

Writing	<p>Mystery tales (link to Beowulf):</p> <ul style="list-style-type: none"> • Imply something threatening: adding dangerous elements to the setting; personifying the setting including weather; isolate the MC(s); hint at aspects of later threat; make MC vulnerable (although caution around stereotyping). • Hide the threat by: making the setting dark or otherwise unclear e.g. fog; empty words; slowing the pace; short, punchy sentences to avoid detail. • Show MC's reactions: actions; emotions; dialogue (if relevant); thoughts: • Control pace: short and longer sentences; verb choices including dramatic; adverbials e.g. in an instant; applying or removing aspects of description to delay the action. <p>Persuasion brochures (link to end-of-year performance)</p> <ul style="list-style-type: none"> • 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
Reading	<p>The Final Year (Matt Goodfellow)</p> <p>Main themes and ideas:</p> <ul style="list-style-type: none"> • Friendships • Family • Resilience • Health • Transition <p>Perspectives and viewpoints:</p> <ul style="list-style-type: none"> • Perspective of the characters vs perspective of the author/reader
SPAG	<p>Revisit:</p> <ul style="list-style-type: none"> • Write accurately in sentences • Accurate spellings (use of various spelling strategies to check our writing) • Use of colon to expand on an idea • Use of a semi-colon to link two related main clauses and in a list • Accurate use of inverted commas in dialogue to convey character and advance the action • Use tenses accurately within our writing • Maintain joined writing when writing at length
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.

Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> • That that exercise strengthens the heart muscle which improves the heart's ability to pump blood around the body. • To identify the variables that need to be controlled. • To write a hypothesis. • To plan a method independently for how they will keep this a fair test, how they will measure and record. • To present findings in a graph and draw conclusions which can be investigated further. • To be able to use a heart/ pulse monitor for evidence. • • To know that humans have a double and closed circulatory system as do most vertebrates. • That some animals have a single circulatory system, and some have an open circulatory system. • About scientific evidence that has been used to support or refute ideas or arguments (William Harvey). • To know the impact of diet, exercise, drugs and lifestyle on the way our bodies function. • To analyse case studies and use learning to give advice. • To explore nutritional guidance and draw conclusions. • To be able to monitor sleep over the course of a week and draw conclusions.
Religious Education	<p>What does religion say to us when life gets hard?</p> <ul style="list-style-type: none"> • To express their own ideas and experiences around life, death and suffering using stimulus material and to express what matters most to them. • That theologians recognise and reflect that there are different opinions around the 'big questions' relating to life, death and suffering. • To explore different ways in which religions help people to enjoy life even when they experience difficult times (E.G. celebrating together, a sense of community, through pray). • That some religious traditions teach the concept of life after death but Humanists have their own beliefs about death. • To compare and contrast the different religious opinions about life after death and what it looks like. (Christian -judgement, heaven, salvation through Jesus; Hinduism -karma, soul, samsara, reincarnation and moksha; and Humanists). • To explore the idea of heaven and the afterlife through art (art of heaven). • The key religious features of end of life ceremonies for different believers e.g. prayer, mediation, text and songs. (Christianity, Hinduism and Humanists).
Physical Education	<p>Rounders</p> <ul style="list-style-type: none"> • To develop throwing accuracy and catching skills under pressure. • To develop placement of a ball into space. • To develop consistency of catching to get opponents out. • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and use them within a game. • To further develop fielding techniques and apply them to a game situation. • To think about how they use skills, strategies and tactics to outwit the opposition. • To be respectful of the people they play with and against. • to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. <p>TBC on second unit</p>
Geography	<p>Mapping the United Kingdom and the Wider World</p> <ul style="list-style-type: none"> • That maps represent the human and physical Geography of a location, based on fieldwork and observation. • That Geographers observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • That the ordinal directions are: northeast (NE), southeast (SE), southwest (SW), and northwest (NW), and that these are each halfway between each cardinal direction. • That Ordnance Survey (OS) is Britain's mapping agency. They create up to date and accurate maps depicting the landscape's human and physical features.

	<ul style="list-style-type: none"> That all OS maps use the same symbols, which are included in a key so people using the map know what each symbol represents. That on an OS map, different types of road and path are represented differently. That the symbols represent human features such as information points and physical features such as forests. To observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Computing	<p>Further Microbits</p> <ul style="list-style-type: none"> That a change in makecode blocks will also be represented within javascript, and vice versa. That a programming code is more commonly presented in a written script rather than blocks as it is more precise. To evaluate the differences between makecode and javascript To modify an existing javascript for a simple micro:bit program and know what effect this has on the output. That the function of a logic statement in coding is to execute a specific block of code if a defined condition is met or not. To write a simple algorithm incorporating simple logic statements (unplugged). To use the following logic blocks within makecode: if, if then, or, else To decompose and identify key features of codes used to create games. That programmers decide the most appropriate inputs and outputs for a game with the intended user in mind That technological advancements have allowed games to incorporate more input/output functions over time To create a program for a game which combines buttons, sound, LED lights, accelerometer, compass, scoreboard and logic statements. What to do if you are being bullied online - copy and paste URL, block and report, screenshot, close laptop and report. This is 'capturing evidence.'
PSHE	<p>Living in the Wider World</p> <p><u>Communities</u></p> <ul style="list-style-type: none"> That rules and laws are made and enforced to protect themselves and others; there are consequences to not adhering to rules and laws. That a 'bill' is a proposal for a new law and that these are debated and passed in parliament and must then be formally approved by a monarch. That there are some cultural practices, which are against British law and universal human rights. To recognise the consequences of anti-social, prejudice and aggressive behaviours such as bullying and discrimination on individuals and communities by evaluating the ways of responding to it if witnessed or experienced. How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. <p><u>Economic Well-being: Money & Aspirations, Work and Career</u></p> <ul style="list-style-type: none"> About different ways to keep track of money. Risks associated with money for example, money can be won, lost or stolen and ways of keeping money safe and that this can impact on peoples feelings and emotions. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. <p><u>Media literacy & digital resilience</u></p> <ul style="list-style-type: none"> That there is a broad range of different jobs/careers that people can have. To identify the kind of job/career that they might like to do when they are older. About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation. That there are a variety of routes into careers (e.g. college, apprenticeships, university).
D.T	<p>Towers</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing towers including older (Leaning Tower of Piza, Eiffel Tower) and more modern (Shard, Burj Khalifa), identifying similarities and differences in their purposes and overall structures.

	<ul style="list-style-type: none"> To understand some of the reasons why cultures/societies have built towers including: to see across wide expanses, a premium in 'footprint' space, for tourism and status. To design a tower with a footprint of no more than 20cm by 20cm that is able to stand independently to a height of 1.5m, using predominantly wooden dowel and string to bind. That designers often need to work to meet a set criteria, but may also include their own design and creative ideas. To use a labelled diagram to plan for shapes, materials and further necessary components. To describe ways of making strong and stable structures. To safely use saws to cut wooden dowel. To construct a tower meeting the above criteria. That designers often need to work collaboratively with others. To strengthen joins using a rope/string based binding system. To evaluate design and outcome against design criteria, suggesting improvements that could be made.
Primary Languages – Spanish	<p>El Fin De Semana (the weekend)</p> <p>Vocabulary: How to say, read and write what activities they do at the weekend; the time they do it and provide an opinion on it.</p> <ul style="list-style-type: none"> What do you do at the weekend? (<i>¿Qué haces los fines de semana?</i>) Quarter past (<i>y cuarto</i>) Half past (<i>y media</i>) Quarter to (<i>menos cuarto</i>) I get up (<i>me levanto</i>) I have my breakfast (<i>desayuno</i>) I go to the cinema (<i>voy al cine</i>) I read (<i>leo</i>) I play football (<i>juego al fútbol</i>) I play computer games (<i>juego a videojuegos</i>) I go to the swimming pool (<i>voy a la piscina</i>) I watch television (<i>veo la tele</i>) I listen to music (<i>escucho música</i>) I go to sleep (<i>voy a dormir</i>) And (<i>y</i>) After (<i>después</i>) Later on (<i>más tarde</i>) Finally (<i>finalmente</i>) Also (<i>también</i>) <p>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> <p>To integrate conjunctions, adverbials and opinions into written and spoken work to extend sentences</p> <p>That being able to manipulate more complex language structures will enable us to communicate more easily.</p> <p>Grammar: That accents can only be written over vowel to place emphasis That a personal pronoun isn't required before a verb (e.g. <i>juego</i> and <i>leo</i>)</p> <p>Phonics: That 'h' is always silent in Spanish as in the word 'horrible' which sounds like 'orrible'</p> <p>Cultural links: Find out what children from other countries (not necessarily Spanish speaking) get up to at the weekend.</p>



Medium Term Plan

Year 6 – Term 5 – 2023/2024

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