

Spotlight Masterpiece:		Hook:
Design and create a shoebox trench		Time Travel Education whole day visit – 360 Virtual Reality tour of WW1 + workshops
Writing Genre: Non-fiction	<ul style="list-style-type: none"> • Genre: Discussion • Use reasoning skills to convey an evidenced viewpoint in writing. • Use a range of facts/faction to support the argument. • To know how to use quotes to support an opinion. • To know how to maintain formality within a discussion text. • To know how to avoid bias in a discussion text (e.g. by using outside opinions and generalisers) • Use different techniques to conclude texts. • World War 1 Poetry: List poems; using figurative language to create an image in the reader's mind 	
Reading	Class text: Private Peaceful. <ul style="list-style-type: none"> • Using the context of the book to learn new vocabulary. • Comprehension and metacognition. • Questioning with a focus on retrieval, summarising and inference. • Short burst reading. 	
SPAG	<ul style="list-style-type: none"> • Apostrophes, tenses and fluency of joined handwriting. • Writing in accurate sentences. • Understand the purpose of clauses within a sentence. • Manipulation of clauses to form multi-clause sentences. • Revisit semi-colons. • Revisit parenthesis. • Active and passive voice 	
Mathematics	Fractions: <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. Fractions, Decimals and Percentages: <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	Evolution and inheritance: <ul style="list-style-type: none"> • To understand that animals and humans inherit features from their parents • To know the difference between environmental changes and inheritance. • To know that every living thing has its own traits, inherited from its parents, but are not identical to their parents and that this is called variation. • To know that all living things adapt to suit their environment. • To know that evolution is a very slow and gradual change over a very long period of time. • To know that fossils provide information about living things that inhabited the Earth millions of years ago and tell us about evolution. • To know that natural selection is where successful characteristics are passed to offspring and those who are not successful die (survival of the fittest). • To know that there are limitations to adaptation and evolution (e.g. fainting goats, human wisdom teeth, etc.) 	
Religious Education	What difference does it make to believe in Ahimsa, grace and/or Ummah? <ul style="list-style-type: none"> • To know that, for Hindus, ahimsa means being harmless means no violence, eating no meat and wearing no leather • To know how Gandhi practiced ahimsa in the liberation of India • To know that, for Christians, the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything (make links to Jesus' death and resurrection) • To know that the worldwide Muslim community is called the Ummah and being part of the Ummah is expressed, for example, in pilgrimage to Makkah and is shared welfare through zakat. • To make links between the three concepts (ahimsa, grace and Ummah) 	
Physical Education	Swimming <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres • To use a range of strokes effectively • To perform safe self-rescue in different water-based situations Handball/Netball <ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game 	

Medium Term Plan Year 6 – Term 2 - 2021

	<ul style="list-style-type: none"> • Show confidence and accuracy in using ball skills in various ways in a game situation, and link these together effectively • Choose and make the best pass – chest, bounce, overhead, shoulder in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move • Keep and win back possession of the ball effectively and in a variety of ways in a team game – backline pass, centre pass, • Demonstrate a good awareness of space – passing into the space
History	<ul style="list-style-type: none"> • To know that WW1 started in 1914 when a European monarch called Franz Ferdinand was assassinated. • To know the main countries involved in WW1 were: Britain, France, Russia and Germany, Italy, Austria-Hungary and many of the countries in their empires. Know that countries in these two groups were allies. • Know that the British Empire in 1914 included large parts of North America, Africa, India and Australia. • To know that more advanced weapons and tactics including trench warfare as well as involvement of allies and empires led to war on many continents and involving people from all over the world. • To know that around 10 million soldiers died. • To know that WW1 ended on 11th November 1918, and this is still commemorated today through Remembrance Day. • To know that many countries ended up in debt due to high cost of war. • To know that WW1 contributed to starting WW2.
RSHE	<ul style="list-style-type: none"> • To know that there are positive and negative effects on physical, mental and emotional health. • To know that we should recognise and respond to feelings of others. • To know why laws are needed • To know the difference between cultural practices and law • To know how our words and actions have an impact on others (Link: Anti-Bullying Week: One Kind Word)
Design Technology	<p>WW1 Shoebox Trenches</p> <ul style="list-style-type: none"> • To know what provisions soldiers had in the trenches and the layout of a WW1 trench • To know that a plan can be adapted and improved as you're working. • To know how to annotate sketches, use cross-sectional and exploded diagrams as well as prototypes • To know that a range of materials can be used to replicate a WW1 trench • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures • To critique, evaluate and test their ideas and products and the work of others
Music	<p>Play Instruments - Recorders</p> <ul style="list-style-type: none"> • To know how a recorder works. • To know the 8 notes of an octave and how to play these on the recorder. • To perform the following melodies: Jingle Bells, Easy B, Seven Gs, Abie's Blues • To know how to perform in time with background music • To know how to sing in time with music (Christmas carols)
Primary Languages – Spanish	<p>Vamos al colegio (on the way to school)</p> <ul style="list-style-type: none"> • To know how to conjugate the verbs tener, estar and ser (to have and to be) in the present tense • To know the following place names in a town: la biblioteca - library, la escuela/el colegio - school, el banco - bank, la piscina - swimming pool, el supermercado - supermarket, el campo – field, la tienda –shop, la iglesia – church, una cafetería – café, un correo – a post office, un río – a river, un museo, a museum, una estación de tren – a train station. • To know how to say and use in context the following directions in Spanish: a la derecha – on the right, a la izquierda – on the left, todo recto – straight on <ul style="list-style-type: none"> • To know how to ask and respond to the following: donde esta...? – where is...?, Cuando voy al colegio paso por... – When I go to school, I pass..., por fin - finally • To know how to say and write short sentences telling others about their journey to school.