- understand paragraphs.</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- identify a range of past tense verbs.</li> <li>- use a range of past tense verbs.</li> <li>- use a variety of sentence structures.</li> <li>- edit for consistent tense.</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- create convincing characters.</li> <li>- use passive voice.</li> <li>- plan a narrative.</li> <li>- use present tense.</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- embed speech into a narrative.</li> <li>- build atmosphere.</li> <li>- edit.</li> <li>- present.</li> </ul>
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### English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- identify and evaluate figurative language used by the author.</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- provide evidence for inferences made.</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- identify clues the writer has planted for the reader, to support predictions.</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- give thorough explanations of their points and prepare responses to likely conflicting opinions.</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- retrieve, record and present information from texts.</li> </ul>	<p><b>Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>- identify the main ideas in paragraphs and can produce a succinct summary, paraphrasing ideas</li> </ul>
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Design and Technology: Jewellery making		Geography: Tanzania (Sustainable Communities)		Science: Evolution and Inheritance	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that jewellery has been made and worn for tens of thousands of years</li> <li>- Know that jewellery can be worn on different parts of the body</li> <li>- Know that jewellery can be attached using different techniques</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Do thorough evaluations of existing products</li> <li>- Make design decisions, considering, resources and create own design criteria</li> <li>- Produce suitable lists of tools, equipment, materials needed and which are fit for purpose</li> <li>- Create, follow, and adapt detailed step-by-step plans</li> <li>- Use selected tools and equipment precisely and make product attractive and strong</li> <li>- Refine product after testing, considering aesthetics, functionality and purpose</li> <li>- Accurately measure, mark out, cut, assemble, join and combine materials/components and apply a range of finishing techniques</li> <li>- Evaluate quality of design while designing and making; is it fit for purpose?</li> <li>- Test and evaluate final product; stating if it's fit for purpose and explain the effect different resources may have had</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Fastening, hook, clasp, toggle, S hook, tie, elasticated</li> <li>- necklace, bracelet, earrings, headpiece</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Select suitable tools/equipment, and materials explaining choices. Work safely using tools and equipment</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What different ways can jewellery be fastened?</li> <li>- Where, when and why do people wear jewellery?</li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what a sustainable community is (UN SDG 11 - Sustainable communities).</li> <li>- Know how the Masai are living a sustainable life - homes, lifestyles and agriculture and the challenges against this - hunting, tourism, weather/climate change</li> <li>- Know how the Masai land in Tanzania is being forcibly taken from them to create game reserves for tourists.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- identify, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains</li> <li>- 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.</li> </ul> <p><b>Vocabulary</b></p> <p>Sustainable, community, conflict</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe some of the human and physical geographical features of Tanzania.</li> <li>- What is a biome?</li> <li>- What is trade and why is it relevant to human and physical geography?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is a sustainable community?</li> <li>- How have the Masai adapted to modern life?</li> <li>- How has tourism impacted Tanzania and the Masai?</li> </ul>		<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>- Know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>(please note evolution and inheritance is taught again next term, so only teach the above)</p> <p><b>Skills (Working Scientifically)</b></p> <p><b>Classifying: To observe closely</b></p> <ul style="list-style-type: none"> <li>- Be able to compare not only based on physical properties, but also on knowledge gained through enquiry. E.g. See snap science (9. What evidence is there that living things have changed over time?)</li> </ul> <p><b>Researching: To plan an enquiry</b></p> <ul style="list-style-type: none"> <li>- Choose suitable sources to use.</li> </ul> <p>E.g. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p><b>Vocabulary</b></p> <p>soil, fossil, bone, flesh, minerals, adapted, species, evolve, evolution</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock (yr 3)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How do fossils provide information about living things that inhabited the Earth millions of years ago?</li> <li>- How can fossils provide information about how living things have changed over time?</li> <li>- Why do plants and animals evolve?</li> </ul>	
Computing		French (MFL)		Music	
				Physical Education	

<p><b>Data and information - Introduction to Spreadsheets</b></p> <ul style="list-style-type: none"> <li>- create a data set in a spreadsheet</li> <li>- build a data set in a spreadsheet</li> <li>- explain that formulas can be used to produce calculated data</li> <li>- apply formulas to data</li> <li>- create a spreadsheet to plan an event</li> <li>- choose suitable ways to present data</li> </ul>	<p><b>Revision, directions, food, Easter</b></p> <ul style="list-style-type: none"> <li>- Revise places in town</li> <li>- Revise <i>aller</i></li> <li>- Learn language related to directions</li> <li>- understand and give directions orally</li> <li>- Revise vocabulary for buying food</li> <li>- Learn how to buy food in a shop</li> </ul> <p>Learn numbers 61-100</p> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>- Learn about the tradition of 'April Fool' in France and Belgium.</li> </ul>	<p><b>Song: You've got a friend</b></p> <p><u>Listen and Appraise:</u> Use musical words when talking about the songs.</p> <p><u>Games:</u> Lead the class by inventing rhythms for others to copy back</p> <p><u>Singing:</u> To follow a leader when singing</p> <p><u>Performance:</u> To communicate the meaning of the words and clearly articulate them.</p>	<p><b>Games - Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- To further develop flexibility, strength, technique, control and balance in the context of batting, fielding and bowling in cricket.</li> <li>- To react quickly and catch balls thrown at different heights and angles</li> <li>- To use the correct technique for bowling overarm in cricket from a standing position.</li> <li>- To use defensive and attacking hitting techniques for batting</li> <li>- To play competitive games applying basic principles suitable for attacking and defending.</li> <li>- To know and apply the rules of Kwik Cricket during a game.</li> </ul>
<p><b>PSHE</b></p>	<p><b>Religious Education</b></p>	<p><b>Handwriting</b></p>	<p><b>Word Expert</b></p>
<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>-pre-assess: reflect on what we already know about staying healthy</li> <li>-recognise mental health is as important as physical health and needs looking after</li> <li>-know that anyone can be affected by mental ill-health and recognise how changes (including loss and grief) may affect our mental health</li> <li>- identify positive strategies for managing uncomfortable feelings and no when and how to ask for help</li> <li>-understand how balancing time online with other activities helps to maintain health and wellbeing</li> <li>-post-assess: show what we now know about staying healthy</li> </ul>	<p><b>End of Life's Journey</b></p> <ul style="list-style-type: none"> <li>- Realise there are significant milestones on the journey of a 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.</li> <li>- Consider human responses to loss and Bereavement and reflect on their own response to human experience of life and death.</li> <li>- Learn about ways in which human experiences associated with death, loss and bereavement are understood in Christianity and Hinduism</li> <li>- Know some ways in which human experiences associated with death, loss, hope, and meaning in life are expressed</li> <li>- Understand how important it is to celebrate a life and how remembering them can help their friends to become less sad.</li> </ul>	<ul style="list-style-type: none"> <li>- the importance of closed and open letters</li> <li>- knowing pen breaks in longer words</li> <li>- handwriting for different purposes - annotations</li> <li>- handwriting for different purposes</li> <li>- to choose the correct handwriting tool</li> </ul>	<p>Revise year 5&amp;6 spelling patterns</p> <p>Grammar revision:</p> <ul style="list-style-type: none"> <li>Use and identify subordinating clauses</li> <li>Use and identify relative clauses.</li> <li>Use modal verbs</li> <li>Use hyphens to make compound nouns</li> <li>Revise tense</li> <li>Revise and identify passive voice</li> <li>Revise word types: nouns, determiners, prepositions</li> </ul>
<p><b>Story time texts</b></p>	<p>Golden Mole - Kathrine Rundell</p>		
<p><b>Texts for writing</b></p>	<p>The Boy in the Tower - Polly Ho-Yen</p>		