

Medium Term Plan

Year/class: Six	Topic and subject: History Focus – Ancient Civilisations	Duration: 7 Weeks
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Learning overview:

SCIENCE Evolution and inheritance
Pupils should be taught to:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

ART

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.





HISTORY
Recognise the achievements of the earliest civilizations & have an overview of where and when the first civilizations appeared including: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

MFL (See MT Plan for objective detail)
Ourselves
greetings, how old are you, how are you, numbers, family, colours

Prior learning/questions from children:

Content (NC) Overview and time dedicated							
	Week 1 - WB 6/9/21 *Inset Monday	Week 2 - WB 13/9/21	Week 3 – WB 20/9/21 *Sharks Cycle Training	Week 4 – WB 27/9/21 *Jets Cycle Training	Week 5 – WB 4/10/21 *National Poetry Day – 7 th October 2021 *Assessment Week	Week 6 – WB 11/10/21	Week 7 – WB 18/12/21 *Harvest
English	To write a poem for a class anthology. Week 1 Planning Week 1 Resources Guided reading this week 1:1 readers	To write a poem for a class anthology. Week 2 Planning Guided reading this week 1:1 readers Spelling Block 1 Lesson 1	To write a narrative following a given structure. Week 3 Planning Week 3 Resources Week 3 Guided Reading	To write a narrative following a given structure Week 4 Planning Week 4 Resources Week 4 Guided Reading	Monday – GPVS Test Tuesday – Reading Test Wednesday – Grammar in response to GPVS Test (including add to personal spelling list) Thursday – National Poetry Day (Simon Mole resources) Friday – Recount (See Planning) Week 5 Guided Reading	To write a recount. Week 6 Planning Week 6 Resources	To write a recount. Week 7 Planning *Friday – Rising Stars Grammar and Punctuation Test

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<p>Maths</p>	<p><u>To understand the place value of numbers up to 10 million</u></p> <p>Week 1 Planning Week 1 Resources</p>	<p><u>To understand the place value of numbers up to 10 million</u></p> <p><u>To increase understanding of negative numbers</u></p> <p>Week 2 Planning Week 2 Resources</p>	<p>Number, Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Add and subtract integers Multiply up to a 4-digit number by a 2-digit number Short division <p>Week 3 Planning Week 3 Resources</p>	<p>Number- Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Division using factors Long division <p>Week 4 Planning Week 4 Resources</p>	<p>ASSESSMENT WEEK</p> <p>Mon / Tues – Arithmetic practise</p> <p>Wed – Paper 1 Thurs – Paper 2 Fri – Paper 3</p>	<p>Number- Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Common factors Common multiples <p>Week 6 Planning Week 6 Resources</p>	<p>Number- Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Primes to 100 Squares and cubes Order of operations Mental calculations and estimation <p>Reason from known facts</p>
<p>Science Evolution and Inheritance</p>	<p><u>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</u></p> <p>Week 1 Planning Week 1 Resources</p> 	<p><u>To identify inherited characteristics in living things and explore how variation occurs within offspring as well as across a species.</u></p> <p>Week 2 Planning Week 2 Resources</p>	<p><u>To identify key ideas of the theory of evolution and natural selection</u></p> <p>*ICT or iPads – research</p> <p>Week 3 Planning Week 3 Resources</p> 	<p><u>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</u></p> <p>Week 4 Planning Week 4 Resources</p>	<p><u>To identify how animals become adapted to survive in their habitats</u></p> <p>Galapagos Islands – bird investigation – beaks</p> <p>Week 5 Planning Week 5 Resources</p> 	<p><u>To explore how the skeleton of the human has changed over time</u></p> <p>Week 6 Planning Week 6 Resources</p> 	<p><u>To describe and explain the development of their personal physical traits, using their knowledge of evolution and inheritance</u></p>
<p>Art</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>See Kapow Lesson</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Look at Frida Kahlo, Vincent Van Gogh, Paul Klee and Picasso</p> <p>How have the artists represented their personality through their self-portraits?</p> <p>Critique the artwork – likes and dislikes</p> <p>Resources – PowerPoint for discussion and pictures to evaluate</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Practise painting in the style of Picasso and Paul Klee</p> <p>Mix colours for mood. Colour / shape.</p> <p>Week 3 Lesson</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Plan pieces that show personality</p> <p>How are you choosing to represent you?</p> <p>Adapt following peer evaluation.</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Paint pieces representing their personality.</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Paint pieces representing their personality.</p>	<p><u>To create a piece of artwork that showcases my personality.</u></p> <p>Evaluate their pieces</p> <p>Write an evaluation in the style of an art gallery.</p>

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Geography Not taught this half term							
History Early Civilisations	<p><u>To explore where and when the first civilisations began</u></p> <p>Week 1 Planning (Planbee) Week 1 Resources</p>	<p>To find out about the first writing systems.</p> <p>Week 2 Planning (Planbee) Week 2 Resources</p>	<p>To explore trade in early civilisations.</p> <p>Week 3 Planning (Planbee) Week 3 Resources</p>	<p>To find out about mathematical understanding in early civilisations.</p> <p>Week 4 Planning (Planbee) Week 4 Resources</p>	<p>To explore the technology and inventions of early civilisations.</p> <p>Week 5 Planning (Planbee) Week 5 Resources</p>	<p>To explore the buildings and architecture of early civilisations.</p> <p>Week 6 Planning (Planbee) Week 6 Resources</p>	<p>To consolidate knowledge and understanding of early civilisations.</p> <p>Week 7 Planning (Planbee) Week 7 Resources</p> <p>If the children went back in time, what Civilization would they like to visit? Write an explanation for their choice using evidence.</p>
Computing Computing systems and networks – Communication		<p>To identify how to use a search engine</p> <p>Lesson 1 Planning Lesson 1 Resources</p>	<p>To describe how search engines select results</p> <p>Lesson 2 Planning Lesson 2 Resources</p>	<p>To explain how search results are ranked</p> <p>Lesson 3 Planning Lesson 3 Resources</p>	<p>To recognise why the order of results is important, and to whom</p> <p>Lesson 4 Planning Lesson 4 Resources</p>	<p>To recognise how we communicate using technology</p> <p>Lesson 5 Planning Lesson 5 Resources</p>	<p>To evaluate different methods of online communication</p> <p>Lesson 6 Planning Lesson 6 Resources</p>
P.E Dodgeball	Handball (Jancy)	<p>Handball (Jancy)</p> <p>Dodgeball To recap on the rules of dodgeball and apply them to a game</p> <p>Week 1 Planning Week 1 Resources</p>	<p>Handball (Jancy)</p> <p>Dodgeball To develop throwing at a moving target</p> <p>Week 2 Planning Week 2 Resources</p>	<p>Handball (Jancy)</p> <p>Dodgeball To use jumps, dodges and ducks to avoid being hit</p> <p>Week 3 Planning Week 3 Resources</p>	<p>Handball (Jancy)</p> <p>Dodgeball To develop catching to get an opponent out</p> <p>Week 4 Planning Week 4 Resources</p>	<p>Handball (Jancy)</p> <p>Dodgeball To select and apply tactics in the game.</p> <p>Week 5 Planning Week 5 Resources</p>	<p>Handball (Jancy)</p> <p>Dodgeball To develop officiating skills and referee a dodgeball game</p> <p>Week 6 Planning Week 6 Resources</p>
R.E U2.7 What matters most to Christians and to Humanists?	<p><u>To understand that our actions can have positive and negative consequences.</u></p> <p>Week 1 Planning Week 1 Resources</p>	<p><u>To build up understanding of the concepts of fairness, justice, forgiveness and free choice.</u></p> <p>Week 2 Planning Week 2 Resources</p>	<p><u>To know the codes for living that Christians try to follow.</u></p> <p>Week 3 Planning Week 3 Resources</p>	<p><u>To begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'</u></p> <p>Week 4 Planning Week 4 Resources</p>	<p><u>To explore the fact that different people have different values</u></p> <p>Week 5 Planning Week 5 Resources</p>	<p><u>To create a code for living that will help the world</u></p> <p>Week 6 Planning Week 6 Resources</p>	<p>To decide if peace is more valuable than money</p> <p>Peace: is it more valuable than any money?</p>

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DT Not taught this half term							
Music NEW – Charanga Model Music Curriculum Scheme Unit 1 – How does music bring us together?		Do What You Want To? Joanna Mangona and Chris Taylor Motown 2020/21	Something Helpful Anna Meredith Electronic 2016	It's All About Love Joanna Mangona and Chris Taylor Pop 2020/21	Fanfare for The Common Man Aaron Copeland 20th and 21 Century Orchestral 1942	Sunshine on A Rainy Day Joanna Mangona and Chris Taylor Soul 2020	
Languages							

Evaluation/notes:

English poetry – less planning and straight to writing in each lesson.





RE – too much to do in Lesson 1, needs cutting down.

Maths – addition cross number too long a task.

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Year/class: Six	Topic and subject:						Duration:	
<p>Learning overview:</p> <p>SCIENCE Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 								
Prior learning/questions from children:								
Content (NC) Overview and time dedicated								
	Week 1 - WB 1/11/21	Week 2 – WB 8/11/21	Week 3 – WB 15/11/21	Week 4 – WB 22/11/21	Week 5 – WB 29/11/21	Week 6 – WB 6/12/21	Week 7 – WB 13/12/21	Week 8 – WB 20/12/21
English	To learn about odes Week 1 Planning Week 1 Resources Guided Reading Week 1 Spellings NNS Block 2 Lessons 1-3	Narrative – Scary Stories	Narrative – Scary Stories	Narrative – Scary Stories	Explanation Texts – How Santa Really Works	Explanation Texts – How Santa Really Works	ASSESSMENT / REVISION	Revision
Maths	Consolidation: Place Value (1)	Fractions (4) <ul style="list-style-type: none"> Simplify Fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) 	Fractions (4) <ul style="list-style-type: none"> Add and subtract fractions- within 1 where the denominators are multiples of the same number Add and subtract fractions- denominators are not multiples of same number 	Fractions (4) <ul style="list-style-type: none"> Multiply fractions by integers Multiply fractions by fractions Divide fractions by Four rules with fractions 	Fractions (4) <ul style="list-style-type: none"> Fraction of an amount Fraction of an amount – find the whole 	Geometry: Position and Direction (1) <ul style="list-style-type: none"> The first quadrant Four quadrants Translations Reflections Discussion prompt: optical illusions 1	ASSESSMENT / REVISION	Revision

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Science	<p>Why does my heart beat? How do our choices affect how our bodies work?</p> <p>Recap organs of the body Look at the heart – what job does it do? Draw and label.</p> <p>Which organs of the body make up the circulation system, and where are they found?</p> 	<p>BLOOD – components of blood / purpose of blood</p> <p>Make blood</p>	<p>Red blood cells – oxygen / carbon dioxide</p> <p>Human role play of circulatory system</p> <p>Write in role as red blood cells</p>	<p>Pulse</p> <p>INVESTIGATE: How does the length of time we exercise for affect our heart rate? / Which type of exercise has the greatest effect on our heart rate?</p> <p>DISCUSS: Can exercising regularly affect your lung capacity? (NB exercise diary / food diary / heart rate over day? Homework?)</p>  	<p>Healthy Eating / Water</p> <p>Linked to homework from week before – how can we keep our bodies healthy? Create leaflets for other year groups.</p> <p>Talk about how nutrients and water are transported without the circulatory system.</p> 	<p>Drugs / Smoking</p> <p>Learn about what different drugs do to our bodies.</p> <p>Make posters for drugs awareness.</p>		<p>To create a display of our work from this half term.</p>
Art								
Not taught this half term								
Geography	<p>To learn about South America: Rio and South-East Brazil</p> <p>Lesson 1 Planning Lesson 1 Resources</p>	<p>To learn about South America: Rio and South-East Brazil</p>	<p>To learn about South America: Rio and South-East Brazil</p>	<p>To learn about South America: Rio and South-East Brazil</p>	<p>To learn about South America: Rio and South-East Brazil</p>	<p>To learn about South America: Rio and South-East Brazil</p>	See DT	See DT
History								
Not taught this half term								
Computing	<p>Creating media – 3D Modelling</p> <p>Lesson 1</p>	<p>Creating media – 3D Modelling</p> <p>Lesson 2</p>	<p>Creating media – 3D Modelling</p> <p>Lesson 3</p>	<p>Creating media – 3D Modelling</p> <p>Lesson 4</p>	<p>Creating media – 3D Modelling</p> <p>Lesson 5</p>	<p>Creating media – 3D Modelling</p> <p>Lesson 6</p>		
P.E	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>	<p>Gymnastics (Jancy)</p> <p>Basketball</p>
R.E	<p>U2.3 What do religions say to us when life gets hard?</p> <p>What questions have you got about what happens when we die?</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>What do some people think carries on after</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>Do some people believe that you come back to life as</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>Do you get to heaven if you do things wrong?</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>What do Christians think happens when we die?</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>What do people who don't believe in God</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p>What different ideas are there about what</p>	

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		we have died? What is our soul?	a different thing? What is reincarnation?			think happens when we die?	happens when we die? What do I think?	
DT				Learn about Rio Carnival. Looking at fashion design and how outfits are made.	Stitching practice	Planning / design Outfit to reflect the diversity of Brazil.	BLOCK THIS WEEK Creating costumes	Perform Create video for geography end product.
Music	Christmas Singing	Christmas Singing	Christmas Singing	Christmas Singing	Christmas Singing	Christmas Singing	Christmas Singing	Christmas Singing
Languages								
Evaluation/notes:								

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Year/class: Six	Topic and subject:	Duration:
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Learning overview:

HISTORY Pupils should:

- Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

May also include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England.
- further Viking invasions and Danegeld,
- Anglo-Saxon laws and justice.
- Edward the Confessor and his death in 1066.

SCIENCE Light






Pupils should be taught to:

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Prior learning/questions from children:

Content (NC) Overview and time dedicated							
	Week 1 – WB 3/1/22 *Bank Holiday Monday *INSET Tuesday	Week 2 – WB 10/1/22	Week 3 – WB 17/1/22	Week 4 – WB 24/1/22	Week 5 – WB 31/1/22	Week 6 – WB 7/2/22	Week 7 – WB 14/2/22 *Assessment Week
English	Macbeth – introduction	Discussion Texts - Macbeth	Discussion Texts - Macbeth	Poetry – Macbeth	Narrative - Macbeth	Narrative - Macbeth	Assessment / Revision
Maths	Number-Decimals <ul style="list-style-type: none"> Decimals up to 2 d.p. Three decimal places Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 	Number-Decimals <ul style="list-style-type: none"> Multiply decimals by integers Divide decimals by integers Division to solve problems 	Number-Decimals / Percentages <ul style="list-style-type: none"> Decimals as fractions Fractions to decimals- fractions as decimals by then dividing the numerator by the denominator. 	Number-Percentages <ul style="list-style-type: none"> Percentage of an amount- build on the last step by finding multiples of 10% and other known percentages. Percentages – missing values 	Number-Algebra (2) <ul style="list-style-type: none"> Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations 	Number-Algebra (2) <ul style="list-style-type: none"> Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities 	Assessment / Revision




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			<ul style="list-style-type: none"> Fractions to percentages Equivalent FDP Order FDP 				
Science		<p>RECAP – reflection What is light? Source / rays / beams etc.</p> <p>Investigate – what sources reflect light most effectively?</p> <p>Which material is most reflective?</p> 	<p>Investigate how light travels</p> <p>Proving it travels in straight lines</p> <p>How light scatters – e.g. light in water etc.</p> <p>How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface?</p> 	<p>The eye – how we see.</p> <p>Why do some people need to wear glasses to see clearly?</p> <p>How do our eyes adapt to different conditions?</p> 	<p>Shadows</p> <p>Light travelling in straight lines – creating shadows.</p> <p>How does my shadow change over the day?</p> 	<p>Investigate coloured light mixing.</p> <p>Can you identify all the colours of light that make white light when mixed together?</p> <p>What colours do you get if you mix different colours of light together?</p> 	
Art							BLOCK – Wire Sculptures
Geography							
History	<p>Timelining</p> <p>Where are the Vikings in time? Who lived in Britain before?</p>	<p>Viking Raids</p> <p>Lindisfarne</p>	<p>Vikings Raids</p> <p>Danegald</p>	<p>Viking Raids</p> <p>Scale of invasion and settlement</p> <p>Where did the Vikings settle in Britain?</p>	<p>Viking Way of Life</p> <p>Are all Vikings warriors? Do they deserve the land? Look at lifestyle and settlement.</p>	<p>Final Writing</p> <p>Do they deserve the land?</p> <p>The children must imagine that they are a Viking. The Saxons believe that they have done nothing for Britain. Write a persuasive piece, highlighting what the Vikings (you) have brought and given to Britain.</p>	
Computing	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>	<p>Programming A – Variables in games</p>

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P.E	Yoga Volleyball	Yoga Volleyball	Yoga Volleyball	Yoga Volleyball	Yoga Volleyball	Yoga Volleyball	Yoga Volleyball
R.E		<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>How do Muslim people build their community, the Ummah, by following their Prophet?</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>How does it feel to be a part of the Muslim Ummah? What difference does it make?</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Lesson 5</p>	
DT							
Music	Charanga - Vikings	Charanga - Vikings	Charanga - Vikings	Charanga - Vikings	Charanga - Vikings	Charanga - Vikings	
Languages							
Evaluation/notes:							

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Year/class: Six	Topic and subject:				Duration:
Learning overview: SCIENCE Pupils should be taught to: <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. 					
Prior learning/questions from children: <ul style="list-style-type: none"> 					
Content (NC) Overview and time dedicated					
	Week 1 – WB 28/2/22 *World Book Day Thursday 3 rd March	Week 2 – WB 7/3/22 *Book Fair in school *Book Week?	Week 3 – WB 14/3/22 *INSET Friday	Week 4 – WB 21/3/22 *Mothers Day on Sunday	Week 5 – WB 28/3/22
English	Poetry – The Lost Words Collect ideas on RHS trip	Narrative – Adventure Stories (Kensuke's Kingdom)	Narrative – Adventure Stories (Kensuke's Kingdom)	Persuasion – The Island	ASSESSMENT / REVISION
Maths	Measurement: Converting units (1) <ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures 	Measurement Perimeter, Area and Volume <ul style="list-style-type: none"> Shapes – same area Area and perimeter Area of a triangle Area of parallelogram What is volume? (recap) Volume – counting cubes Volume of a cuboid 	Number- Ratio <ul style="list-style-type: none"> Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems End of unit challenge: Path Pattern	Statistics <ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie chart The mean 	ASSESSMENT / REVISION
Science	RHS Trip – Classification	Classification – vertebrates / invertebrates Using keys – including a look at Carl Linnaeus Use different classification diagrams to sort species found during RHS trip Which is the most common invertebrate at the RHS/school grounds? 	Microorganisms / bacteria What do different types of microorganisms do? Are they always harmful?  How would you make a classification key for vertebrates/invertebrates or microorganisms? 	Look at unusual species Research some unusual living things and write up all findings in the form of a 'fact file'	Design a 'new' creature that fits within a specific classification.

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Art Not taught this half term					
Geography	Odizzi Lesson 1 and 2	Odizzi Lesson 3	Odizzi Lesson 4	Odizzi Lesson 5	Odizzi Lesson 6 End Point: Create web page on choice of climate zone
History					
Computing	Creating media – Web page creation	Creating media – Web page creation	Creating media – Web page creation	Creating media – Web page creation	Creating media – Web page creation
P.E	Basketball OAA	Basketball OAA	Basketball OAA	Basketball OAA	Basketball OAA
R.E					
DT	Possibly look at birds at RHS / hides???????		Look at bird hides and how they are constructed. Small group safety talk / tool skills practice.	Give children a bird – quick research – design home in groups.	Making a bird hide – BLOCK (in small groups)
Music	You've Got a Friend Lesson 1	You've Got a Friend Lesson 2	You've Got a Friend Lesson 3	You've Got a Friend Lesson 4	You've Got a Friend Lesson 5
Languages					
Evaluation/notes:					

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Year/class: Six	Topic and subject:				Duration:	
<p>Learning overview:</p> <p>SCIENCE</p> <p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. <p>Prior learning/questions from children:</p> <ul style="list-style-type: none"> 						
Content (NC) Overview and time dedicated						
	Week 1 – WB 18/4/22 *Bank Holiday Monday	Week 2 – WB 25/4/22	Week 3 – WB 2/5/22 *Bank Holiday Monday	Week 4 – WB 9/5/22 SATs Week	Week 5 – WB 16/5/22 *Wed WW1 Trip	Week 6 – WB 23/5/22
English	Information Texts – Archie’s War	Information Texts – Archie’s War	Poetry – The Great War	N/A – SATs Week	Narrative – Private Peaceful	Narrative – Private Peaceful
Maths	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> Measure with a protractor Introduce angles Calculate angles 	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> Vertically opposite angles Angles in a triangle Angles in special quadrilaterals Angles in regular polygons 	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> Draw shapes accurately Draw nets of 3-D shapes 	N/A – SATs Week	<p>Problem solving</p> <p>To include percentages, algebra and converting units</p>	<p>Problem solving</p> <p>To include percentages, algebra and converting units</p>
Science	Simple circuits – drawing symbols	Parallel and series circuits – drawing symbols	<p>Comparative tests – how can we vary the brightness of a bulb or the loudness of a buzzer?</p> <p>Set up observation over time as extra experiment. How does the brightness of a bulb change as a battery runs out?</p>	<p>Look at wire loop games – how do they work? Why do they work?</p> <p>Investigate and explore using the wire – how can you make the wire loop buzz?</p>	<p>Design own wire loop game using symbols.</p> <p>Make.</p>	<p>Evaluate each other’s loop games.</p> <p>Describe how they work.</p>
Art	Children to research war artist Sir David Muirhead Bone and discuss his work. Look at some of the detailed, dark sketches	Children to then look at George Grosz’s ‘The Explosion’ and talk about the differences in how it makes them feel.	Then compare to Paul Nash’s ‘The Mule Track’. Document their findings and opinions in their sketchbooks.	Children to then do some drama freeze frames and take photos of each other in poses showing emotion for their sketchbook.	Children to experiment with paint and printing to create the background in the style of Grosz and Nash.	They will then use their emotive photograph to pencil or charcoal sketch in the style of Bone to add

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	he did and talk about what emotions it evokes.				Children to annotate throughout in their sketchbooks why they have combined different techniques.	Children to annotate throughout in their sketchbooks why they have combined different techniques.
Geography						
History	<p>Timelining – where was WW1 in time?</p> <p>How did WW1 begin? Geography – European countries – triple alliance / entente</p>	<p>Timeline of the events of the war – what happened leading up to The Battle of the Somme?</p>	<p>Understanding trench warfare – what it was like to be in battle – using sources.</p>	<p>What happened during the battle of the Somme? Timelining events.</p>	<p>How did Britain win the battle – sources / interpretations</p>	<p>Write a report to David Lloyd George explaining how the battle was won.</p>
Computing	Programming B – Sensing	Programming B – Sensing	Programming B – Sensing	Programming B – Sensing	Programming B – Sensing	Programming B – Sensing
P.E	Athletics Tag Rugby	Athletics Tag Rugby	Athletics Tag Rugby	Athletics Tag Rugby	Athletics Tag Rugby	Athletics Tag Rugby
R.E		<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Lesson 1 Resources</p>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Lesson 2 Resources</p>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Lesson 3 Resources</p>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Lesson 4 Resources</p>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Lesson 5 Resources</p>
DT				See Science	See Science	See Science
Music	Music & me	Music & me	Music & me	Music & me	Music & me	Music & me
Languages						

Medium Term Plan

Evaluation/notes:

Medium Term Plan

Year/class: Six	Topic and subject:				Duration:		
Learning overview:							
Prior learning/questions from children:							
Content (NC) Overview and time dedicated							
	Week 1 – WB 6/6/22	Week 2 – WB 13/6/22	Week 3 – WB 20/6/22	Week 4 – WB 27/6/22	Week 5 – WB 4/7/22	Week 6 – WB 11/7/22	Week 7 – WB 18/7/22
	*INSET Monday *Sports Day?	*Fathers Day on Sunday *Citizenship Week?		*Interhouse Sports Competition? Transition – 30/6/22 and 1/7/22	*Production: Dress Rehearsal Monday 1:30pm Tuesday 7pm Wednesday 1:30pm Thursday 7pm	Lledr Week	*Leavers Assembly Wednesday *INSET Friday
English	Poetry – Ted Hughes	Discussion and debating skills	Discussion and debating skills	Narrative – Wind in the Willows	Narrative – Wind in the Willows		Leavers Assembly
Maths	Statistics (2) <i>Project to apply taught skills</i> Unit ideas: Reactions challenge	Statistics (2) <i>Project to apply taught skills</i> Unit ideas: Reactions challenge	Investigations (4) <i>Focus on reinforcing addition, subtraction, multiplication and division skills</i>	Investigations (4) <i>Focus on reinforcing addition, subtraction, multiplication and division skills</i>	Investigations (4) <i>Focus on reinforcing addition, subtraction, multiplication and division skills</i>		Investigations (4) <i>Focus on reinforcing addition, subtraction, multiplication and division skills</i> SEE DT PROJECT
Science							
Art							
Geography	Lesson One: How did trade get global?	Lesson Two: Food and Global Trade Link to DT – food miles / trying food from different countries to inspire three course meals	Lesson Three: The Global Supply Chain Lesson Four: What does the UK export and to where?	Lesson Five: Investigating Fairtrade	Lesson Six: Highest-Valued Exports End Product: Write an explanation text on how the physical and human geography of each country determines its highest-value export.		

Medium Term Plan

History							
Computing	Data and information – Spreadsheets	Data and information – Spreadsheets	Data and information – Spreadsheets	Data and information – Spreadsheets	Data and information – Spreadsheets		Data and information – Spreadsheets
P.E	Dance Cricket	Dance Cricket	Dance Cricket	Dance Cricket	Dance Cricket		Dance Cricket
R.E							
DT							Create and taste three course meals (BLOCK)
Music	Production	Production	Production	Production	Production		
Languages							
Evaluation/notes:							