



Medium Term Plan Year: 6 Term: 6

Maths

Week 1 - Themed projects, consolidation and problem solving

Week 2 - Themed projects, consolidation and problem solving

Week 3 - Themed projects, consolidation and problem solving

Week 4 - Themed projects, consolidation and problem solving

Week 5 - Themed projects, consolidation and problem solving

Week 6 - Themed projects, consolidation and problem solving

English Writing:

Narrative unit (Setting Description)

Week 1
- find meanings of unfamiliar words
- understand a character
- explore impact on the reader

Week 2
- identify features of a cliffhanger narrative
- use semicolons
- gather ideas

Week 3
- plan
- use features of a cliffhanger narrative
- build tension

Week 4
- use features of a cliffhanger narrative
- edit
- publish

Weeks 5 & 6

Children will spend 2 weeks focussing on the following objectives, leading up to a performance in a local theatre. Within these sessions they will:

- perform a play from memory
- use appropriate intonation, volume, and movement so that meaning is clear
- monitor, maintain and regain audience engagement
- speak loudly enough to consistently be heard

English Reading - VIPERS

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence/Summarise

.- identify and evaluate the use of figurative language within a text, suggesting alternatives.	- discuss how characters change and develop through texts by drawing inferences based on indirect clues, drawing evidence from different places across the text.	- confirm and modify predictions in light of new information.	- identify and explain how language, structure and presentation contribute to meaning.	- identify and describe a variety of genres.	
Science: Fossils & Year 7 preparation themed project (non-statutory)					

Lesson 1: -understanding fossil formation (step 1) Knowledge: -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: fossil, rock, decompose, skeleton	Lesson 2: -exploring fossils (step 2) Knowledge: -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 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: fossil, rock, Charles Darwin, evolution	Lesson 3: -research Mary Anning (step 3) Knowledge: -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 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: fossil, rock, palaeontologist, Mary Anning	Lesson 4: <i>See White Rose for themed investigations on melting points and thermal conductivity</i> Knowledge: Working Scientifically: Vocabulary:	Lesson 4: <i>See White Rose for themed investigations on melting points and thermal conductivity</i> Knowledge: Working Scientifically: Vocabulary:	Lesson 4: <i>See White Rose for themed investigations on melting points and thermal conductivity</i> Knowledge: Working Scientifically: Vocabulary:
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Art and Design: Lino Printing, Henri Matisse (mixed media)

Week 1 Knowledge objective: WALT: know that Henri Matisse was an artist known for creating works in different mediums, including block printing Skill objective: WALT: Explore the work of an artist in history	Week 2 Knowledge objective: WALT: know that lino or block printing is a traditional relief printmaking method WALT: know the stages involved in lino printing Skill objective: WALT: Use sketchbooks to collect and record visual information, to plan, collect and develop ideas. Vocabulary: Block print /linoleum Relief	Week 3 Skill objective: WALT: Use sketchbooks to annotate Vocabulary: Block print /linoleum Relief	Week 4 Knowledge objective: WALT: know the stages involved in lino printing Skill objective: WALT: Confidently use tools in a safe and appropriate way. Vocabulary: - block/linoleum - carve/gouge - relief - lino cutting tool, brayer	Week 5 Knowledge objective: WALT: know the stages involved in lino printing Skill objective: WALT: Confidently and independently use equipment and media correctly and be able to produce a clean printed image. Vocabulary: - block/linoleum - carve/gouge - relief - lino cutting tool, brayer	Week 6 Knowledge objective: WALT: know that lino or block printing is a traditional relief printmaking method WALT: know the stages involved in lino printing Skill objective: WALT: Evaluate our work Vocabulary: - block/linoleum - carve/gouge - relief - lino cutting tool, brayer
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Geography: Migration - How has migration changed Britain?

Week 1 Knowledge objective: Know how London (Brixton) has been influenced and changed by immigration (types of economic activity, art, historical sites, Lambeth Archives, Black Cultural Archives). Skill objective: Begin to draw a variety of thematic maps and plans of increasing complexity. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Understand and create a thematic map.</u>	Week 2 Knowledge objective: Know how to use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to identify key features of Brixton. Skill objective: Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Understand six-figure grid references and keys on maps.</u>	Week 3 Knowledge objective: Know how Brixton has been influenced and changed by immigration (types of economic activity, art, historical sites, Lambeth Archives, Black Cultural Archives). Know how the Windrush Generation changed human activity in Brixton. Skill objective: Use 6-figure grid references. Analyse and draw conclusions from field work using comparing and explaining reasons behind similarities/differences/patterns. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Comment on how Brixton has been changed by immigration.</u>	Week 4 Knowledge objective: Know how to use scale to measure distances between Streatham and Brixton on a map. Skill objective: Use scale to measure distances and draw maps/plans. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Use scale to measure distances on a map.</u>	Week 5 Knowledge objective: Know how to use scale to draw a map. Skill objective: Use scale to measure distances and draw maps/plans. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Use scale to draw maps.</u>	Week 6 Knowledge objective: Know how Brixton has been influenced and changed by immigration (types of economic activity, art, historical sites, Lambeth Archives, Black Cultural Archives). Know how the Windrush Generation changed human activity in Brixton. Vocabulary: <i>Consolidation of previously learnt language.</i> <u>WALT: Understand how Brixton has been influenced and changed by immigration.</u> <u>*Trip to the Black Cultural Archives/Brixton session - can fit in anywhere*</u>
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Computing	French (MFL)	Music	Physical Education
Programming - Sensing movement - create a program to run on a controllable device - explain that selection can control the flow of a program - update a variable with a user input - use a conditional statement to compare a variable to a value - design a project that uses inputs and outputs on a controllable device - develop a program to use inputs and outputs on a controllable device	Tenses, traditional story, rooms in a house	Reflect and replay <u>Listen and Appraise:</u> Talk about the music and how it makes you feel, using musical language to describe the music. <u>Games:</u> Copy back three note riffs, question and answer using three different notes. <u>Singing:</u> To listen to each other and be aware of how you fit into a group, to sing with an awareness of being in tune. <u>Performance:</u> Record a performance and compare it to a previous performance	Cricket - create pressure on a batter by using a ring field. - track and catch a high ball consistently. - perform a short-pitched bowl to get a batter to hit the ball in the air. - work in a pair to restrict runs scored when fielding. - play an on-drive. - set an attacking field.
PSHE	Religious Education	Handwriting	Spellings
Health and Wellbeing: Keeping Safe - understand the different age rating systems for social media, TV, films and games and recognise how age restrictions help people make safe decisions about what to watch, use or play - know the laws relating to drugs and recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs Living in the wider world: Money and Work - understand how money impacts a person's health and wellbeing - know how companies encourage customers to buy things and understand how to judge value for money - identify how money can be stolen through scams or lost through gambling and recognise debt Health and Wellbeing: Keeping Safe - identify ways to stay safe on-line including dealing with requests for personal information and identifying types of images that are appropriate to share with others	Understanding Faith and Belief in Lambeth - identify the range of faiths observed in the class and school community - know where the beliefs in the local community come from - recognise faiths and beliefs represented in the Lambeth community and how these have changed over time and possible reasons for those changes - understand the interconnectivity of local faith and community groups - know the ways that the lives of people in Lambeth have been enriched by the diversity of faiths followed by the Lambeth community	Handwriting for different purposes: - fast-joined and print letters - note making - neat writing - print letters for personal details - different styles of writing - presentation - decorated capitals - layout	Revisit key spelling rules and guidance based upon the needs of the pupils Revisit spelling strategies Application in writing
Story time texts	On the Move: Poems About Migration- Michael Rosen		
Texts for writing	Hound of the Baskervilles - Arthur Conan Doyle (Graphic Novel)		

