



Medium Term Plan Year: 6 Term: 5

Maths

<p>Week 1 - Shape - Geometry</p> <ul style="list-style-type: none"> - Measure and classify angles - Calculate angles - Calculate vertically opposite angles - Calculate angles in a triangle <p>Revision and consolidation</p>	<p>Week 2 - Shape - Geometry</p> <ul style="list-style-type: none"> - Calculate angles in a triangle – (special cases) - Calculate angles in a triangle – (missing angles) - Calculate angles in a quadrilateral <p>Revision and consolidation</p>	<p>Week 3 - Shape - Geometry</p> <ul style="list-style-type: none"> - Calculate angles in polygons - Understand properties of circles - Draw shapes accurately - Explore nets of 3-D shapes <p>Revision and consolidation</p>	<p>Week 4 - Position and Direction - Geometry</p> <ul style="list-style-type: none"> - Understand the first quadrant - Read and plot points in four quadrants - Solve problems with coordinates - Translate shapes - Reflect shapes <p>Revision and consolidation</p>	<p>Week 5</p> <p style="text-align: center;">SATs Week</p>	<p>Week 6 - Themed projects, consolidation and problem solving</p>
--	---	---	--	--	---

English Writing

Poetry unit (Performance Poetry)

Non-fiction unit (Diary)

<p>Week 1</p> <ul style="list-style-type: none"> - analyse a range of information - sequence events - choose appropriate register 	<p>Week 2</p> <ul style="list-style-type: none"> - use correct intonation when reading aloud - collect relevant ideas and vocabulary - write a poem 	<p>Week 3</p> <ul style="list-style-type: none"> - edit - present - make inferences from poetry 	<p>Week 4</p> <ul style="list-style-type: none"> - use similar writing as a model - use suffixes - explore features of a diary entry 	<p>Week 5</p> <p style="text-align: center;">SATs Week</p>	<p>Week 6</p> <ul style="list-style-type: none"> - use adverbials of time and place - use contrasting conjunctions - use relative clauses - express an opinion
---	---	---	--	--	---

English Reading - VIPERS

<p>Revision and consolidation of 6 core reading domains.</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise 	<p>Revision and consolidation of 6 core reading domains.</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise 	<p>Revision and consolidation of 6 core reading domains.</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise 	<p>Revision and consolidation of 6 core reading domains.</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise 	<p>Week 5</p> <p style="text-align: center;">SATs Week</p>	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - make comparisons within and between books
--	--	--	--	--	--

Art: Drawing and Mixed media	History: Windrush	Science: Evolution and inheritance part 2
<p>Knowledge</p> <ul style="list-style-type: none"> - Stephen Wiltshire is a British artist who draws detailed cityscapes - Kehinde Wiley is an American artist best known for his portraits <p>Skills</p> <ul style="list-style-type: none"> - Draw and work for a sustained period of time over a number of sessions working on one piece: using different techniques for different purposes - Develop a simple perspective and draw with a third dimension. - Confidently use line and tone in different media to consider shape, shade, pattern and texture. - Mix colour, shades and tones with confidence and develop their own style. - Consider the use of colour for mood and atmosphere <p>Vocabulary</p> <ul style="list-style-type: none"> - Cityscape, perspective, third dimension - pencil grades, hatching, shading - mixed-media <p>Learning Revisited</p> <ul style="list-style-type: none"> - Demonstrate experience in different grades of pencil (2H, HB, 2B, 4B, 6B) and begin to show consideration in the choice of pencil grade they use <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who is Stephen Wiltshire and what medium does he generally work in? - Who is Kehinde Wiley and what artwork is he best known for? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know who the Windrush generation were and why and when they came to Britain - Understand the challenges faced by the Windrush generation when arriving in Britain - Know who Sam Beaver King was - Know who Diane Abbot is - Understand The Windrush generations' contributions to British society and culture to include literature, art, music and politics - Understand how we know about the Windrush generation <p>Skills</p> <ul style="list-style-type: none"> - Describe a key event from Britain's past using a range of evidence from different sources - Summarise the main events from a specific period in history, explaining the order in which key events happened - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Summarise what Britain has learnt from other countries and civilisations through time gone by and more recently - Describe the positive impact of a period of history on contemporary society <p>Vocabulary</p> <p>The Windrush generation, HMT Empire Windrush, dock, Commonwealth, Caribbean, migration, discrimination, prejudice, racism, Notting Hill Carnival, The Windrush Scandal, deportation</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - When and where did the earliest civilisations appear? - How do Historians find out about Ancient Egypt? - What have Historians found out about life in Ancient Egypt for men, women and children? - How and why do Historians think the pyramids were built? - What did Ancient Egyptians believe about life after death? - What did Ancient Egypt have in common with other Ancient civilisations? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who are the Windrush generation and when and why did they come to Britain? - What were the challenges faced by the Windrush generation on arriving in Britain? - Who was Sam Beaver King? - Who is Diane Abbott? - How has The Windrush Generation contributed to British society and culture? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>(please note evolution and inheritance was taught last term, so only teach the above)</p> <p>Skills (Working Scientifically)</p> <p>Researching: To ask scientific questions</p> <ul style="list-style-type: none"> - Ask a range of questions recognising that some can be answered through research and others may not <p>E.g. Researching how offspring vary from parents</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution <p>Learning Revisited</p> <ul style="list-style-type: none"> - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (yr 2) - Recognise that environments can change and that this can sometimes pose dangers to living thing (yr 4) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How can offspring vary from their parents?

Computing	French (MFL)	Music	Physical Education
<p>Creating media – 3D Modelling</p> <ul style="list-style-type: none"> - recognise that you can work in three dimensions on a computer - identify that digital 3D objects can be modified - recognise that objects can be combined in a 3D model - create a 3D model for a given purpose - plan my own 3D model - create my own digital 3D model 	<p>Numbers, food, tenses</p> <ul style="list-style-type: none"> - Revise numbers 1-100 - Order food in a café - Revise conversations in a café - Learn about famous French food and French menus - Learn how to form the perfect tense - Differentiate between the present and perfect tenses. 	<p>Song: Music and me</p> <p><u>Listen and Appraise:</u> To talk about the musical dimensions working together in the Unit songs.</p> <p><u>Games:</u> Question and answer using two different notes</p> <p><u>Singing:</u> To experience rapping and solo singing</p> <p><u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - Build up speed quickly for a sprint finish. - Use their preferred leg when running over hurdles. - Accelerate to pass other competitors - Develop the technique for the pull throw and support others in improving their performance. - Accurately measure and record the distance of their throws. -Work as a team to competitively perform a relay.
PSHE	Religious Education	Handwriting	Word Expert
<p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> -Present our understanding of Race and Racism (pre-assessment) -Know how to be a positive role model - Develop our understanding of racism - Understand what is meant by anti-racism -Understand unconscious bias -Understand how to be anti-racist in our actions and present our new understanding of Race and Racism (post-assessment) 	<p>Exploring other faiths reflecting our community-Rastafarianism</p> <ul style="list-style-type: none"> -Learn about the origins of the Rastafari religion -Identify significant leaders within this faith including Haile Selassie and Marcus Garvey. -Understand significant practices and beliefs including the eating of a ‘clean’, organic meat free diet. -Consider the significance of Bob Marley in spreading Rastafarianism to a wider global audience. 	<p>Handwriting for different purposes:</p> <ul style="list-style-type: none"> - fast-joined and print letters - note making - neat writing - print letters for personal details - different styles of writing 	<p>Revise year 5&6 spelling patterns</p> <p>Grammar revision:</p> <ul style="list-style-type: none"> - Use and identify subordinating clauses - Use and identify relative clauses. - Use hyphens to make compound nouns - Revise tense - Revise and identify passive voice - Revise word types: nouns, determiners, prepositions
Story time texts	Me My Dad and the end of the Rainbow - Benjamin Dean		
Texts for writing	Windrush Child - Benjamin Zephaniah		