

Medium Term Plan - Year 6 - Island Life

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook	Beginning of unit - Caribbean flag art End of unit - Making banana bread using Fairtrade products					
Date	Wb 01.01.2024	Wb 08.01.2024	Wb 15.01.2024	Wb 22.01.2024	Wb 29.01.2024	Wb 05.02.2024
National Curriculum Coverage						
<p><u>Geography:</u> Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use digital/computer mapping to locate countries and describe features studied Use six-figure grid references to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies.</p>						
Learning Theme <i>Geography</i>	Hook - Flag art Front cover/schema/timeline LO: To identify physical and human geographical features in North America	LO: To use digital maps to identify countries in the Caribbean LO: To understand trade links between the UK and the Caribbean LO: To understand what Fairtrade is	LO: To understand lines of latitude and longitude LO: To understand hemispheres, tropics and circles LO: To understand time zones	LO: To compare our local area with the Caribbean LO: To use six-figure grid references End of unit schema	Hook - Bake banana bread using Fairtrade products	
School value focus	Aspirational					
Text Focus	Windrush Child by Benjamin Zephaniah					
Writing genre	Persuasive writing				Instructions	
Writing composition	Plan writing by identifying the audience of the writing Plan writing by developing initial ideas, drawing on reading and research where necessary.	Make sure language is vivid and lively and chose for effect and precision 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. 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>)	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 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 using further organisational and presentational devices to structure text and to guide the reader and increase sophistication.. (<i>headings, bullet points, underlining</i>)
Punctuation and Grammar		Use a range of sentences for special effect, showing development of individual writing style.	Use a range of conjunctions to clarify relationships between ideas.	Use all punctuation with increasing accuracy.	Modal verbs Prepositions Imperative verbs Adverbs	Use layout devices such as headings, sub-headings, columns, bullets or tables to structure text.

		Use expanded noun phrases to convey complicated information concisely. Edit language to ensure that it is vivid and lively, chosen for precision.				Punctuating bullet points consistency
Spelling	Step 13 - Words with the prefix 'over'	Step 14 - Words with the suffix 'ful'	Step 15 - Words that can be nouns and verbs	Step 16 - Words with an /oa/ sound spelled 'ou' or 'ow'	Step 17 - Words with a 'soft c' spelled 'ce'	Step 18 - Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'
Reading	Chapter 1	Chapter 4	Chapter 11	Chapter 18	Chapter 25	Chapter 29
Maths	LO: To multiply fractions by integers LO: To multiply fractions by fractions LO: To divide fractions by integers Arithmetic test	LO: To find a fraction of an amount $\times 2$ LO: To solve problems using fractions Fractions end of unit assessment Arithmetic test	Decimals pre-assessment LO: To understand place value within 1 LO: To understand the place value of integers and decimals LO: To round decimals Arithmetic test	LO: To add and subtract decimals LO: To multiply decimals by integers LO: To divide decimals by integers LO: To multiply and divide decimals Arithmetic test	LO: To multiply by 10, 100 and 1000 LO: To divide by 10, 100 and 1000 Assessments (2022 SATs papers)	Decimals end of unit assessment Go through maths SATs papers
Maths - Fast 15	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000	Number line to 10,000,000 Powers of 10 Compare and order any integers	Round any integer Negative numbers Add and subtract integers (up to 6 digits)	Mental calculations Multiply up to a 4-digit number by a 2-digit number Short division	Long division Long division with remainders Common factors	Common multiples Primes to 100 Square and cube numbers
Science					LO: To understand how light travels LO: To understand how light is reflected LO: To understand how we see	LO: To understand how and why shadows change size LO: To carry out a scientific investigation LO: To understand how mirrors work End of unit assessment
RE	AT1 - Know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups	AT1 - Understand that practices and experiences may have changed over the years; consider any changes in the ways that faith community's show and share	AT1 - Know about 6 significant places of worship in the wider borough AT2 - Understand that the borough / county has been influenced by a lot of change	AT1 - Know about 6 significant places of worship in the wider borough AT2 - Understand that the borough / county has	AT1 - Be able to present to the class information about one place of worship. AT2 - Understand how the communities have changed	AT1 - Clarify similarities and differences between faith and belief communities they have studied in the unit. Know how one more faith / belief community has developed

	AT2 - Consider how communities like that of the borough / county are diverse	their beliefs and faiths in the wider community. AT2 - Know that some faith communities have been part of the local area for many years;	typical of London and that new faith and belief communities have become established here in the past 50 years	been influenced by a lot of change typical of London and that new faith and belief communities have become established here in the past 50 years	over the past 50 years and how they are the same.	AT2 - Develop a view on how life in the borough / county has been enriched by the diversity of faiths and beliefs in the borough / county
Jigsaw	Dreams and Goals - Personal learning goals	Dreams and Goals - Steps to success	Dreams and Goals - My dreams for the world	Dreams and Goals - Helping to make a difference	Dreams and Goals - Helping to make a difference	Dreams and Goals - Recognising our achievements
PE	Coaching	Coaching	Coaching	Coaching	Coaching	Coaching