Medium Term Plan
Year 6 – Term 1 - 2021

Spotlight Masterpiece: The heart and circulatory system.	**Hook**: Dissection of a heart. Triennial Walk.
Writing Genre: Quest Tales - Hatchett	• Fiction – Quest Tales • Revisit the everyday writing toolkit. • Ensure sentence accuracy. • Ensuring characterisation and setting description is built throughout. • Multi-clause sentences. • Parenthesis, semi-colons and colons
Reading	**Class Text: Hatchett by Gary Paulsen** • 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	• Homophones. • Revise word classes. • Phrases and clauses. • Clauses: how main clauses are fundamental to every sentence and how these can be manipulated to form multi-clause sentences. • Commas do not join sentences. • Apostrophes.
Mathematics	**Number and Place Value:** • Read, write, order and compare numbers up to 10000000. • Determine the value of each digit in numbers up to 10000000. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. **Number – Addition, subtraction, multiplication and division:** • Add and subtract numbers mentally with increasingly large numbers. • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Identify common factors, common multiples and prime numbers. • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. • Use their knowledge of the order of operations to carry out calculations involving the four operation.
Science	**Animals including Humans (Including the Circulatory System)** • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.
Religious Education	**Is it better to express your beliefs in arts and architectures or in charity and generosity?** • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity as more important than buildings and art
Computing	**Bletchley Park** • Digital Literacy • Computers • Hardware
Physical Education	**Indoor P.E.: Street dance** – Dance unit from Rising Stars Scheme • Physical movement Balance • Eye co-ordination • Core stability

	• Storycises **Outdoor P.E.: Football and basketball** • Develop control of the ball • Eye co-ordination • Invasion skills • Working as a team • Defence and attack
Geography	**Geographical changes:** • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. • Understand how key topographical features have changed over time. • Weathering and erosion. • Coastal features / changes over time. • Changing landscapes. • Global warming. • Changing boundaries.
RSHE	• Positive and negative effects on physical, mental and emotional health. • Recognise and respond to feelings of others. • Conflicting emotions.
Art	**Portraits and Body Composition:** • Skills: drawing what you see and not what you think you see. • Use of different sketching pencils and how these can effect shading. • Shading techniques. • Henry Matisse & Romero Britto – children to choose the artistic style they would like to replicate.
Music	**Singing – revisit how to sing in time** • Singing in time • Rhythm and pitch • Rhythm games • Sing Assembly songs
Primary Languages – Spanish	Revise numbers 1-100, the verbs ser, estar and tener. Use these in basic questions from previous year.