

<p><b>Writing</b></p>	<p><b>Fiction: Warning Tale</b> <b>Secondary Unit: Discussion Texts</b></p> <p><b>Model Text(s): The Old Canal and The Boat</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Joined handwriting of all main letter bodies, ascenders and descenders.</li> <li>• Identification of main clauses, subordinate clauses and relative clauses.</li> <li>• Accurate use of full stops or conjunctions to avoid comma splicing.</li> <li>• Multi-clause sentences to lengthen sentences, ensuring accurate punctuation using commas, conjunctions or punctuation (depending on clause).</li> </ul> <p><b>Deepening:</b> use of semi-colon and colon to mark independent or dependent clauses.</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Writing successfully in first person (draw on examples from Private Peaceful) by avoiding over use of I or me through manipulation of language.</li> <li>• Knowing how to hook the reader’s interest – e.g. start with dialogue. Pull on the implied danger through the setting, using show not tell.</li> <li>• Explore characterisation of ‘foolish’ MC in warning pattern.</li> </ul> <p><b>Level of innovation:</b></p> <ul style="list-style-type: none"> <li>• Through openings &amp; endings linked to a setting choice: what’s the threat linked to setting? Use Private Peaceful to fuel ideas e.g. into the woods, to the mansion etc.</li> </ul> <p><b>Deepening:</b> explore warnings beyond verbal. Use of a ‘time slip’ to signal separate moments in time within the story. Children could mark this with a line or use a similar device as in Private Peaceful. Note use of verb tenses to mark this through past perfect tense.</p>
<p><b>Reading</b></p>	<p><b>Class Text: Private Peaceful by Michael Morpurgo</b> <b>Poem: Tyger</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>• Role of character: Who are the characters introduced in the first few chapters of the text? What do we know about them? What impressions are created through the characterisation e.g. Grandma Wolf. Why has Morpurgo chosen these names and personas? What is the role of Big Joe? How might these character arcs feed into the later plot?</li> <li>• Structure/plot: map the interweaving plot lines of the story. What parallels can be drawn between the plot at home versus the plot in the war? What is the additional plot line that we only see flashes of at the start of each chapter? What might be happening in the present tense?</li> <li>• Main themes/ideas/arguments: what are the core ideas? What is Morpurgo trying to say about the world? Consider Morpurgo’s own experience of visiting a grave in Europe. Themes to explore: right/wrong, courage, war, power &amp; cruelty, family, religion and faith.</li> </ul> <p><b>Responding &amp; questioning:</b></p> <ul style="list-style-type: none"> <li>• Introduce some basic (retrieval) SATs style questions such as: sequencing events, find and copy one word, etc. to ensure full accuracy. Practice role of initial read and ‘scanning’ to check for accuracy.</li> </ul>
<p><b>SPAG</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell words with the following endings: -ant, -ance, -ancy, -ent, -ence, -ency, -fer</li> <li>• Common Exception and Tricky Word List Spellings to be taught: hindrance, nuisance, relevant, convenience, equipment, environment, existence, excellent, sufficient, frequently, government, parliament,</li> </ul>

<p><b>Mathematics</b></p>	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> <li>• Use negative numbers in context, and calculate intervals across zero.</li> <li>• Solve number and practical problems that involve all of the above.</li> </ul> <p><b>Number: Addition, Subtraction, Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a 2-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.</li> <li>• Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Solve problems involving addition, subtraction, multiplication and division.</li> <li>• Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• To know the value of each digit in numbers up to 10,000,000 and identify a missing part in standard partitioning (e.g. <math>1000 + \_ + 20 + 4 = 1324</math>)</li> <li>• To know how to use negative numbers to calculate intervals across zero</li> <li>• To know and quickly recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• To recognise and know how to use factor pairs and commutativity in mental calculations</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Visualising</li> <li>• Reasoning logically</li> </ul>
<p><b>Science</b></p>	<p><b>The Human Circulatory System</b></p> <ul style="list-style-type: none"> <li>• The circulatory system is the heart and network of blood vessels than carry oxygen and nutrients around the body.</li> <li>• That the heart pumps blood in the blood vessels around to the lungs.</li> <li>• That oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body.</li> <li>• Every cell in the body requires oxygen and nutrients so blood vessels must reach every part of the body. The heart pumps the blood continuously.</li> <li>• To seek patterns – exploring which groups of people may have higher or lower resting pulse rates and explore recovery rate for different groups of people.</li> <li>• To make observations over time -how long does it take my pulse rate to return to my resting pulse rate (recovery rate).</li> </ul> <p>Exercise can:</p> <ul style="list-style-type: none"> <li>• tone our muscles and reduce fat</li> <li>• increase fitness</li> <li>• make you feel physically and mentally healthier</li> <li>• strengthens the heart</li> <li>• improves lung function</li> <li>• improves skin</li> </ul>

	<ul style="list-style-type: none"> <li>To examine food labels closely, take measurements and record data. Sugars are high calorie carbohydrates. If too much sugar is consumed, it can lead to weight gain and health complications such as diabetes. Tooth decay can also result.</li> <li>That diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.</li> <li>Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death</li> <li>Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What do religious and non-religious world views teach about caring for the Earth?</b></p> <ul style="list-style-type: none"> <li>There are key environmental problems and religious teachings about the Earth e.g. climate change; khalifa (Islam) – successor, ruler, leader and refers to the role of humans; and stewardship (Christianity) of God’s creation and keeper of the world; to consider how this compares with the work of Greta Thunberg.</li> <li>To appreciate how religious groups are responding to issues about the environment by looking at the work of religious groups- Jewish Ecological Coalition; Islamic relief tree planting and the Christian Eco Church or Operation Noah and that they should show their traditions more strongly.</li> <li>There needs to be activism and commitment to save the Earth and discuss what must happen for plants and animals to survive and re-balance the way humans have exploited the Earth.</li> <li>Through debating green justice and how this fits with religious ideas, what kinds of behaviour, beliefs and expression the world needs.</li> <li>That asking questions of different groups is a way to understand and form opinions for example whose world is this? Should religion be greener?</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To be able to develop the straddle, forward and backward roll.</li> <li>To develop counterbalance and counter tension.</li> <li>To be able to perform inverted movements with control.</li> <li>To be able to perform the progressions of a headstand and a cartwheel.</li> <li>To be able to use flight from hands to travel over apparatus.</li> <li>To be able to create a group sequence using formations and apparatus.</li> <li>To develop an understanding of momentum and how it helps to build force and enable rolls.</li> <li>To learning the names of muscles in body tension exercises</li> </ul>
<p><b>History</b></p>	<p><b>Industrial Revolution (Innovation &amp; Invention + Empire)</b></p> <ul style="list-style-type: none"> <li>That historians make judgments about the amount, nature or pace of change across time, specifically in relation to the advancements of technology within the Industrial Revolution.</li> <li>That the ‘Industrial Revolution’ describes the transition in the 1840s from a society based on hand manufacturing and human/animal power, to a society based on machinery.</li> <li>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. These cities grew and became over-crowded, unsanitary and polluted.</li> <li>That one drawback of the Industrial Revolution was poor working conditions for people in factories. Know that working conditions were often dangerous, people had to work long hours and child labour was common practice.</li> <li>That spinning cotton using machines was far faster and cheaper than spinning cotton by hand.</li> <li>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.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• That steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry.</li> <li>• 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.</li> <li>• How historians decide what makes a place or era significant e.g. the power gathered by Britain to become an 'empire' during this time.</li> <li>• That Britain became a powerful empire because it was the leading force in the Industrial Revolution.</li> </ul>
<p><b>PSHE</b></p>	<p><b>Relationships</b></p> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship –including communication and respect -and develop the skills to form and maintain these (SRE lesson 2 and 4).</li> <li>• The importance of seeking support if they are feeling lonely or excluded and to recognise when others may feel this way and strategies for how to include them.</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• To look at seeking and giving permission (consent) in different situations. Specifically, privacy and personal boundaries in friendships and wider relationships (including online).</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and to know there may be risks of communicating online with those we don't know in person.</li> <li>• To know why someone may behave differently online, including pretending to be someone they are not, and how to report any concerns they may have about this.</li> <li>• To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> </ul>
<p><b>Art</b></p>	<p><b>Human Feature Drawing</b></p> <ul style="list-style-type: none"> <li>• That contemporary art challenges traditional art more than modern art, to the point that it 'radicalises' it. It aims to not only deconstruct but destabilise every aspect of art through use of mediums and alternative ways of viewing.</li> <li>• To interpret an artist's feelings or messages through examining their art.</li> <li>• That a front view is when a subject is facing the viewer, and a 3/4 view is when they are half turned away.</li> <li>• The iris and pupil are perfect circles from a front view, but changes in perspective can make their shape appear to change.</li> <li>• That the upper lip is usually proportionately smaller than the bottom lip (but not always).</li> <li>• That eyebrows follow the arch of the brow bone and have thicker inner corners to thinner outer corners.</li> <li>• That not everyone has the same facial proportions and these can be affected by ethnicity.</li> <li>• To sketch the features from different angles and understand that the proportions will appear to change as a result.</li> <li>• To focus on the bigger shapes before adding finer details, as many artists do this to achieve accurate likenesses.</li> <li>• That the purpose of a background is to enhance the subject, not distract from it, and do not have to be detailed or realistic to be effective. Some artists, like Wiley, can have their background interact with/go in front of the subject, as long as it does not obscure them.</li> <li>• To select a colour background for the background that will complement the colour palette of the subject (blue uniform).</li> <li>• To consider the effect on composition when positioning a subject in the centre of a piece of art from a front or 3/4 view.</li> </ul>

**Primary  
Languages –  
Spanish****At the cafe (en el café)****Vocabulary:**

How to say and spell the below vocabulary and use this to order a selection of typical foods, drinks and snacks from a Spanish menu and then ask for the bill.

- Breakfast in the café (*desayuna en el café*)
- What would you like? (*¿Qué quieres?*)
- I would like (*quiero*)
- Please (*por favor*)
- A juice (*un zumo*)
- A black coffee (*un café*)
- A white coffee (*un café con leche*)
- A lemon tea (*un té*)
- A tea with milk (*un té con leche*)
- A hot chocolate (*un chocolate caliente*)
- A croissant (*un croissant*)
- Butter (*la mantequilla*)
- Bread (*pan*)
- Jam (*la mermelada*)
- Sponge cake (*un bizcocho*)
- Cereal (*cereales*)
- A piece of tortilla (*un trozo de tortilla*)
- Spanish doughnuts (*de churros*)
- Tapas (*tapas*)
- Chips (*patatas fritas*)
- A sandwich (*un sándwich*)
- A coke (*una coca-cola*)
- A fizzy lemonade (*una limonada con gas*)
- The bill please (*la cuenta por favor*)

How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

That being able to communicate in other languages opens up the wider world.

**Grammar:**

That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like **a** croissant but **the** bill) and understand that there are more versions of each determiner compared to English due to gender and amount.

That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).

That other languages sound different because of different rules.

That many words are similar to French and English because of their latin origin (etymology) and we can use these cognates to help us understand new vocabulary. However, some words are 'false-friends'.

**Phonics:**

That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-**vor**'

<p><b>Music</b></p>	<p><b>Touch the Sky</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing songs involving syncopated rhythms.</li> <li>To sing accurately in two parts, with dynamic contrast and expression.</li> <li>To sing with sense of performance and ensemble (observing rhythm, phrasing, accurate pitching, style)</li> <li>That harmony is the sound of 2 or more notes heard simultaneously. A harmony is an accompaniment to a melody.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>That a waltz has an oom pah pah rhythm and is in <math>\frac{3}{4}</math> time. (e.g. Skye Boat Song)</li> <li>To understand the stories, origins, traditions, history and social context of the music they are listening to.</li> <li>To identify the features of traditional Scottish music that have influenced the composing of the song Touch the Sky</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>To work in small groups to create music with multiple sections which include repetition and contrast.</li> <li>To improvise extended melodies using a pentatonic scale.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>To plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</li> <li>To play on instruments and notate melody.</li> <li>To use the interrelated dimensions of music to develop their pieces.</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>To play a melody following staff notation.</li> <li>To accompany with chords or a bass line.</li> <li>To engage and play with others through ensemble playing.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>To know the names of notes and be able to read them on a staff.</li> <li>To read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> <li>To be able to use the interrelated dimensions of music to achieve a desired effect in their compositions and performances.</li> </ul>
<p><b>Forest School</b></p>	<p><b>Fire Lighting</b></p> <p>Fire – beginner 1</p> <ul style="list-style-type: none"> <li>to demonstrate fire circle etiquette</li> <li>to understand the importance of following the fire circle guidelines</li> <li>to demonstrate their understanding of the fire circle guidelines by the way they act in and around the fire circle</li> <li>to adopt the correct kneeling posture for being close to the fire</li> </ul> <p>Fire – beginner 2</p> <ul style="list-style-type: none"> <li>to understand the need for completely extinguishing a fire</li> <li>to understand and explain the importance of fully extinguishing fires</li> <li>to understand and explain the constituent parts of the fire triangle</li> <li>to demonstrate the correct method for fully extinguishing the fire and checking for residual heat.</li> </ul> <p>Fire – beginner 3</p> <ul style="list-style-type: none"> <li>to collect dry sticks</li> </ul>



## Medium Term Plan Year 6 – Term 1 – 2023/2024

- to understand and explain the difference between green wood and dead wood and why green wood is not suitable to burn
- Learner can identify both dry and greenwood and sort them appropriately.

### Fire – beginner 4

- to produce sparks with a fire steel
- to consistently create sparks using a fire steel

### Fire – Beginner 5

- to safely cook items on a stick over the fire
- to safely cook an item of food over the fire Learner can demonstrate safe fire circle etiquette whilst cooking

### National Curriculum links:

- Physical education
- Science – Everyday materials, States of matter, Properties and changes of materials  
Physical education
- Science - Plants, Living things and their habitats Physical education
- Science – Properties and changes of materials, Forces
- Cooking and nutrition Physical education Science - Properties and changes of materials, States of matter