



Medium Term Plan Year: 6 Term: 2

Maths

Week 1 - Revision and consolidation	Week 2 Revision and consolidation	Week 3 Revision and consolidation	Week 4 SATS WEEK	Week 5 - Themed projects, consolidation and problem solving	Week 6 - Themed projects, consolidation and problem solving
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English Writing: Windrush Child - Benjamin Zephaniah

Poetry unit (Performance Poetry)

Non-fiction unit (Diary)

Week 1 - analyse a range of information - sequence events - choose appropriate register	Week 2 - use correct intonation when reading aloud - collect relevant ideas and vocabulary - write a poem	Week 3 - edit - present - make inferences from poetry	Week 4 SATS WEEK	Week 5 - use similar writing as a model - use suffixes - explore features of a diary entry	Week 6 - use adverbials of time and place - use contrasting conjunctions - use relative clauses - express an opinion
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English Reading - VIPERS

				Explanation	Sequence/Summarise
Revision and consolidation of 6 core reading domains. - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	Revision and consolidation of 6 core reading domains. - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	Revision and consolidation of 6 core reading domains. - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	Week 4 SATS WEEK	- distinguish between fact and opinion, using evidence to support views	- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Science: Evolution and inheritance

Lesson 1: -explore variation (step 1) Knowledge: -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). Vocabulary: organism, variation, species, offspring	Lesson 2: -explore inheritance and characteristics (step 2) Knowledge: -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Working Scientifically: -Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. Vocabulary: characteristic, inheritance, desirable characteristics, offspring	Lesson 3: -Investigate animal adaptations (step 1) Knowledge: -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). Vocabulary: characteristics, adaptations, polar habitat, desert habitat, habitat	Lesson 4: -Investigate plant adaptations (step 2) Knowledge: -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: characteristics, adaptations, polar habitat, desert habitat, habitat	Lesson 5: -explore evolution (step 3) Knowledge: -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). Vocabulary: characteristics, adaptations, habitat, evolution	Lesson 6: -research Charles Darwin (step 4) Knowledge: -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory). Vocabulary: Charles Darwin, common ancestor, evolution, species, theory
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Art:

Week 1 Knowledge objective: WALT: Know that Kehinde Wiley is an American artist best known for his portraits Skill objective: WALT: Consider the use of colour and tone for mood and atmosphere	Week 2 Skill objective: WALT: Draw and work for a sustained period of time over a number of sessions working on one piece: using different techniques for different purposes Vocabulary: - pencil grades, shading techniques, shade, tone	Week 3 Skill objective: WALT: Draw and work for a sustained period of time over a number of sessions working on one piece: using different techniques for different purposes WALT: Confidently use line and tone in different media to consider shape, shade, pattern and texture. Vocabulary: - pencil grades, shading techniques, shade, tone	Week 4 Skill objective: WALT: Mix colour, shades and tones with confidence and develop their own style. WALT: Consider the use of colour and tone for mood and atmosphere Vocabulary: -Mixed media	Week 5 Knowledge objective: WALT: Know that Stephen Wiltshire is a British artist who draws detailed cityscapes Skill objective: WALT: Develop a simple perspective and draw with a third dimension. Vocabulary: - Cityscape, perspective, third dimension - pencil grades, shading techniques, shade, tone	Week 6 Knowledge objective: WALT: Know that Stephen Wiltshire is a British artist who draws detailed cityscapes Skill objective: WALT: Develop a simple perspective and draw with a third dimension. Vocabulary: - Cityscape, perspective, third dimension - pencil grades, shading techniques, shade, ton
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History: Windrush

Week 1 Walt: know who the Windrush generation are Knowledge objective: Know who the Windrush generation were and why and when they came to Britain. Skill objective: Describe a key event from Britain's past using a range of evidence from different sources. Vocabulary: The Windrush generation. <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 2 WALT: understand the challenges faced by the Windrush generation Knowledge objective: Understand the challenges faced by the Windrush generation when arriving in Britain. Skill objective: Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Vocabulary: discrimination, deportation <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 3 WALT: know who Sam Beaver King was Knowledge objective: Know who Sam Beaver King was. Skill objective: Summarise the main events from a specific period in history, explaining the order in which key events happened. Vocabulary: activist	Week 4 WALT: explain the legacy of the members of the Windrush generation Knowledge objective: Know who Diane Abbot is. Skill objective: Vocabulary: politician	Week 5 WALT: understand the ‘The Windrush generations’ contribution to British society and culture. Knowledge objective: Understand The Windrush generations’ contributions to British society and culture to include literature, art, music and politics. Skill objective: Describe the positive impact of a period of history on contemporary society. Vocabulary: society	Week 6 WALT: understand how we know about the Windrush generation Knowledge objective: Understand how we know about the Windrush generation.	
Computing Creating media – Introduction to vector graphics - identify that drawing tools can be used to produce different outcomes - create a vector drawing by combining shapes - use tools to achieve a desired effect - recognise that vector drawings consist of layers - group objects to make them easier to work with - apply what I have learned about vector drawings		French (MFL) Numbers, food, tenses - 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.		Music Classroom Jazz Song: Music and me <u>Listen and Appraise:</u> To talk about the musical dimensions working together in the Unit songs. <u>Games:</u> Question and answer using two different notes <u>Singing:</u> To experience rapping and solo singing <u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”		Physical Education Athletics - Sports Day! - 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	Spelling
Health and Wellbeing - Growing and changing -recall the physical & emotional changes that happen during puberty -think about how to manage change as we become more independent -identify the features of positive, healthy relationships -understand how a baby is made -understand what a loving relationship is and know that there are many types of relationships -identify how change makes us feel and know some positive strategies that can help us	Exploring other faiths reflecting our community: Rastafarianism - 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	Handwriting for different purposes: - fast-joined and print letters - note making - neat writing - print letters for personal details - different styles of writing	*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content
Story time texts	Can You Get Rainbows in Space? - Dr Sheila Kanani		
Texts for writing	Windrush Child - Benjamin Zephaniah		