

## Medium Term Plan Year 6 – Term 3 - 2020

<b>Blooms</b> Where would you rather live? India or the UK? Explain.	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Genre: Explanation</li> <li>Poetry: River-inspired poetry, focusing on sound and textual structure.</li> <li>Short burst fiction writing using a picture stimulus</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>River Boy – Tim Bowler</li> <li>Develop inference and prediction skills using the Agents of Understanding poster.</li> <li>Focus on SATs style questions moving from 1-mark questions to 3-mark over the course of the term using previous SATs papers</li> </ul>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>Focus on Year 5/6 spelling patterns including the following spelling patterns: - ent, -ence, -ency and -ant, -ance and -ancy</li> <li>Recap parenthesis and multi-clause sentences to add additional information within a sentence.</li> </ul>
<b>Mathematics</b> (including arithmetic)	<p><b>Arithmetic:</b></p> <ul style="list-style-type: none"> <li>Multiply a fraction/mixed number by a whole number.</li> <li>Calculate fractions/percentages of amounts.</li> <li>Associate a fraction with division and calculate decimal fraction equivalents.</li> <li>Calculate divisions using the short method/long method.</li> <li>Understand inverse operations, e.g. use short/long multiplications to check divisions.</li> <li>Addition and subtraction with numbers up to 3 decimal places.</li> <li>Identify the value of each digit in numbers given to 3 decimal places and multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>Round any whole number to a required degree of accuracy.</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>Solve missing number problems involving four operations.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml.]</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation (3dp).</li> <li>Solve problems involving converting between the above as well as units of time.</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>).</li> <li>Solve comparison, sum and difference problems using information presented in a line/bar graph.</li> <li>Complete, read and interpret information in tables, including timetables.</li> <li>Revise time.</li> </ul> <p><b>Ratio:</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> </ul>
<b>Geography</b>	<p><b>India Case Study</b> <b>Comparing the UK to India:</b> Human/ Physical geography. Chennai as a metropolis- what does it mean to be a mega-city? How does Chennai/India prepare for natural disasters? Sustainability in India and other huge cities around the world. How is India different to the UK? <b>Map skills:</b> Using Atlases; Map symbols, Compass points; Grid references; Evolution of Maps</p> <p><b>Big Blooms Question:</b> Where would you rather live? India or the UK? Explain.</p>
<b>Computing</b>	<p><b>Mathematics:</b> Comparing climates (South India- UK) – bar graphs, line graphs, data handling.</p> <p><b>English:</b> Non-chronological reports, persuasion, discussion, explanation</p> <p><b>Mathematics:</b> Data handling, pie charts and statistics</p> <p><b>English:</b> Explanation – explain how a blog post is created. Writing a recount in the form of a blog post.</p>
<b>Spanish</b>	<p><b>We Are Bloggers</b></p> <ul style="list-style-type: none"> <li>Become familiar with blogs as a medium, including an understanding of the particular features of this as a genre of writing</li> <li>Create a sequence of blog posts on a particular theme or topic.</li> <li>Incorporate additional media, such as audio or video.</li> <li>Comment critically on the posts of others.</li> <li>Develop a critical, reflective view of a range of media, including text.</li> </ul> <p><b>We are App Planners</b></p> <ul style="list-style-type: none"> <li>Learn about the capabilities of smartphones, think of a problem that a smartphone or tablet app could solve, and then pitch the idea for their app.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Revise numbers 1-100</li> <li>Revise verbs ser/estar/tener. Learn animals with these verbs.</li> <li>La comida sana (Healthy eating): food vocabulary, role play for en la cafeteria.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Body and spatial awareness</li> <li>Learning and following a sequence of dance moves</li> <li>Begin to choreograph own sequences</li> </ul>
<b>Online Safety</b>	<p><b>Safer Internet Day, 9<sup>th</sup> February</b></p> <p><b>RSHE</b> (Relationships, Sex and Health Education)</p> <ul style="list-style-type: none"> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> <li>To recognise the importance of self-respect and to be aware of how this links to one's own happiness.</li> <li>To understand that differences and similarities between people arise from a number of factors.</li> <li>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online).</li> </ul>



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