

<p><b>Writing</b></p>	<p><b>Fiction:</b> Mystery  <b>Model Text:</b> A Clockwork Mystery  <b>Poetry:</b> Write river poems</p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Ellipsis to slow down the pace and add suspense</li> <li>• Parenthesis to add extra information</li> <li>• Subordinating and coordinating clauses</li> <li>• Expanded nouns phrases</li> <li>• Present progressive tense</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Writing in the first person without starting every sentence with 'I'</li> <li>• Short paragraphs to slow down the pace and place emphasis on various parts of the story</li> <li>• Short vs long sentences at various points to increase and slow down the pace.</li> <li>• Powerful vocabulary and figurative language (metaphors and similes) to help the reader visualise.</li> <li>• Deliberate repetition to create more of an atmosphere</li> <li>• Developing characterisation through inferences</li> <li>• How to write an effective story opening</li> <li>• How to use a cliff-hanger to leave the reader wanting more</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text:</b> Clockwork (Phillip Pullman)  <b>Additional Text:</b> The Arrival (Shaun Tan)</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Develop even more strategies to decipher the meanings of unknown words</li> </ul> <p><b>Vocabulary, comprehension &amp; metacognition:</b></p> <ul style="list-style-type: none"> <li>• Understanding how the author creates a first impression of a character</li> <li>• Understand how the author develops his characters throughout the story and what he wants us to know about them.</li> <li>• How atmosphere is developed throughout the story</li> </ul> <p><b>Responding &amp; questions:</b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• What impression questions</li> <li>• Making effective predictions about the story and knowing that good readers update them as they read.</li> <li>• 'What is the author trying to convey' type of questions</li> <li>• Understand how the author uses inferences to convey meaning</li> </ul>
<p><b>SPAG</b></p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fere.g. referring, referred</li> <li>• Revise commonly misspelt words: interfere, amateur, attached, average, bargain, bruise, category, cemetery, competition, controversy, criticise, curiosity, determined, develop, dictionary, embarrass, exaggerate, explanation, familiar, foreign, forty</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Measurement: Perimeter, Area &amp; Volume</b>  Recognise that shapes with the same areas can have different perimeters and vice versa.  Recognise when it is possible to use formulae for area and volume of shapes.  Calculate the area of parallelograms and triangles.  Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</p> <p><b>Number: Statistics</b>  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>

	<p>Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p><b>Number: Geometry: Properties of Shapes</b> Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>Number: Geometry: Position &amp; direction</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p><b>Arithmetic</b> To know how to solve addition and subtractions involving numbers up to three decimal places To know how to multiplying together three numbers To know how to multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. <math>1/4 \times 1/2 = 1/8</math>] To know how to divide proper fractions by whole numbers [e.g. <math>1/3 \div 2 = 1/6</math>] Consolidation</p>
<p><b>Science</b></p>	<p><b>Living Things and Their Habitats</b> How to describe the way living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Plants and animals are two main groups but there are other living things that do not fit into these groups such as microorganisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. Animals can be divided into two main groups: those that have backbones (vertebrates) and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish, amphibians, reptiles, birds and mammals. Each group has common characteristics. How to spot a fish: Breathes with gills, lays eggs in water, has fins and scales, is cold blooded How to spot an amphibian: Born with gills then develops lungs, lays eggs in water, damp skin, cold blooded How to spot a reptile: Breathes with lungs, lays eggs on land, dry scaly skin, cold blooded How to spot a bird: Breathes with lungs, lays eggs with hard shells, has feathers, warm blooded How to spot a mammal: Breathes with lungs, babies are born live, body hair or fur, warm blooded, feeds babies milk Invertebrates are animals with no backbone. There are three ways invertebrates can be grouped: Insects: three body sections and six legs Arachnids: two body sections and eight legs Molluscs: slimy foot, often have a shell Plants can be divided broadly into two main groups: flowering plants and non-flowering plants.</p>
<p><b>Religious Education</b></p>	<p><b>What matters most to Christians and humanists?</b> That humanists' values are about having a moral code (be honest; use your mind; tell the truth; do to other people what you would like them to do to you). To develop an understanding of a moral code as being a set of rules to live by. To debate the idea of a code for living – the difference between developing their own moral code and one that comes from God. To explore the meaning of concepts such as fairness, freedom, truth, peace and what they look like in their lives. To be able to explain that Christians believe that humans being made in the image of God (Genesis 1:28), being fallen and also sinful (the 'Fall' in Genesis 3) and how this shows our choice of good and bad. To know that Christians code for living means following Jesus teaching of love God and love your neighbour.</p>

	<p>To know that Christian understanding of how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus’ attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit.</p>
<p><b>Physical Education</b></p>	<p><b>Fitness</b> To demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. To link running, jumping and hopping actions with greater control and co-ordination. To perform jumps for height and distance using good technique. To show accuracy and good technique when throwing for distance. To show fluency and control when travelling, landing, stopping and changing direction. To change direction with a fluent action and can transition smoothly between varying speeds. To can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p><b>Handball</b> To use dribbling to change the direction of play with some control under pressure. To dribble with feet with some control under increasing pressure. To use a variety of throwing techniques with some control under increasing pressure. To use a variety of kicking techniques with some control under increasing pressure. To catch and intercept a ball using one and two hands with some success in game situations. To receive a ball using different parts of the foot under pressure with increasing control. To use a variety of techniques to change direction to lose an opponent. To create and use space for self and others with some success. To understand the need for tactics and can identify when to use them in different situations.</p>
<p><b>Geography</b></p>	<p><b>Rivers and Water Cycle</b> <u>NC Geographical Skills</u> Use a range of different maps to locate rivers. <u>Geographical Knowledge</u> How the water cycle works. Some of the major world rivers (The Mississippi, The Nile, The Amazon, Huang He, The Ganges, The Mekong and the River Seine). What the main features of a river are (source, mouth, tributaries, meanders, oxbow lake, waterfall, river bank, delta, confluence and flood plain). The journey from source to mouth of a river. How rivers change over time including the effect of weathering, erosion, climate change and pollution on rivers. Compare and contrast the River Thames and the River Ganges. That the Ganges is sacred to the millions of followers of the Hindu religion, and it is used by millions of people every day for bathing, drinking, and industry. That the Thames is one of Europe’s most historic rivers. Along its banks stands the city of London, an urban area for more than two thousand years.</p>
<p><b>RSHE</b></p>	<p><b>Health and Wellbeing</b> 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.</p> <p><b>SRE</b> 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 &amp; 3)</p>



Medium Term Plan  
Year 6 – Term 4 – 2022/2023

<b>Primary Languages – Spanish</b>	<b>School – En el colegio</b> 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 1 <sup>st</sup> person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation in the present tense.
<b>DT</b>	<b>Textiles – Phone Cases</b> To complete market research, finding out more about products currently available and preferences for audience (10-11 year olds). To know which materials to use to create a phone case based on knowledge of materials and their properties (link to science). To know which tools to use to create a phone case based on knowledge of their uses (i.e. why they would use sewing instead of stapling). To create templates and mock-ups of their phone case to help create final piece. To pin pattern to fabric and cut this out accurately. To use a sewing- running stitch, blanket stitch and back stitch. To decorate fabrics with a range of different resources (e.g. buttons, beads, sequins, braids, ribbons). To evaluate design against design criteria, suggesting improvements that could be made.