

<b>Writing</b>	<p><b>Fiction: Portal stories</b></p> <p><b>Secondary Unit: Recounts</b></p> <p><b>Model Text: Another World &amp; An Unexpected Encounter</b></p> <p><b>Composition:</b> To create a setting that the reader can imagine, you could:</p> <ul style="list-style-type: none"> <li>• Identify precise details to 'paint a picture': name it; pick out a few unusual details; use prepositions to show 'where'; use senses to add depth</li> <li>• Show MC reaction to setting: thoughts; dialogue; actions; emotions; show not tell</li> <li>• - Mark setting transitions (particularly in portal) through urban/natural (pulling on Hatchet), light/dark, boring/interesting, modern/old, 'normal'/fantastical, 'real'/fictitious, war/peace, populated/unpopulated, rich/poor, hot/cold etc.</li> </ul>
<b>Reading</b>	<p><b>Class Text: Hatchet, by Gary Paulsen</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>• <u>Focus 1 – role of character:</u> Who are the characters introduced early in the narrative? What role does each play? What impressions are created around each? What clues are there that Brian will be the sole central MC of the story? e.g. pilot never named.</li> <li>• <u>Focus 2 – role of setting:</u> What real place in the world inspires the world of Hatchett? How does Paulsen bring the setting alive? What critical role does the setting play in our understanding of the story? Note textual cues and relevance of the wilderness.</li> <li>• <u>Focus 3 – main themes/ideas/arguments:</u> what key ideas are explored by Paulsen? Consider parallels between the wilderness and modern world, between man and nature, bravery, positive thinking, growing into adulthood etc.</li> </ul> <p><b>Responding and questions:</b></p> <ul style="list-style-type: none"> <li>• 'What impression' questions; Summarising: ordering events</li> </ul>
<b>SPAG</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Common Exception and Tricky Words: conscience/conscious, programme, rhyme/rhythm</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials, parenthesis to add extra information (brackets, dashes, commas), modal verbs, active and passive voice.</li> <li>• Deepening: use of semi-colon and colon to mark independent or dependent clauses.</li> </ul>
<b>Mathematics</b>	<p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>• Compare and order fractions, including fractions &gt; 1</li> <li>• Generate and describe linear number sequences (with fractions)</li> <li>• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• Divide proper fractions by whole numbers</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Convert between miles and kilometres.</li> </ul>
<b>Science</b>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>• To know that fossils give us proof of evolution.</li> <li>• That some examples of animals that we know have evolved because of fossils.</li> <li>• To understand what the fossil record is.</li> <li>• That scientists examine fossils to find out about the evolution of different species.</li> <li>• To know that animals produce offspring with animals of the same species.</li> <li>• Know the differences between species is called diversity and the difference within species is called variation.</li> <li>• Know the individual members of a species have different characteristics from each other.</li> <li>• To analyse how cross/selective breeding has led to animals with certain inherited characteristics.</li> <li>• Know that variation leads to natural selection which leads to evolution and give examples in nature.</li> <li>• How Charles Darwin conducted scientific studies to inform his theory of evolution.</li> <li>• To know how that animals have adapted to their environment to survive and that this leads to evolution.</li> <li>• Know some ways in which animals have adapted to their environment.</li> <li>• To use and apply knowledge of climate change to consider what this means for the adaptation of living things.</li> <li>• How that plants adapt to ensure that they get enough light and water.</li> <li>• To know that, where relevant, plants have adapted to encourage pollination.</li> <li>• To observe and raise questions about how local plants are adapted to their environment.</li> </ul>
<b>Religious Education</b>	<p><b>Is it better to express your belief in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>• To explore the use of religious buildings as an example of religious creativity (Mosque and Church).</li> <li>• That art expresses religious themes and beliefs and their value to believers. Explore this through the Muslim and Christian views on presenting or not presenting God in art.</li> <li>• That theologians use their interpretive skills to understand hidden meanings behind scriptures.</li> <li>• That for Muslims and Christians being charitable and generous is shown in the scriptures (the vineyard workers- Matthew 20;1-16 or the widow's offering Mark 12;41-44).</li> <li>• To consider how art and someone's actions show what someone believes about God – churches and mosques show God's greatness/perfection; God's actions show his concerns for justice (Luke 11; 39-42).</li> <li>• To consider why both Muslims and Christians believe that giving to charity is important to their life (in both giving and receiving).</li> <li>• To investigate which has greater impact – art or charity by considering what the world would be like without one or the other.</li> </ul>
<b>Physical Education</b>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of what your body is able to do.</li> <li>• To develop speed and stamina.</li> <li>• To develop strength using my own body weight.</li> <li>• To develop co-ordination.</li> <li>• To develop agility.</li> <li>• To develop balancing with control.</li> <li>• To understand that humans have different components of fitness.</li> <li>• To explore exercises to develop different areas of fitness.</li> </ul>

	<ul style="list-style-type: none"> <li>To learn about muscles and what they are used for.</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>To develop dribbling to beat a defender.</li> <li>To choose when to pass and when to dribble.</li> <li>To develop receiving the ball with control.</li> <li>To move into space to support a teammate.</li> <li>To develop tackling to gain possession of the ball.</li> <li>To apply rules, skills and principles to play in a hockey tournament.</li> <li>Estimating distances away from a partner.</li> </ul>
<b>Geography</b>	<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>That Geographers use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> <li>That Geographers study how landforms and topographical features develop and change.</li> <li>That weathering is the breakdown of rocks by water, frost and temperature change. Rocks can also be broken down by the effects of plants and animals.</li> <li>How Freeze-thaw weathering, Onion-skin weathering, Biological weathering and Chemical weathering occur.</li> <li>That erosion wears away and removes loosened material, and the action of rivers, the sea, ice and wind are the chief types of erosion.</li> <li>That the three stages of erosion are: erosion, transportation, deposition.</li> <li>To know different types of coast feature include blowhole, headland, arch, stack, seacave, stump.</li> <li>That Geographers study how people change the land through such human activities.</li> <li>That human actions cause erosion through deforestation, farming and agriculture, construction of roads and buildings, logging, mining, climate change.</li> <li>To know the White Cliffs of Dover have been eroding 10 times faster in the last 150 years than they did over the previous 7,000 years, and why.</li> <li>To know how Romney Marsh and Dungeness have changed over time.</li> <li>To know that erosion prevention methods include sand dunes, vegetation, seawalls, sandbags, and sand fences.</li> <li>To make predictions of what the Kent Coast may look like in 100,1,000 and 10,000 years</li> </ul>
<b>PSHE</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>Ourselves Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness.</li> <li>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>That romantic relationships may lead to civil partnerships and marriage, which are legal declarations of commitment made by two adults who love and care for each other, which are intended to be lifelong.</li> <li>That forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others.</li> <li>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, or living apart.</li> </ul>
<p><b>DT</b></p>	<p><b>Cooking: Posh Jammy Dodgers</b></p> <ul style="list-style-type: none"> <li>To know what constitutes a healthy and varied diet.</li> <li>To analyse the nutritional information of the packaging of biscuits.</li> <li>That food groups have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity).</li> <li>Create a biscuit design within a design brief, using market research.</li> <li>Draw a simple exploded design of their biscuit.</li> </ul> <p><b>With moderate supervision:</b></p> <ul style="list-style-type: none"> <li>Effectively separate eggs</li> <li>Sieve wet and dry ingredients with precision.</li> <li>Use an electric hand mixer to whisk.</li> <li>Knead and shape dough into a variety of shapes.</li> <li>Use a rolling pin to roll out dough to a specific thickness</li> <li>Use biscuit cutters to accurately assemble a dish.</li> </ul> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>That we handle hot foods safely using oven gloves.</li> <li>How to treat minor burns (PSHE link)</li> <li>To comment on what they like about it and what they could improve next time.</li> <li>Consider how the view of other's could improve their own work.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>In the cafe (en el cafe)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>Breakfast in the café (<i>desayuna en el café</i>)</li> <li>What would you like? (<i>¿Qué quieres?</i>)</li> <li>I would like (<i>quiero</i>)</li> <li>Please (<i>por favor</i>)</li> <li>A juice (<i>un zumo</i>)</li> <li>A black coffee (<i>un café</i>)</li> <li>A white coffee (<i>un café con leche</i>)</li> <li>A lemon tea (<i>un té</i>)</li> <li>A tea with milk (<i>un té con leche</i>)</li> <li>A hot chocolate (<i>un chocolate caliente</i>)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• A croissant (<i>un croissant</i>)</li> <li>• Butter (<i>la mantequilla</i>)</li> <li>• Bread (<i>pan</i>)</li> <li>• Jam (<i>la mermelada</i>)</li> <li>• Sponge cake (<i>un bizcocho</i>)</li> <li>• Cereal (<i>cereales</i>)</li> <li>• A piece of tortilla (<i>un trozo de tortilla</i>)</li> <li>• Spanish doughnuts (<i>de churros</i>)</li> <li>• Tapas (<i>tapas</i>)</li> <li>• Chips (<i>patatas fritas</i>)</li> <li>• A sandwich (<i>un sándwich</i>)</li> <li>• A coke (<i>una coca-cola</i>)</li> <li>• A fizzy lemonade (<i>una limonada con gas</i>)</li> <li>• The bill please (<i>la cuenta por favor</i>)</li> </ul> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• That being able to communicate in other languages opens up the wider world.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like <b>a</b> croissant but <b>the</b> bill) and understand that there are more versions of each determiner compared to English due to gender and amount.</li> <li>• That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).</li> <li>• That other languages sound different because of different rules.</li> <li>• 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'.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-<b>vor</b>'</li> </ul>
<p><b>Computing</b></p>	<p><b>Big data</b></p> <ul style="list-style-type: none"> <li>• Why <b>barcodes</b> and <b>qr</b> were created and what they are used for</li> <li>• To use simple <b>formulas</b> to add and subtract <b>fields</b> within a spreadsheet and sort data for a given purpose.</li> <li>• That data analysts use this to interpret data more efficiently</li> <li>• To analyse real-time data to generate a graph using excel <b>software</b>.</li> <li>• How <b>corruption</b> can happen within data during transfer (for example when downloading, installing, copying and updating files).</li> <li>• That working collaboratively on devices is only possible if the users know how to safely transfer data and how to prevent corruption.</li> <li>• That data corruption is less likely to happen it is sent in '<b>packets</b>'.</li> <li>• That devices that are not updated are most vulnerable to <b>hackers</b>.</li> <li>• How to get help online and offline.</li> <li>• What to do if something online frightens or scares you or you are being bullied. Link to SMART rules.</li> <li>• To identify risks of sharing information online particularly pictures and selfies.</li> </ul>



Medium Term Plan  
Year 6 – Term 2 – 2023/2024

	<p>What is appropriate behaviour and conversations on social media platform such as Whatsapp.</p>
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