

Medium Term Plan

Year 6 - Term 1 - 2020

Blooms	
World War One – did Britain come out of WW1 for the better? Is adaptation amongst animals always advantageous?	
Writing Genre: Narrative	<ul style="list-style-type: none"> • Narrative genre: Quest tale. • Revisit the everyday writing toolkit. • Ensure sentence accuracy. • Ensuring characterisation and setting description is built throughout. • Multi-clause sentences.
Reading	<ul style="list-style-type: none"> • Class text: The Lion, the Witch and the Wardrobe by C.S. Lewis. • Word reading, fluency and vocabulary. • Comprehension, meta-cognition and prediction. • Character analysis and how to use in our own writing. • Compare book and the story of resurrection.
SPAG	<ul style="list-style-type: none"> • Apostrophes, tenses and fluency of joined handwriting. • Spelling: homophones and revision of Year 5 spellings. • Understanding the purpose of clauses within a sentence (accurate sentence construction). • Semi-colons and dashes.
Mathematics (including arithmetic)	<p>Place Value - Number:</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Read, write, order and compare numbers with up to three decimal places. • Solve problems involving numbers with up to three decimal places. • Round any number (including decimals) to a required degree of accuracy. • Revise formal methods for the four operations (+, -, x and ÷). • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. <p>Fractions:</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. • Compare and order fractions; add and subtract fractions with the same denominator/different denominators/mixed numbers using the concept of equivalent fractions; multiply simple pairs of common fractions; divide proper fractions by whole numbers. <p>Fractions, Decimals and Percentages:</p> <ul style="list-style-type: none"> • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • Calculate fraction and percentages of amounts. • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
Science	<p>Evolution and inheritance:</p> <ul style="list-style-type: none"> • Learn how someone's footprints can tell us a great deal about their height, gait and speed. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals are adapted to their environment. <p>Mathematics:</p> <ul style="list-style-type: none"> • Convert between different units of metric measure. • Use all four operations to solve problems involving measure. • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. <p>English:</p> <ul style="list-style-type: none"> • Opportunities for: Explanation, non-chronological reports and discussion.
History	<p>World War One:</p> <ul style="list-style-type: none"> • Causes and consequences of World War One. • Propaganda: the study of sources – bias/miscommunication. • Alliances & the Commonwealth. • The Treaty of Versailles and its impact • Diversity (Walter Tull, a local hero) <p>Mathematics:</p> <ul style="list-style-type: none"> • Opportunities for statistics/data handling. <p>English:</p> <ul style="list-style-type: none"> • Recount writing – diary entries. • Narratives/non-chronological reports and persuasion links.
Art	<p>World War One Art</p> <ul style="list-style-type: none"> • Use of different sketching pencils and how these can effect shading (WW1 art) • Light and dark shades, including use of charcoal. • Experimenting with strong colours (Paul Nash, Wyndham Lewis and Mike Rickett) <p>Class mascot: Eagles and Gorillas</p> <ul style="list-style-type: none"> • Clay: shaping and molding, creating and using slip, using spatulas to add patterns to the clay.
PE	<ul style="list-style-type: none"> • Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. • Communicate, collaborate and compete with each other. • Evaluate and recognise their own success.
ONLINE SAFETY RSHE	<ul style="list-style-type: none"> • To learn about positive and negative effects on physical, mental and emotional health (including the media). • To critically examine what is presented online and on social media and understand why it is important to do this. • Children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.



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<p>(Relationships, Sex and Health Education)</p>	<ul style="list-style-type: none">• Explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.• To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly.• To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.• To learn which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage ones immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.
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