



## Medium Term Planning

### Spring Term

Year 6	Spring 1	Spring 2
Theme/Topic	WW2	Rainforests
Visit/Visitors	Discovery Museum Evacuee Workshop – (COVID dependent) or equivalent experience	Life Centre – Animal Adaptation (COVID dependent)
RE	<p><b>Local Church – Community: Sources</b></p> <p>Compare their own and others ideas about how books enrich our lives; identify and explain how distinctive religious beliefs are inspired by the Bible; demonstrate how the belief that the Bible is the inspired Word of God for his people gives some explanation of the meaning and purpose of human life.</p> <p><b>Eucharist – Relating: Unity</b></p> <p>Show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings; use religious terms to show an understanding of the different aspects of the Eucharist and show understanding of how belief in the uniting presence of Jesus Christ in Holy Communion shapes the lives of Christians.</p> <p><b>Islam – Belonging and Values: Guidance for Muslims</b></p> <p>Compare their own and others ideas about the meaning of guidance in life; describe and explain the importance of the the 5 pillars and Zakat; use religious vocabulary to describe and show understanding of what is important for Muslims and the care of creation.</p> <p><b>Lent/Easter – Giving: Death and New Life</b></p> <p>Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Friday of the Passion of the Lord, and the Easter Vigil in the Holy Night and make links between them; use religious terms to show an understanding of the different liturgies associated with Lent and Easter and show understanding of how religious belief in death and new life shapes life; describe and explain the meaning and purpose of a variety of forms of worship.</p>	

	<p>Children will acquire the skills of assimilation, celebration and application of the above</p>
<p>RSE</p>	<p><b>Module 1 – Created and Loved by God</b></p> <p><b>Unit 2: Me, My Body, My Health</b></p> <p>Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.</p> <p><b>Unit 3: Emotional Wellbeing</b></p> <p>Children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.</p> <p><b>Unit 4: Life Cycles</b></p> <p>Children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth.</p>
<p>PSHE</p>	<p><b>January</b></p> <p>Tuesday 25th January Burns Night</p> <p><b>February</b></p> <p>Tuesday 1st February Chinese New Year</p> <p>7<sup>th</sup> – 13<sup>th</sup> February Children’s Mental Health Week</p> <p>Safer Internet Day 8th February</p> <p><b>March</b></p> <p>1<sup>st</sup> March St David’s Day</p> <p>17<sup>th</sup> March St Patrick’s Day</p> <p>Sundown of Thursday 17<sup>th</sup> March to Sundown of March 18<sup>th</sup> Holi also called the festival of sharing and love or the festival of colours is a Hindu two day festival <i>in the Spring</i>.</p> <p>Sunday 20<sup>th</sup> March World Oral Health Day. <b>recap importance of brushing teeth well, having healthy diet including drinks, enjoying some singing dentist songs</b></p> <p>Mothers Day March 27<sup>th</sup> <b>importance of all families which are all different and special</b></p>

	<p><b>April</b></p> <p>Thursday 7th April World Health Day</p> <p>Friday 22nd April Earth Day</p> <p>Saturday 23rd April St George's day</p>	
English Literature	<p>Once</p> <p>Erika's Story – The Write Stuff</p>	<p>Rainforest – Greta Thunberg Speech – The Write Stuff Unit</p> <p>Origin of Species – The Write Stuff Unit</p>
Reading	<p>Retrieve information effectively using organisational features</p> <p>Record/present information from non-fiction texts</p> <p>Identify how punctuation is used for impact and effect</p> <p>Recognise authorial techniques and styles</p> <p>Distinguish between fact and opinion</p> <p>Evaluate authors use of language and the impact on the reader</p> <p>Explain organisation of a text</p>	
Writing	<p>Writing makes conscious links to reading</p> <p>Link ideas across paragraphs using a wider range of cohesive devices</p> <p>Integrate dialogue to convey character and advance action</p> <p>Précises longer passages</p> <p>Evaluate own and others' writing and edit as appropriate</p>	
Spelling	<p><b>Using RWI Spelling Scheme</b></p> <p>Unit 5 - add different suffixes to root words ending in the letter y</p> <p>Unit 6 – spelling of /sh/ using 'ti' 'ci'</p> <p>Unit 7 - The sh sound spelt si or ssi</p> <p>Unit 8 – Silent letters</p> <p>Unit 9 – Spelling 'ie' and 'ei'</p>	

	<p>Unit 10 – words ending in –ible and –able</p> <p>Special focus – all y5/6 exception word list</p>	
<p>Grammar, Punctuation and Vocabulary</p>	<p>Know the difference between the active and passive voice</p> <p>Vary length, structure and subject of sentences – clause structure and punctuation etc.</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	
<p>Speaking and Listening</p>	<p>Can sustain a longer conversation about a given topic</p> <p>Can plan and present information verbally selecting an appropriate format and style</p> <p>Can summarise another person’s contribution to a discussion adding their own interpretation</p>	<p>Offer ideas supported with reasons</p> <p>Be prepared to change these due to new information</p> <p>Can articulate thoughts clearly when presenting</p> <p>Can adopt a formal/informal tone as appropriate to the situation</p>
<p>Mathematics</p>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]</li> <li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to two decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul>	<p><b>Imperial &amp; Metric Measure</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</li> <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 three decimal places</li> <li>• convert between miles and kilometres</li> </ul> <p><b>Perimeter, Area &amp; Volume</b></p> <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul> <p><b>Ratio &amp; Proportion</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> </ul>

	<ul style="list-style-type: none"> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• numerate possibilities of combinations of two variables</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul>
French	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Devise and perform a short sketch in role play situation</li> <li>• Use spoken language confidently to initiate and sustain conversations</li> <li>• Read and understand the main points from a short written passage</li> <li>• Use dictionaries to support writing</li> <li>• Apply a range of linguistic knowledge to create simple, written pieces that can be understood</li> </ul> <p>Chn will be learning how to talk about their family using a wider range of key vocabulary to describe family members. They will be using an increasing range of verb forms to describe household chores and begin to recognize the differing use of 'etre'. Chn will be able to talk about what they do at the weekend with their family and sustain conversations with their peers about their weekends. Chn will also be learning vocabulary associated with birthday parties. They will be role playing a French birthday party and learning how to sing Joyeux Anniversaire. They will also be learning about the Nice Carnival which takes place in February.</p>	<p><b>A weekend with friends</b></p> <ul style="list-style-type: none"> <li>• Devise and perform a short sketch in role play situation</li> <li>• Use spoken language confidently to initiate and sustain conversations <i>and to tell stories</i></li> <li>• Read and understand the main points <i>and some detail</i> from a short written passage</li> <li>• Use dictionaries to support writing</li> <li>• Apply a range of linguistic knowledge to create simple, written pieces that can be understood</li> <li>• Investigate famous people / events from French speaking countries</li> </ul> <p>Chn will be developing their questioning skills to develop futher sustained conversations. They will be building on use of 'faire' and 'aller' and the difference between 'voudrais' and 'veux' to ask what you would like to do/would you like to go. They will combine this with knowledge from the previous topics to tell stories about their weekends. They will be learning vocabulary associated with sleepovers and further developing key food vocabulary, building in opinions such as J'aime, J'adore, J'deteste and Je ne pas aime. Chn will also be developing responses to questions to say how they are feeling. They will also be researching the Berck-sur-Mer Kite Festival which takes place in March/April and writing short paragraph about this in French.</p>

Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p><b>Physics</b> - Light</p> <p><b>Biology</b> - Inheritance and Evolution</p> <p><b>Working Scientifically</b></p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p><b>Investigative questions</b></p> <p>Why can animals live in such extreme environments?</p> <p>Why is Darwin important?</p> <p>How do periscopes work?</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p>	<p><b>Content:</b></p> <p>To use a Scratch, Excel, Microbit &amp; Lego sensors to complete different goals using a range of computing skills</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Computing</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs and work with variables and various forms of input and output</p> <p>use logical reasoning explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>IT/Computing</b></p> <p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>select, use a variety of software (including internet services) on a range of digital devices to design</p>	<p><b>Content:</b></p> <p>To design and build a model Anderson shelter</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Design</b></p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Make design decisions, taking account of constraints such as time and resources</p> <p><b>Make</b></p> <p>Select materials suitable for the task and explain their choices</p> <p>Accurately measure to nearest mm, mark out, cut and shape materials</p> <p><b>Evaluate</b></p> <p>Compare their ideas and products to their original design specification</p> <p>Investigate how sustainable the materials in products are</p> <p><b>Technical knowledge</b></p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Know that materials can be mixed and combined to create more useful characteristics</p>	<p><b>Content Spring 1:</b></p> <p>Athletics – Unit 2 Faster, Higher, Further (4)</p> <p><b>Skills/Success Criteria:</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Content Spring 2:</b></p> <p>Striking and Fielding – Pairs Cricket</p> <p><b>Skills/Success Criteria:</b></p> <p>use running, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>apply basic principles suitable for attacking and defending</p>

<p>Explain that we see things because light travels from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><b>Inheritance and Evolution</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		
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Geography	History	Music	Art & Design
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Human and physical geography</li> <li>Describe and understand key aspects of Brazil's physical geography and human geography</li> </ul> <p><b>Skills/Success Criteria:</b></p> <p><b>Fieldwork</b></p> <p>Use maps, atlases, globes and computer mapping to locate countries and human and physical features within South America</p> <p><b>Human &amp; Physical</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography of South America, particularly rainforests, including: climate zones, biomes and vegetation belts and rivers</p> <p>Human geography of south America, particularly the rainforest, including: types of settlements and land use, economic activity, distribution of natural resource (deforestation)</p>	<p><b>Content and outcomes:</b></p> <ul style="list-style-type: none"> <li>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain).</li> </ul> <p><b>Skills/Success Criteria:</b></p> <p>Develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this – link to WW2 propaganda</p> <p>Begin to offer explanations about why people in the past acted as they did</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>	<p><b>Content:</b></p> <p><b>COVID dependent</b></p> <p><b>Garage Band – with Mr Little</b></p> <p>Use software to develop musical responses for the Mass.</p> <p><b>Skills/Success Criteria:</b></p> <p>Perform from and compose using 8 pitched notes</p> <p>Capture the work in different formats</p> <p>Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures</p> <p>Use ICT/electronic devices to change and manipulate sounds</p> <p>Appraise own work by comparing/contrasting with work of others</p>	<p><b>Content:</b></p> <p><b>Rainforest Art</b></p> <p><b>Skills/Success Criteria:</b></p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Use the work of artists to replicate ideas or inspire own work</p> <p>To understand how historical movements inspired great artists, architects and designers of the period</p>