

Blooms		
- insert Blooms question/s here -		
Writing Genre: Portal Stories	<ul style="list-style-type: none"> • Fiction – Portal Story • Further development of characterisation • Consider ways to describe the setting to help the reader visualise • Develop suspense to add intrigue 	
Reading	<ul style="list-style-type: none"> • Class Text: 'Elidor' by Alan Garner • Word reading and vocabulary • Comprehension and meta-cognition, questioning with a particular focus on inference and the hidden meanings of this text • Develop an understanding of how the author helps us, as readers, visualise 	
SPAG	<ul style="list-style-type: none"> • Pre-taught vocabulary needed for Portal Stories • How to effectively use short vs long sentences to vary the pace of the story • Accurately punctuated fronted adverbials and subordinate clauses to vary how to open a sentence • Revisit dialogue 	
Mathematics	<p>Fractions, percentages and decimals:</p> <ul style="list-style-type: none"> • Recognise when fractions can be simplified, and use common factors to simplify fractions • Express fractions in a common denomination and use this to compare fractions that are similar in value • Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy • Add and subtract fractions with different denominators and mixed numbers • Calculate fractions of amounts and solve problems relating to these • Solve problems related to fractions • Solve problems involving the calculation of percentages • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts • Solve problems relating to ratio and proportion, making links to fractions 	
Geography/ History	<p>Modern and Ancient Greece</p> <ul style="list-style-type: none"> • To identify the main physical geographical features of Greece, including the weather, climate, as well as weathering and erosion, coastal features/changes over time, changing landscapes and the effects of global warming on the Greek mainland and islands (Geographical changes) • To learn how the landscape of Greece had an impact on the type of people that lived in Ancient Greece • To understand how city-states were formed in Ancient Greece • To evaluate how effective the democratic system was in Athens and analyse if it was a true democracy • To be able to deduce information from source material to find out about Ancient Greek society and give reasons for the differences between the Modern and Ancient Olympics • To understand the ideal behind the Olympic games 	<p>English: non-chronological reports, persuasion, discussion, explanation.</p> <p>Mathematics: Data handling: create a pie chart using knowledge of angles and other forms of graphs to represent data (e.g. popularity of the Olympic games over the years, most popular sports to view, coastal erosion, weather, climate or Greece).</p>
Computing	<p>UNIT 6.5 App Development –</p> <ul style="list-style-type: none"> • Geography/history link: Design an app for holiday makers in Athens to take them on a virtual tour of the city around the Ancient sites (this could extend to looking at the map of Greece and a virtual tour of the ancient sites of the country, e.g. Delphi, Olympia, Mount Olympus) • Spanish link: Design an app to illustrate the journey children take to get to school, using a local map of the area and instructions for how to follow the route/ journey in Spanish. 	<p>English: explanation, non-chronological reports, instruction.</p> <p>Mathematics: Use scaling to draw an accurate map of the local area.</p>
Spanish	<p>Vamos al colegio - Journey to school</p> <ul style="list-style-type: none"> • To learn the vocabulary for different school subjects and be able to conjugate the verb TENER (to have) and ESTUDIAR (to study) to make short sentences to talk about what is studied at school • To be able to read, write and talk about directions (i.e. give directions) for journeys to school, including asking/answering questions 	



Medium Term Plan Year 6 – Term 6 - 2021

	<ul style="list-style-type: none">To be able to refer to landmarks past on a journey to school and to write a short paragraph about the directions takenTo revise numbers 1-100, as well as the verbs <i>ser/estar/tener</i> (incorporated into this unit)
Physical Education	<p>Swimming – to develop water confidence, to refine techniques in the three main strokes of front crawl, backstroke and breast stroke</p> <p>Outdoor P.E. - Cricket and Rounders</p> <ul style="list-style-type: none">Striking and fielding – develop skills in batting / fielding techniques, throwing and catching, effective overarm throws and playing mini gamesFollowing the Young Olympics unit of learning, which will enrich their learning in History (Ancient Greece) and develop a range of athletic skills such a running, throwing and jumping
RSHE & Online Safety	<ul style="list-style-type: none">Online Safety: Develop children’s understanding of how to stay safe online, with a specific focus on use of mobile phones (as Year 6 children are transitioning to secondary school and using mobile phones)Preparation for secondary school and transition activities