

<p>Writing</p>	<p>Non-Fiction: Persuasion Model Text: Visit Planet Zygon Revisit: Information texts</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. • Common exception & tricky words: guarantee, harass, identity, individual, interrupt, language, leisure, lightning, necessary, neighbour, persuade, physical, prejudice, privilege, profession, pronunciation, queue, recommend, restaurant, sacrifice, secretary, shoulder, signature, soldier, stomach, suggest, symbol, system, temperature, variety, vegetable • Using fronted adverbials • Revisit parenthesis • Revisit semicolons • Further develop use of colons • Using multi-clause sentences <p>Composition:</p> <ul style="list-style-type: none"> • Use topic sentences to introduce each new paragraph. • Continue to move away from the usual 5 paragraphs • Use of experts to further develop a point • Ensure that writing is cohesive through the use of adverbials and causal language
<p>Reading</p>	<p>Class Text: Leila and the Blue Fox</p> <p>Decoding - Fluency & Word Reading:</p> <ul style="list-style-type: none"> • Explore unknown vocabulary that the children could use within their own writing. • 'Find and copy one word' type questions involving scanning with fluency. <p>Vocabulary, comprehension & metacognition:</p> <ul style="list-style-type: none"> • Core focuses: role of character, perspectives and viewpoints, main themes/messages • Explore through Twitter hashtags: #family, #rules, #teenager #conservation #globalwarming #protectourplanet etc • Linked texts: non-fiction linked to original fox, poetry linked to immigration themes, one other fiction with strong moral undertone. <p>Responding & questions:</p> <ul style="list-style-type: none"> • 'How do you know' questions • Find and copy SATs style questions • What impression questions • inferring character's thoughts and emotions • Making effective predictions based on what they know. Knowing that good reader's always update their predictions as they read. • Summarising to secure understanding of the text
<p>SPAG</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • Continue revising words with the endings -ant, -ance and -ancy, and can also mostly accurately spell words with the following endings: -ent, -ence, -ency, -fer • Homophones, including specifically: steal/steel, who's/whose, your/you're, are/our, they're/their/there, herd/heard, advice/advise, device/devise, practice/practise, licence/license, farther/father, guest/guessed, led/lead <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Revisit use of parenthesis • Revisit semi-colons and colons • Use multi-clause sentences to develop a point • Revisit how to accurately use • Passive versus active tenses

<p>Mathematics</p>	<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.
<p>Science</p>	<p>Light</p> <p>Pupils learn that:</p> <ul style="list-style-type: none"> Light appears to travel in straight lines, and we see objects when light from them goes into our eyes. The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. Objects that block light (are not fully transparent) will cause shadows. Because light travels in straight lines, the shape of the shadow will be the same as the outline shape of the object. Reflection is when light bounces off a surface - this changes the direction in which the light travels. The size of a shadow changes as the light source moves.
<p>Religious Education</p>	<p>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> What Ahimsa (harmless), Grace (unconditional love and forgiveness) or Ummah (worldwide religious community) mean to religious people. How should we care for others and the world, and why it matters? What difference it makes to believe in Ahimsa, Grace and Ummah. How people use this in their daily life e.g. how Gandhi practised ahimsa in the liberation of India. To recognise the similarities and differences between practises in different religions. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions- Christianity, Hinduism and Islam.
<p>Physical Education</p>	<p>Outdoor PE: Basketball</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> To use dribbling to change the direction of play with control under pressure. To use a variety of dribbling techniques to maintain possession under pressure. To use a variety of throwing techniques including fake passes to outwit an opponent. To select and apply the appropriate kicking technique with control.

	<ul style="list-style-type: none"> To catch and intercept a ball using one and two hands with increasing success in game situations. To receive a ball with consideration to the next move. To strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. To confidently change direction to successfully outwit an opponent. To effectively create and use space for self and others to outwit an opponent. To work collaboratively to create tactics within their team and evaluate the effectiveness of these. <p>Indoor PE: Dance Pupils learn:</p> <ul style="list-style-type: none"> To perform dances confidently and fluently with accuracy and good timing. To work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. To improvise and combine dynamics demonstrating an awareness of the impact on performance. To use counts when choreographing and performing to improve the quality of work.
History	<p>World War One - Local Study</p> <ul style="list-style-type: none"> To define what a monarch is and why the assassination of Franz Ferdinand triggered WW1 in 1914. To identify the main countries involved in WW1 on a map and know that they were: Britain, France, Russia and <i>Germany, Italy, Austria-Hungary</i> and many of the countries in their empires. Know that countries in these two groups were allies. To analyse maps of the British Empire in 1914 and understand that this included large parts of North America, Africa, India and Australia. To use source material to recognise the variety of tactics that led to war on many continents e.g. more advanced weapons and tactics (including trench warfare), as well as involvement of allies and empires. To suggest the greater impact on daily life that occurred due to the deaths of around 10 million soldiers. To recognise the measures the general public still take today to commemorate the end of WW1 on 11th November 1918 e.g. Remembrance Day. To think critically about the way the war was presented to the public using source material, namely propaganda. To suggest and present reasons why WW1 may have been a contributing reason for the start of WW2, such as the fact many countries ended up in debt due to high cost of war.
RSHE	<p>Health and Wellbeing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> What positively and negatively affects their physical, mental and emotional health. 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. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. 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. That there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

	<ul style="list-style-type: none"> • Some reasons why people choose to use drugs or not use drugs (including nicotine, alcohol and medicines). • That there are mixed messages in the media about drugs, including alcohol and smoking/vaping. • 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. • 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)
Music	<p>“Ain’t gonna let nobody” (Music of the Civil Rights)</p> <p>Pupils learn:</p> <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) <p><u>Listening</u></p> <ul style="list-style-type: none"> • To understand the stories, origins, traditions, history and social context of the music they are listening to. • To know that music is an important instrument for spreading messages and developing solidarity towards social change. <p><u>Improvise</u></p> <ul style="list-style-type: none"> • To use chord changes as part of an improvised sequence • To play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard or apps. <p><u>Perform</u></p> <ul style="list-style-type: none"> • To play a melody following staff notation. • To accompany with chords or a bass line. • 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
Art	<p>Sculpture: Wire animal sculptures in the style of Alexander Calder</p> <p>Pupils learn that:</p> <ul style="list-style-type: none"> • A wire sculpture is a three-dimensional representative/abstract artwork crafted using the medium of malleable (able to bend under pressure) metal wire. They are free standing: designed to be seen from all sides (including the top), can support themselves and are not attached to a background or wall. • That balance is the arrangement of the parts of an artwork to create a sense of <i>equilibrium</i> – the weight, size, placement and colours are all balanced. Links closely to composition in non-sculpture art. • That a mobile is a balanced arrangement of objects suspended below a wire. • That armature is the metal framework on which a sculpture may be moulded with clay. • That positive space is the space occupied by an artwork (the actual material). and negative space is the empty space in/around an object that will define a sculpture. • That a contour is the outline/edge of a figure (human/animal used to create the art). In contour drawing, a single, continuous line is used to draw the outline of a figure. In blind contour drawing, you draw the continuous contour whilst your eyes remain on the reference figure – never looking down at the page. • That pliers are a handheld tool specifically designed to hold, bend, twist and sometimes cut wires. • That American sculptor <u>Alexander Calder</u> pioneered wire sculpting and the making of mobiles as he ‘wanted to make abstract art move’.



Medium Term Plan
Year 6 – Term 3 – 2022/2023

Primary Languages – Spanish	School – En el colegio Pupils learn: <ul style="list-style-type: none">• To recognise and name the subjects we study in school in Spanish with the correct definite article/determiner.• To extend sentences by giving a positive/negative opinion on the various school subjects (i.e. say what they like and dislike).• To give a justification and say why they like/dislike certain school subjects.• 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.• To tell the time (on the hour) in Spanish.• Say what time they study certain subjects at school.• How to use the 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation in the present tense.
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