



Medium Term Plan Year: 6 Term: 2

Maths

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

Poetry unit (Performance Poetry)

Non-fiction unit (Diary)

<b>Week 1</b> - analyse a range of information - sequence events - choose appropriate register	<b>Week 2</b> - use correct intonation when reading aloud - collect relevant ideas and vocabulary - write a poem	<b>Week 3</b> - edit - present - make inferences from poetry	<b>Week 4</b> <b>SATS WEEK</b>	<b>Week 5</b> - use similar writing as a model - use suffixes - explore features of a diary entry	<b>Week 6</b> - 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
<b>Revision and consolidation of 6 core reading domains.</b>  - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	<b>Revision and consolidation of 6 core reading domains.</b>  - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	<b>Revision and consolidation of 6 core reading domains.</b>  - Vocabulary - Inference - Prediction - Explanation - Retrieval - Summarise	<b>Week 4</b> <b>SATS WEEK</b>	- 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

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

<p><b>Week 1</b>  <b>Knowledge objective:</b>  WALT: Know that Kehinde Wiley is an American artist best known for his portraits</p> <p><b>Skill objective:</b>  WALT: Consider the use of colour and tone for mood and atmosphere</p>	<p><b>Week 2</b>  <b>Skill objective:</b>  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</p> <p><b>Vocabulary:</b>  - pencil grades, shading techniques, shade, tone</p>	<p><b>Week 3</b>  <b>Skill objective:</b>  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</p> <p>WALT: Confidently use line and tone in different media to consider shape, shade, pattern and texture.</p> <p><b>Vocabulary:</b>  - pencil grades, shading techniques, shade, tone</p>	<p><b>Week 4</b>  <b>Skill objective:</b>  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</p> <p><b>Vocabulary:</b>  -Mixed media</p>	<p><b>Week 5</b>  <b>Knowledge objective:</b>  WALT: Know that Stephen Wiltshire is a British artist who draws detailed cityscapes</p> <p><b>Skill objective:</b>  WALT: Develop a simple perspective and draw with a third dimension.</p> <p><b>Vocabulary:</b>  - Cityscape, perspective, third dimension  - pencil grades, shading techniques, shade, tone</p>	<p><b>Week 6</b>  <b>Knowledge objective:</b>  WALT: Know that Stephen Wiltshire is a British artist who draws detailed cityscapes</p> <p><b>Skill objective:</b>  WALT: Develop a simple perspective and draw with a third dimension.</p> <p><b>Vocabulary:</b>  - Cityscape, perspective, third dimension  - pencil grades, shading techniques, shade, ton</p>
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History: Windrush

<p><b>Week 1</b></p> <p><b>Walt: know who the Windrush generation are</b></p> <p><b>Knowledge objective:</b> Know who the Windrush generation were and why and when they came to Britain.</p> <p><b>Skill objective:</b> Describe a key event from Britain's past using a range of evidence from different sources.</p> <p><b>Vocabulary:</b> The Windrush generation.</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>Week 2</b></p> <p><b>WALT: understand the challenges faced by the Windrush generation</b></p> <p><b>Knowledge objective:</b> Understand the challenges faced by the Windrush generation when arriving in Britain.</p> <p><b>Skill objective:</b> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p><b>Vocabulary:</b> discrimination, deportation</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>Week 3</b></p> <p><b>WALT: know who Sam Beaver King was</b></p> <p><b>Knowledge objective:</b> Know who Sam Beaver King was.</p> <p><b>Skill objective:</b> Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p><b>Vocabulary:</b> activist</p>	<p><b>Week 4</b></p> <p><b>WALT: explain the legacy of the members of the Windrush generation</b></p> <p><b>Knowledge objective:</b> Know who Diane Abbot is.</p> <p><b>Skill objective:</b></p> <p><b>Vocabulary:</b> politician</p>	<p><b>Week 5</b></p> <p><b>WALT: understand the 'The Windrush generations' contribution to British society and culture.</b></p> <p><b>Knowledge objective:</b> Understand The Windrush generations' contributions to British society and culture to include literature, art, music and politics.</p> <p><b>Skill objective:</b> Describe the positive impact of a period of history on contemporary society.</p> <p><b>Vocabulary:</b> society</p>	<p><b>Week 6</b></p> <p><b>WALT: understand how we know about the Windrush generation</b></p> <p><b>Knowledge objective:</b> Understand how we know about the Windrush generation.</p>	
<p><b>Computing</b></p>		<p><b>French (MFL)</b></p>		<p><b>Music</b></p>		<p><b>Physical Education</b></p>
<p><b>Creating media – Introduction to vector graphics</b></p> <ul style="list-style-type: none"> <li>- identify that drawing tools can be used to produce different outcomes</li> <li>- create a vector drawing by combining shapes</li> <li>- use tools to achieve a desired effect</li> <li>- recognise that vector drawings consist of layers</li> <li>- group objects to make them easier to work with</li> <li>- apply what I have learned about vector drawings</li> </ul>		<p><b>Numbers, food, tenses</b></p> <ul style="list-style-type: none"> <li>- Revise numbers 1-100</li> <li>- Order food in a café</li> <li>- Revise conversations in a café</li> <li>- Learn about famous French food and French menus</li> <li>- Learn how to form the perfect tense</li> <li>- Differentiate between the present and perfect tenses.</li> </ul>		<p><b>Classroom Jazz Song: Music and me</b></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><b>Athletics - Sports Day!</b></p> <ul style="list-style-type: none"> <li>- Build up speed quickly for a sprint finish.</li> <li>- Use their preferred leg when running over hurdles.</li> <li>- Accelerate to pass other competitors</li> <li>- Develop the technique for the pull throw and support others in improving their performance.</li> <li>- Accurately measure and record the distance of their throws.</li> <li>-Work as a team to competitively perform a relay.</li> </ul>

PSHE	Religious Education	Handwriting	Word Expert
<p><b>Health and Wellbeing - Growing and changing</b></p> <ul style="list-style-type: none"> <li>-recall the physical &amp; emotional changes that happen during puberty</li> <li>-think about how to manage change as we become more independent</li> <li>-identify the features of positive, healthy relationships</li> <li>-understand how a baby is made</li> <li>-understand what a loving relationship is and know that there are many types of relationships</li> <li>-identify how change makes us feel and know some positive strategies that can help us</li> </ul>	<p><b>Exploring other faiths reflecting our community: Rastafarianism</b></p> <ul style="list-style-type: none"> <li>- Learn about the origins of the Rastafari religion</li> <li>- Identify significant leaders within this faith including Haile Selassie and Marcus Garvey</li> <li>- Understand significant practices and beliefs including the eating of a 'clean', organic meat free diet</li> <li>- Consider the significance of Bob Marley in spreading Rastafarianism to a wider global audience</li> </ul>	<p><b>Handwriting for different purposes:</b></p> <ul style="list-style-type: none"> <li>- fast-joined and print letters</li> <li>- note making</li> <li>- neat writing</li> <li>- print letters for personal details</li> <li>- different styles of writing</li> </ul>	<p><b>Revise year 5&amp;6 spelling patterns</b></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 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>Can You Get Rainbows in Space? - Dr Sheila Kanani</p>		
<p><b>Texts for writing</b></p>	<p>Windrush Child - Benjamin Zephaniah</p>		