

Medium Term Plan Year 6 – Term 4 - 2022

Spotlight Masterpiece:		Hook:
Written activity into role play scenario where children interview one another about what they do at the weekend.		Read and understand a children's book in Spanish using our Agents of Understanding skills.
Writing Genre: Fiction	Genre: Suspense <ul style="list-style-type: none"> Be aware of and able to manipulate the structure of a story beyond the 5-part scaffold. Show an understanding of and demonstrate a range of different ways to start a narrative in order to hook the reader (e.g. action, dialogue, setting, character, flashback, a mystery etc.). Further develop description using a wider array of writerly tools (e.g. more advanced figurative language/adjectives etc., knowing when to choose to include this, deliberately creating mood/atmosphere). Develop further characterisation (e.g. consideration of age, strengths and character flaws, appropriate descriptive details, their thoughts and feelings, show don't tell) Sparingly use engaging dialogue to show a character's thoughts and advance action, with an appreciation of different dialogue structures & correct punctuation (e.g. inverted commas, CL and commas). Demonstrate a wide range of approaches to end a narrative effectively (meaningful cliffhangers, deliberate final questions etc.) Control levels of formality throughout different moments within the narrative. Incorporate implicit meanings and messages beyond the obvious. 	
Reading	Clockwork, by Philip Pullman: <ul style="list-style-type: none"> Activating prior/background knowledge to infer meaning. Knowing that good readers use this to ask questions about the book and make predictions about what happens next. SATs style questions Developing an understanding of how an author creates a first impression of a character Developing strategies to decipher meanings of unknown words Develop an ability to make links with other stories and across the book itself Good vs evil 	
SPAG	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, referred Recap and revise commonly misspelt words Recap parenthesis and multi-clause sentences to add additional information within a sentence. Recap correct use of dialogue Subordinating and co-ordinating clauses 	
Mathematics	Algebra: <ul style="list-style-type: none"> To express missing number problems algebraically To use simple formulae To generate and describe linear number sequences To find pairs of numbers that satisfy an equation with two unknowns To enumerate possibilities of combinations of two variables Ratio: <ul style="list-style-type: none"> To solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts To solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison To solve problem involving similar shapes where the scale factor is known or can be found To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Geometry & Statistics: <ul style="list-style-type: none"> To find unknown angles in any triangles, quadrilaterals and regular polygons To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles To interpret and construct pie charts and line graphs and use these to solve problems To calculate and interpret the mean as an average To compare and classify geometric shapes based on their properties and sizes To describe simple 3-D shapes To draw 2-D shapes using given dimensions and angles To recognise and build simple 3-D shapes, including making nets To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius 	
Science	Electricity <ul style="list-style-type: none"> To know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To know how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To know how to use recognised symbols when representing a simple circuit in a diagram To know that adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. To know that adding more bulbs to a circuit will make each bulb less bright. To know that if using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. To know that when turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. 	

	<ul style="list-style-type: none"> To know how to use recognised circuit symbols to draw simple circuit diagrams.
Religious Education	<p>What matters most to Christians and humanists?</p> <ul style="list-style-type: none"> To know the purpose of rules and develop an understanding of humanists. To express what the concepts of fairness, justice, forgiveness and free choice mean to me. To know what codes for living Christians try to follow. To express ideas about how values can make a community happier.
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll To develop counter balance and counter tension To be able to perform inverted movements with control To be able to perform the progressions of a headstand and a cartwheel To be able to use flight from hands to travel over apparatus To be able to create a group sequence using formations and apparatus <p>Basketball</p> <ul style="list-style-type: none"> To develop protective dribbling against an opponent To be able to move into space to support a teammate To be able to choose when to pass and when to dribble To be able to track an opponent and use defensive techniques to win the ball To be able to perform a set shot and a jump shot To be able to apply the rules and tactics you have learnt to play in a basketball tournament
History	<p>Industrial Revolution (Innovation & Invention + Empire):</p> <ul style="list-style-type: none"> To know that the 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human/animal power, to a society based on machinery. To know that the Industrial Revolution really took off in the 1840s. To know that before the revolution, most people lived in the country and worked on farms, and that during the revolution, people moved to the cities to work in factories. To know that cities grew and became over-crowded, unsanitary and polluted. To know that spinning cotton using machines was far faster and cheaper than spinning cotton by hand. To know that one drawback of the Industrial Revolution was poor working conditions for people in factories. To know that working conditions were often dangerous, people had to work long hours and child labour was common practice. To know that the steam engine was one of the most important inventions of the Industrial Revolution and meant that humans could use the energy from fossil fuels to create power. To know that much of the machinery and buildings needed by the Industrial Revolution (specifically trains, railway bridges and steam engines) were built out of iron and that this was produced in a new process called the blast furnace. To know that steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry. To know that the steam train powered its own forward movement and that train lines spread rapidly across Britain, transforming British life and making easy travel possible for the first time. To know that Britain became a powerful empire because it was the leading force in the Industrial Revolution.
RSHE	<ul style="list-style-type: none"> To know how images in the media make us feel. To know how to effectively challenge stereotypes. To understand that differences and similarities between people arise from a number of factors. To know about and recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online).
Design and Technology	<p>Textiles – making phone case</p> <ul style="list-style-type: none"> To know there are different sewing stitches and learn how to execute running stitch, blanket stitch and back stitch. To know how to complete market research, finding out more about products currently available and preferences for audience (10-11 year olds). To know how to apply skills to sew final product, ensuring it is aesthetically pleasing as doing so To know how to evaluate design against brief, suggesting improvements that could be made
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: Easy B, Seven Gs, Abie's Blues To know how to perform in time with background music
Primary Languages – Spanish	<p>The Weekend: Fin de semana</p> <ul style="list-style-type: none"> To know the time in Spanish to the nearest 5 minutes To know the following phrases describing what we might do at the weekend: I get up (me levanto), I have my breakfast (desayuno), I watch TV (veo la tele), I read (leo), I listen to music (escucho musica), I play computer games (juego a videojuegos), I play football (juego al fútbol), I go to the swimming pool (voy a la piscina), I go to the cinema (voy al cine), I go to sleep (voy a dormir) To know the following adverbials and conjunctions to join together ideas: and, after, later, finally, also To know how to give your opinion in Spanish using the following phrases: it's incredible (ies increíble!), it's great (ies genial!), it's fun (ies divertido!), it's tiring (ies agotador!), it's boring (ies aburrido!), it's horrible/awful (ies horrible!)