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|  | | Overdale Community Primary School - Medium Term Planning  Year 6  **Week 2 – Assessment Week (2023 SATs)** | | | | | | | |
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| **Wow factor:** | **Subject:** | | **Week 1** | **Week 3** | | | **Week 4** | **Week 5** | **Week 6** |
| WOW Factor | **Themed Literacy** | | **Fiction – The Old Mill**  **Wishing Tale** | | | | | **Non-fiction – Information text**  **Beast/Unicorn** | |
| **Imitating**  Cold Write  Vocabulary/Comprehension  Boxing up  Story mapping | | **Innovation**  Converting nouns into adjectives and verbs (abstract nouns)  Inverted commas for dialogue  Commas for sentence of three  Past and perfect tense  Innovating – describing characters and action. (adverbials) | **Independent Application**  Boxing up  Hot Write  Editing and Redrafting | | **Imitating**  Hot Write  Vocabulary/Comprehension  Boxing up  Story mapping  Rhetorical questions  **Innovation**  Subordinate clauses and parenthesis (punctuating) | Innovating the model text  Shared writing  **Independent Application**  Boxing up  Hot Write  Editing and Redrafting |
| **GPS** | | 5/6 Spelling list  Tenses | | Words with the /i:/ sound spelt ei after c  Sentence types | Words with ‘silent’ letters  Adverbials | | Words with ‘silent’ letters  Punctuation , - ( ) | Contractions  Adverbials  Dialogue |
| **Whole Class Reading** | | **WCR – Skellig by David Almond**  **Reading for Enjoyment – Orphans of the Tide Trilogy**  **Non-0Fiction – Evolution, Charles Darwin, Voyage of the Beagle**  **Poetry – William Blake** | | | | | | |
| **Vocabulary**   * evaluate how the authors’ use of language impacts upon the reader * find examples of figurative language and how this impacts the reader and contributes to meaning or mood * explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph | | **Inference**   * discuss how characters change and develop through texts by drawing inferences based on indirect clues * make inferences about events, feelings, states backing these up with evidence | **Prediction**   * support predictions by using relevant evidence from the text * confirm and modify predictions in light of new information. | | **Explaining and retrieval**   * Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. \*They use evidence from across whole chapters or texts * begin to challenge points of view * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | **Summarising**   * summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. * make comparisons across different books |
| **Maths** | | **Ratio** | | | **Algebra** | | | **Decimals** |
|  | | Add or multiply  Use ratio language  Ratio symbol  Ratio and fractions  Scale drawings | | Use scale factors  Similar shapes  Ratio problems  Proportion problems  Recipes | Find a rule – one step  Find a rule – two step  Forming expressions  Substitution  Formulae | | Form equations  Solve 1-step equations  Solve 2-step equations  Find pairs of values  Solve problems with two unknowns | Place value within 1  Place value – integers and decimals  Round decimals  + and - decimals  X by 10, 100 and 1000  Divide by 10, 100 and 1000 |
| **Science** | | **Evolution and Inheritance**  **Science enquiry -observation over time, identifying and classifying and research.**  Explore how Scientific ideas have developed over time.  **Key Vocabulary:**  palaeontologists such as Mary Anning and about how Charles Darwin and Alfred  Wallace developed their ideas on evolution, Chromosomes | | | | | | |
| Inheritance  **Identifying, grouping and classifying**  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent. | | Adaptation  **Pattern seeking**  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | Theory of Evolution  **Research**  recognise that living things have changed over time and that fossils provide | | Evidence of Evolution  information about living things that inhabited the Earth millions of years ago | Adaptation – Human Intervention |
| **History** | | **NC Ref: A study of an aspect of British History that extends pupils’ chronological knowledge past 1066**  **Focus: A study on Darwin**  **Key Vocabulary**  Evolution, natural selection, adaptation, variation, extinct, inheritance, species, theory, characteristic, habitat, environment. | | | | | | |
| When did Darwin develop his theory of evolution? Timeline of events – including birth, voyage, publication of book, death.  Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point | | What did Darwin discover on the Galapagos Islands? His work on finches, how the same species had different variations in terms of their beaks.  Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. | Understand and discuss the terms inheritance, adaptation and natural selection.  What impact does the change in environments have on the survival of traits?  Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. | | How are fossils used as evidence of evolution? Palaeontologists study these to create theories on how creatures lived and moved.  Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics | How does evolution relate to our knowledge of life cycles?  Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). |
| **Art** | | **NC ref**  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]  Learn about great artists, architects and designers in history.  **Focus: Activism**  **Focus Artist: Luba Lukova, Faith Ringgold, Shepard Fairley**  **Key Vocabulary: Voice, Message, Community, Poster, Screen-printing, Present, Share, Feedback, Similarities, Differences, Activism, Reflect, Respond, Articulate,** | | | | | | |
| Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.  Reflect on artists’ work verbally. | | Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?  Reflect on artists’ work verbally. | Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and us. Make visual notes to capture, consolidate and reflect upon the artists studied.  Reflect on artists’ work verbally. | | Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Explore combinations and layering of media.  Reflect on artists’ work verbally. | Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art.  Present your own artwork (journey and any outcome), reflect and share verbally (“I enjoyed… This went well… I would have liked… next time I might. I was inspired by….). |
| **PE** | | **Netball (High 5)**  **Knowledge**  Links skills to perform actions and sequences of movement  Works well with others in a range of contexts  Demonstrates specific tactical and performance awareness  **Vocabulary- Chest pass, tactical awareness, attacking, defending, shooting, pivot, landing foot, accuracy, rebounds** | | | | | | |
| I know how to signal for a pass.  Apply tactics as a team and play by the rules. | | Pass accurately and using a variety of passes  Apply tactics as a team and play by the rules. | Shoot with good technique and pivot to pass.  Apply tactics as a team and play by the rules. | | Shoulder pass with force and accuracy  Apply tactics as a team and play by the rules. | Position myself to take rebounds from missed shots  Apply tactics as a team and play by the rules. |
| **Music** | | **NC ref-**  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Pop Music**  **Key Vocabulary: accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestra, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison** | | | | | | |
| To know that a film soundtrack includes the background music and any songs in a film. | To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. | | | To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension. | To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. | |
| **Religious Studies** | | **U2.3 What do religions say to us when life gets hard?**  **Focus: Believing**  · Express ideas about how and why religion can help believers when times are hard, giving examples (B2).  · Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  · Explain some similarities and differences between beliefs about life after death (B2).  · Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).  **Key Vocabulary: suffering salvation, heaven, reincarnation, karma, bereaved/bereavement** | | | | | | |
| What questions have you got about what happens when we die? | | What do some people think carries on after we have died? What is our soul? | Do some people believe that you come back to life as a different thing? What is reincarnation? | | Do you get to heaven if you do things wrong?  What do Christians think happens when we die? | What do people who don’t believe in God think happens when we die?  What different ideas are there about what happens when we die? What do I think |
| **Languages (French)** | | **In My House**  Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Key Vocabulary- J’habite, un maison, un appartement, jumelée, une ferme, la sale a manger, la cuisine, le salon, la salle de bain, la chambre, le jardin, le garage | | | | | | |
| To describe houses in French | | To write a description of a house in French | To use prepositions to describe the position of items in the bedroom | | To use prepositions to describe the positions of objects in the bedroom | To write a letter describing my home |
| **Computing** | | **History of Media**  **NC ref:**  •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  •Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  **Key Vocabulary:**  **FX, Script, Radio play, Sound effects, Bytes, Kilobytes, Megabytes, Terrabytes, Gigabytes, Graphics**  **Hardware, Devices, Memory storage, Smartphone, Hard disk drive, RAM, ROM, Hard drive, Processor, Touch screen, Trackpad, Mouse, Operating system** | | | | | | |
| To tinker with sound | | To record, edit and add sound effects to a radio play | To understand how computers have changed and the impact this has had on the modern world | | To research one of the computers that changed the world and present information about it to the class | To design a computer of the future |
| **RSHE** | | **Safety and the changing body**  **•** Drugs alcohol & tobacco  • First aid  • Critical digital consumers  • Social media  • The changing adolescent body (puberty, conception, birth)  **Vocabulary**  Alcohol, internet trolling, pregnant, conception, fertilisation, sexual intercourse, sperm, breasts, penis, | | | | | | |
| To understand that online relationships should be treated in the same way as face to face relationships. | | To know where to get help with online problems. | To understand the risks associated with drinking alcohol. | | To understand how a baby is conceived and develops. | To know how to conduct a primary survey (using DRSABC). |
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