

Medium Term Plan - Year 6 - Survival of the fittest!

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook	Hook - The game of survival					
Date	Wb 19.02.2023	Wb 26.02.2023	Wb 04.03.2023	Wb 11.03.2023	Wb 18.03.2023	Wb 25.03.2023
National Curriculum Coverage						
Evolution and inheritance: <ul style="list-style-type: none"> - 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 						
Learning Theme (Science)	Hook - The game of survival Front cover/schema/timeline	LO: To research an animal native to the Galapagos Islands LO: To research Charles Darwin	LO: To identify how plants are adapted to their environment LO: To identify how animals are adapted to their environment	LO: To explain how adaptations may lead to evolution LO: To explain how adaptations may lead to evolution (beak investigation)	LO: To understand which characteristics are inherited LO: To understand how fossils help to explain evolution	Evolution session with Tim End of unit schema
School value focus	Resilience			Aspirational		
Text Focus	Skellig by David Almond					
Writing genre	Balanced Argument - Should tourism be allowed in the Galapagos Islands?				Narrative - Broken: Rock, Paper, Scissors (video clip on Literacy Shed)	
Writing composition	Plan writing by identifying the audience of the writing. Plan writing by developing initial ideas, drawing on reading and research where necessary.	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change meaning.	Draft and write with increasing stamina to support depth of content. Clear viewpoint is established with some elaboration - author's voice has clarity and is appropriate to purpose.	Evaluate and edit by assessing the effectiveness of their own and other's writing. Evaluate and edit to enhance effects and clarify meaning. by ensuring consistent and correct use of tense consistently throughout a piece of writing. Proof-read for spelling and punctuation errors.	Plan writing narratives, considering how authors have developed characters and settings in what pupils have read. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Draft and write with increasing stamina to support depth of content. Draft and write using a selection of devices with increasing accuracy to build cohesion within and across a paragraph. (<i>repetition of a word, grammatical connections and ellipsis</i>) Edit language to ensure that it is vivid and lively, chosen for precision. Proof-read for spelling and punctuation errors.

Punctuation and Grammar		Identify language used for formality and informality. Know the difference between formal and informal speech.	Begin to use semi-colons and colons to mark boundaries between independent clauses Begin to use the colon to introduce a list and use of semi-colons within lists. Use all punctuation with increasing accuracy.	Use a dictionary to check the spelling and meaning of words Use a thesaurus to improve word choice to create effect and precision. Sentence punctuation	Speech punctuation.	Write using a range of figurative language to aid description.
SPaG review - early morning work	Commands Exclamations Questions statements	Adding suffix to make a new word	verb/noun/ adjective/adverb/	Commas in a sentence. Two commas	Synonyms antonyms Standard English Was /were Did/done Anything/nothing etc	Modal verbs
SPaG lesson Identify needs through SPaG test	Spag test	Spag skill - gaps	Spag skill - gaps	Spag skill - gaps	Spag skill - gaps	assessment
Spelling	Step 18 - Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 19 - Words with the /f/ sound spelled 'ph'	Step 20 - Words with origins in other countries and languages	Step 21 - Words with unstressed vowel sounds	Step 22 - Words with 'cial' /shul/ after a vowel	Step 23 - Words with 'tial' /shul/
Reading	Predict P - Predict what might happen from details stated and implied.	Vocabulary V - Identify the difference between formal and informal language choices. V - Work out the meaning of words from the context. V - Evaluate how authors use language, including figurative language and consider the impact on the reader. V - Identify and comment on the use of expressive, figurative and descriptive language to create effect.	Inference I - Draw inferences from text and justify using evidence.	Explain E - Identify themes and conventions making links across a wide range of writing and how the author has manipulated the conventions for effect on the reader. E - Identify how language, structure and presentation contribute to meaning. E - Distinguish between statements of fact and opinion.	Explain E - Participate in discussion about books building on their own and others ideas and challenge views courteously. E - Provide reasoned justifications for their views. E - Distinguish between explicit points of view of both character and author.	Summarise S - Summarise main ideas, identifying key details and use quotations for illustration.
SATS practice (Thursday) - timed practice						

	<p>R - Explain and discuss what they have understood about the text. R - Retrieve information accurately from non-fiction. Sustain reading with longer more complex text in varied and unknown contexts. Read age- appropriate books with confidence and fluency. Engage with contexts that are not of personal interest. Draw on detail to give full answers to questions 3-mark questions using PEP (point, evidence, point)</p>					
	<p>Ongoing in sessions:</p> <p>Read aloud with intonation that shows understanding. Skim and scan and prioritise information to ensure relevance. R - Ask and answer questions to improve their understanding and recall of a text. Ask and answer question to apply understanding of how paragraphs, chapters or texts are linked. Identify and use punctuation to support fluency and comprehension</p>					
<p>Maths</p>	<ul style="list-style-type: none"> - Number (Fractions, decimals and percentages) - Measurement (Converting units) - Measurement (Area, perimeter and volume) - Geometry (Shape) - Geometry (Position and direction) 					
	<p>LO: To identify decimal and fraction equivalents LO: To understand fractions as division LO: To understand percentages LO: To convert fractions to percentages Arithmetic test 4B</p>	<p>LO: To identify equivalent fractions, decimals and percentages LO: To order fractions, decimals and percentages LO: To find a percentage of an amount (one-step) LO: To find a percentage of an amount (multi-step) Arithmetic test 5A</p>	<p>LO: To calculate the missing value of a percentage LO: To understand metric measurements LO: To convert metric measurements LO: To calculate with metric measurements Arithmetic test 5B</p>	<p>LO: To calculate area and perimeter LO: To calculate the area of a triangle LO: To calculate the volume of a cuboid LO: To measure using a protractor Arithmetic test 6A</p>	<p>LO: To calculate angles LO: To calculate vertically opposite angles LO: To calculate angles in a triangle LO: To calculate angles in a triangle Arithmetic test 6B</p>	<p>LO: To read and plot points in four quadrants LO: To solve problems with co-ordinates LO: To translate shapes LO: To reflect shapes Arithmetic test 7A</p>
<p>Maths - Fast 15</p> <p>Use skill for early morning work</p>	<p>Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole</p>	<p>Add and subtract integers (up to 6 digits) Multiply up to a 4-digit number by a 2-digit number</p>	<p>Short division Long division Long division with remainders</p>	<p>Place value within 1 Place value - integers and decimals Round decimals</p>	<p>Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000</p>	<p>Multiply decimals by integers Divide decimals by integers Decimal and fraction equivalents</p>
<p>RE</p>	<p>AT1 - I am able to outline a timetable of the main events of the Bible. AT2 - I can make connections between the</p>	<p>AT1 - I can compare different accounts of the resurrection and explain why it is central to the Christian faith.</p>	<p>AT1 - I can explain the term 'sacrifice', 'resurrection', 'salvation' and 'incarnation' by linking them to the Bible.</p>	<p>AT1 - I can examine why Christians use certain texts at certain times (birth / weddings / funerals)</p>	<p>AT1 - I can examine why Christians use certain texts at certain times (birth / weddings / funerals)</p>	<p>AT1 - I can explain how Christian belief in resurrection and life after death make a difference in their lives.</p>

	Christian concepts of resurrection, life after death and hope.	AT2 - I can reflect on how Christians put their beliefs into practice in different ways.	AT2 - I can justify their own responses as to how belief in Resurrection might make to how people respond to challenges.	AT2 - I can make connections between the Christian concepts of resurrection, life after death and hope.	AT2 - I can examine how biblical teachings and beliefs about life after death might make a difference to people in the world today.	AT2 - I can examine how biblical teachings and beliefs about life after death might make a difference to people in the world today.
Jigsaw PSHE	Healthy me - Taking Responsibility	Healthy Me - Drugs	Healthy Me - Exploitation	Healthy Me - Gangs	Healthy Me - Emotional and Mental Health	Healthy Me - Managing Stress and Pressure
PE	Real PE - Creative - Lesson 1	Real PE - Creative - Lesson 2	Real PE - Creative - Lesson 3	Real PE - Creative - Lesson 4	Real PE - Creative - Lesson 5	Real PE - Creative - Lesson 6

SPG review to cover next term:

Brackets, formal and informal, sentence punctuation, verb/noun/ adjective/adverb/ ~~colons~~, simple past, apostrophe for possession, apostrophe for contraction, types of conjunction, dashes, determiners, passive voice and active voice.