



Medium Term Plan
Year 6 – Term 3 – 2024/2025

Writing	<p>Non-fiction: Persuasion</p> <p>Secondary Unit: Meeting stories</p> <p>Model Text: 'Visit the North' and 'The Global Warming Challenge'</p> <p>Composition:</p> <ul style="list-style-type: none">• When writing to persuade, consider your audience and then you could:• Start a two-way 'conversation': directly address the reader with 'you'; use rhetorical questions to draw them in; pose arguments relevant to the reader; add detail the reader will find interesting/useful.• Avoid appearing unreasonable: avoid obvious personal opinions where possible; make opinions sound like facts through generalisation or refer to the thoughts/views/ideas of others; use official facts and figures; occasionally reference counter-arguments.• 'Dial up' your arguments by: elaborating on a point; referring to other sources; exaggerating (carefully); extreme description; emotive language; alliteration; similes/metaphor; using humour, condescension or even sarcasm.• Guide the reader through arguments: linking words to connect ideas; topic sentences/subheadings; sensible order to arguments• Use topic sentences to introduce each new paragraph; use of experts to further develop a point; ensure that writing is cohesive through the use of adverbials and causal language.
Reading	<p>Class Text: Leila and the Blue Fox</p> <p>Comprehension focus(es) to investigate:</p> <p><u>Focus 1 – role of character:</u> identify each character within the story; what role does each play in our initial understanding of the story? What role does Leila play? What role does mum play? What role do we predict the fox playing? What connections exist between the characters? Character map.</p> <p><u>Focus 2 – perspectives and viewpoints, linked to plot:</u> what is Leila's perspective? What is Mum's? What is the fox's? What is the perspective of the family at home? What is the author's perspective: how does this play in to overall meaning?</p> <p><u>Focus 3 – main themes/ideas/arguments:</u> linked to author's perspective – what is this text truly 'about'? Explore through Twitter hashtags: #family, #rules, #teenager #conservation #globalwarming #protectourplanet etc</p> <p><u>Linked texts:</u> non-fiction linked to the original fox, poetry linked to immigration themes, one other fiction with strong moral undertone.</p> <p>Independent Understanding: <u>Specific focus on:</u> 'How do you know' questions, Find and copy SATs style questions, What impression questions, inferring character's thoughts and emotions</p>
SPAG	<p>Spelling</p> <ul style="list-style-type: none">• -able/-ably, ible/ibly e.g. adorable, adorably• ei after c e.g. deceive• Add suffixes beginning with vowel letters to words ending -fer• Common exception and tricky words: achieve, ancient, convenience, mischievous, sufficient, exaggerate, forty, government, guarantee, harass, hindrance, individual, interfere, interrupt, signature, stomach, system, temperature, vehicle <p>Punctuation and Grammar:</p> <ul style="list-style-type: none">• Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark.• Use of semi-colon and colon to mark independent or dependent clauses.

	<ul style="list-style-type: none"> Using multi-clause sentences, applying accurate demarcation throughout, including when using parenthesis through commas, dashes or brackets (depending on desired effect).
Mathematics	<p>Measurement: Converting Units</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. <p>Number: Ratio</p> <ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Number: Algebra</p> <ul style="list-style-type: none"> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. <p>Number: Decimals</p> <ul style="list-style-type: none"> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.
Science	<p>Electricity</p> <ul style="list-style-type: none"> To know the symbols and the conventions that are used to represent the components. To know how to organise a working electric circuit and how to draw a circuit diagram using them. To create circuits of increasing complexity and represent them using diagrams, annotated with scientific diagrams and labels. To know how scientists have developed ideas over time and improved efficiency (Nikolas Tesla). To know the brightness of a bulb (or the volume of a buzzer) is associated with the number and voltage of cells used in the circuit. To recognise which variable to control in a fair test and carry out a fair test to see how the number of cells in a circuit affects the brightness. To use a data logger to measure the brightness of a bulb. To know 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 record with increasing complexity using scientific diagrams and labels the different ways to affect the function of a component in a circuit. To know how electrical components interrelate and use this knowledge to make a working device.
Religious Education	<p>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <ul style="list-style-type: none"> To explore the meanings of ahimsa (harmless), Grace (unconditional love and forgiveness) or Ummah (worldwide religious community) for Hindus, Christians and Muslims. Theologians believe that there are connections between beliefs and behaviour across different religions.

	<ul style="list-style-type: none"> To explore the similarities and differences between these different beliefs for religious people. (Christianity, Hinduism and Islam) How these beliefs guide people and what difference does it have in their lives. (If God forgives them then does it matter if they do wrong things?) To consider how these beliefs make it challenging for Muslims, Hindus and Christians today. To debate, using examples, which of these beliefs has more impact and why.
Physical Education	<p>Quidditch:</p> <ul style="list-style-type: none"> To send and receive under pressure. To select skills to move towards goal, away from defenders and space. To combine attacking skills to create shooting opportunities. To use defensive skills to gain possession. To defend as a team, denying space and gaining possession. To apply rules, tactics, skills and principles to play in a tournament. <p>Gymnastics:</p> <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counterbalance 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. To develop an understanding of momentum and how it helps to build force and enable rolls. To learning the names of muscles in body tension exercises
History	<p>Battle of Britain – Local Study</p> <ul style="list-style-type: none"> How historians ascribe significance to events e.g. World War II and the impact globally, nationally and locally. That World War II took place between 1st September 1939 - 2nd September 1945. How historians make judgements about why an event occurred, using evidence from the past. That World War II began when Adolf Hitler and his supporters invaded Poland and Great Britain and France declared war on Germany as a result of this. That by June 1940, Nazi Germany and its allies dominated Western Europe and turned their attention to Britain. The German air force (Luftwaffe) aimed to destroy and have reign of supremacy over British airspace as Hitler claimed Britain would recognise "her militarily hopeless situation". How historians commemorate the historical significance of a place and how this can be celebrated within the locality e.g. the memorial site This amphibious Nazi military campaign was referred to as Operation Sea Lion and involved bomber attacks against shipping, air bases, aircraft factories and radar stations in the South East of England There were 600 frontline fighters to defend Britain to Germany's 1300 bombers, 900 single engine and 300 twin engine fighters At the Battle of Britain memorial site in Caple-Le-Ferne, a gun battery was originally installed to support the war effort England had superior equipment such as Hawker Hurricanes and Supermarine Spitfires, examples of these are displayed at the memorial By late August, the Luftwaffe had lost more than 600 aircraft and the RAF only 260 Winston Churchill declared before Parliament on August 20, "Never in the field of human conflict was so much owed by so many to so few." (<i>few are referenced at the memorial in Caple</i>) How historians use sources of information to find out about the past.

	<ul style="list-style-type: none"> In retaliation to counter bombs from England, the Nazi military launched a 57 day continuous attack on London, known as The Blitz, resulting in almost 43,000 civilian deaths Winston Churchill referred to the Battle of Britain as the "RAF's finest hour" as it is credited with preventing German invasion of Britain.
PSHE	<p>Health and Well Being <u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> What positively and negatively affects their physical, mental and emotional health. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. That there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. Adults are prosecuted if they are found in possession of an illegal drug. That legal drugs common to everyday life, such as tobacco, alcohol and some medicines can have negative risks and effects, including impacting future physical and mental health and safety. That drug use can become a habit which can be difficult to break and last a life time. Some reasons why people choose to use drugs or not use drugs (including nicotine, alcohol and medicines) and there are mixed messages about these. That there are organisations that can support people concerning alcohol, tobacco and nicotine or other drugs use. That if they have concerns about legal or illegal drugs they can talk to their trusted adults, including their family members and school staff. <p><u>Ourselves Growing and Changing</u></p> <ul style="list-style-type: none"> To understand how bodies, change as they approach and move through puberty (SRE lesson 1) To learn about human reproduction including conception (SRE lesson 1 & 3) <p><u>Media literacy & digital resilience</u></p> <ul style="list-style-type: none"> That the media can have a negative effect on mental and emotional health. To critically examine what is presented online and on social media and understand why it is important to do this. What to do if they are being bullied online (copy and paste URL, block and report, screenshot, close laptop and report: 'capturing evidence'). That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
Art	<p>Wire Sculptures</p> <ul style="list-style-type: none"> That Alexander Calder was an American sculptor who was a pioneer of wire sculpting and mobile-making, as he believed the medium of wire could make 'abstract art move'. That a wire sculpture is a three-dimensional artwork using the medium of bendable metal wire. They can be free-standing or hang like a mobile. That a free-standing sculpture stays upright on its own and is not attached to anything. That a mobile is a balanced arrangement of objects suspended in the air. That wire sculptures can be the armature inside a sculpture that is then covered by other mediums (such as clay), or it can be the finished sculpture on its own. To bend, curve, overlap and loop wire to create form. That not every part of a subject must be represented in the sculpture to make an accurate form. That pliers are a handheld tool specifically designed to hold, bend, twist and sometimes cut wires. To use pliers to bend wire in both smooth curves and sharp vertices.

	<ul style="list-style-type: none"> • That composition is important for sculpting like in two-dimensional art, and is also known as balance. • That the idea of movement can be achieved by putting the animal in a dynamic pose. • That positive space is the space occupied by an artwork (the actual material). • That negative space is the empty space in/around an object. • That a contour is the outline/edge of the subject's figure. • That in contour drawing, a single, continuous line is used to draw the contour. • That in blind contour drawing, you draw the continuous contour whilst your eyes remain on the reference figure – never looking down at the page. • To use contour drawing to create abstract form of animals. • To evaluate the success of their sculpture when comparing it to the intended design and the sculptures that inspired it.
Primary Languages – Spanish	<p>School (en el colegio)</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • To recognise and name the subjects we study in school in Spanish with the correct definite article/determiner. <ul style="list-style-type: none"> • School subjects (<i>las asignaturas</i>) • ICT (<i>la informática</i>) • History (<i>la historia</i>) • Music (<i>la música</i>) • Geography (<i>la geografía</i>) • P.E. (<i>la educación física</i>) • English (<i>el inglés</i>) • Spanish (<i>el español</i>) • Art (<i>el arte</i>) • Maths (<i>las matemáticas</i>) • Science (<i>las ciencias</i>) • To extend sentences by giving a positive/negative opinion on the various school subjects (i.e. say what they like and dislike). <ul style="list-style-type: none"> • Do you like...? (<i>¿Te gusta(n)...?</i>) • What do you like? (<i>¿Qué te gusta?</i>) • I like... (<i>me gusta(n)...</i>) • I love... (<i>me encanta(n)...</i>) • I do not like... (<i>no me gusta(n)...</i>) • I hate... (<i>odio</i>) • Yes, I like... (<i>sí, me gusta(n)...</i>) • Yes, I love... (<i>sí, me encanta(n)...</i>) • No, I do not like... (<i>no, no me gusta(n)...</i>) • No, I hate... (<i>no, odio</i>) • To give a justification and say why they like/dislike certain school subjects. <ul style="list-style-type: none"> • And (<i>y</i>) • But (<i>pero</i>) • Boring (<i>aburrido</i>) • Difficult (<i>difícil</i>) • Useful (<i>Útil</i>) • Interesting (<i>interesante</i>) • Fun (<i>divertido</i>) • Easy (<i>fácil</i>) • Pointless (<i>inútil</i>) • Because (<i>porque</i>) • It is (<i>es</i>) • Because it is... (<i>porque es...</i>)

	<ul style="list-style-type: none"> Because they are... (<i>porque son...</i>) That these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. That listening and speaking are an important skill when learning a new language. To tell the time (on the hour) in Spanish. <ul style="list-style-type: none"> What time is it? (<i>¿Qué hora es?</i>) It is one o'clock (<i>es la una</i>) It is... (<i>son las...</i>) + numbers between 2 and 12. It is midnight (<i>es medianoche</i>) It is midday (<i>es mediodía</i>) Say what time they study certain subjects at school. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> How to use the 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation in the present tense. 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'. <p><u>Cultural links:</u></p> <ul style="list-style-type: none"> Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)
Music	<p>"Ain't gonna let nobody" (Music of the Civil Rights)</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> That <i>Protest Songs</i> express disapproval about a political idea or status. That the Civil Rights Movement was a struggle for social justice that took place mainly during the 1950s and 60s for black Americans to gain equal rights under the law in the United States. That music is an important instrument for spreading messages and developing solidarity towards social change. <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing with a sense of ensemble and performance (Phrasing, accurate pitching and style) To sing in three parts <p><u>Perform</u></p> <ul style="list-style-type: none"> To play chords on tuned percussion, ukulele, keyboard, or apps. To engage and play with others through ensemble playing. <p><u>Reading notation</u></p> <ul style="list-style-type: none"> To read and play from notation a four-bar phrase, confidently identifying note names and durations <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise over the chords C minor and G7.