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|  | Overdale Community Primary School - Medium Term Planning Year 6**Week 6 – London Residential Trip** |
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| **Wow factor:**  | **Subject:** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| WOW Factor | **Themed Literacy** | **Fiction – The Gas Mask****Portal Story - Dialogue** | **Non-fiction – Persuasion****Your Country Needs You** |
| **Imitating**Cold WriteVocabulary/ComprehensionBoxing upStory mapping | **Innovation**Inverted commas for dialogueSpeech+verb+actionMoving sentence chunks (syntax)Commas for clarityActive and passive voiceInnovating – describing characters and action. (elaboration of starters - adverbials) | **Independent Application**Boxing upHot WriteEditing and Redrafting | **Imitating**Hot WriteVocabulary/ComprehensionBoxing upStory mappingRhetorical questions**Innovation**Subordinate clauses and parenthesis (punctuating)Sentence reshaping – shortening and lengthen for meaning or effect. | Innovating the model textShared writing**Independent Application**Boxing upHot WriteEditing and Redrafting |
| **GPS** | 5/6 Spelling listRevision of grammatical terminology | 5/6 Spelling listRevision of grammatical terminology | Revision of grammatical terminology | Revision of grammatical terminology | Revision of grammatical terminology |
| **Whole Class Reading** | **WCR – Skellig by David Almond****Reading for Enjoyment – Orphans of the Tide Trilogy****Non-0Fiction – Linked to Geography (London)****Poetry – Underground** |
| **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
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| **Maths** | **Fractions, decimals and Percentages** | **Area perimeter and volume** | **Statistics** |
|  | Decimals and fraction equivalentsFractions as divisionUnderstand percentagesFractions to percentagesEquivalent FDP | Order FDPPercentage of an amount Percentage - missing values | Shape same areaArea and perimeterArea of a triangleArea of a right angled triangleArea of any triangle | Area of a parallelogramVolume – counting cubesVolume of a cuboid | Line graphsDual pie chartsRead and interpret pie chartsPie charts with percentagesDraw pie chartsThe mean |
| **Science** | **Focus: Living things and their habitats.****NC ref- Pupils should be taught to:*** describe how living things are classified into broad groups according to common
* observable characteristics and based on similarities and differences, including microorganisms, plants and animals
* give reasons for classifying plants and animals based on specific characteristics
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| To give reasons for classifying plants and animals basedon specific characteristics in the context of sorting andgrouping animals for a zoo. | To describe how living things are classified into broadgroups according to common observable characteristicsand based on similarities and differences, includingmicro-organisms, plants and animals by finding out aboutthe Linnaean System of classification. | To give reasons for classifying plants and animals basedon specific characteristics by exploring unusual creaturesand designing their own curious creature | To describe how living things are classified into broadgroups according to common observable characteristicsand based on similarities and differences, includingmicroorganisms, plants and animals by exploring helpfuland harmful micro-organisms. | To describe how living things are classified into broadgroups according to common observable characteristicsand based on similarities and differences, includingmicroorganisms, plants and animals by exploring helpfuland harmful micro-organisms. |
| **Geography** | **C ref:** Human and Physical geography**Focus:** London over time**Key Vocabulary:**Population, land use, transport links, river use, industry, Map, atlas, sketch-map, six-figure grid referencesTourism, settlement Digital maps, industryEconomic activity |
| To understand the physical geography of London | To explore changes in land use in London over time | To investigate the human geography of London related to population growth | To analyse transport links in London and their development | To explore the role of the River Thames and tourism in London's economy |
| **Art/DT** | **NC ref: Structures****Focus: Playgrounds****Skills:*** Designing a playground featuring a variety of different structures, considering how the structures will be used.
* Considering effective and ineffective designs.
* Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
* Measuring, marking and cutting wood to create a range of structures.

**Key Vocabulary:** apparatus, design criteria, equipment, playground, landscape, features, cladding |
| To design a playground with a variety of structures | To build a range of structures. | To improve and add detail to structures. | To create a surrounding landscape. | To evaluate my design |
| **PE** | **Cricket****Knowledge**Understands how to work alongside othersCommunicates effectively and listens to others feedbackApplies skills effectively in different situationsLinks skills to perform actions and sequences of movement**Vocabulary****Bowl, crease, Overarm, pull shot, leg side, off side, stance, drive, run up** |
| Throw accurately overarm.Use my feet to get to the pitch of the ball. | Pull a ball from a short delivery to the leg side. | Ball from the crease lineBowl with a run up | Use my feet to get to the pitch of the ball. | Show awareness as a fielderBowl by running in close to the wickets. |
| **Music** | **Composition**Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast.Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety |
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| **Religious Studies** | **U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?****Recap:** Charity in the main religions Tzedakah - Judaism**Focus: Expressing****Skills: Connecting****Knowledge:**· Describe and make connections between examples of religious creativity (buildings and art) (A1).· Show understanding of the value of sacred buildings and art (B3).· Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).· Apply ideas about values and from scriptures to the title question (C2)**Enhancement****Key Vocabulary:** expressing beliefs, perspectives, compare, contrast, arts, architecture, charity, generosity, sacred buildings, poverty, generous/generosity, impact, significance |
| · What makes a place special? What is a sacred place? Are all places sacred? What is the value of a  sacred place? | · How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?·Muslim calligraphy, painting and poetry: what is inspiring? | · How do Christians use art in worship and in remembering Jesus? What do you admire about some  works of art?· Can a Christian place of worship be a building for the ‘glory of God’? What does this mean? | How and why do Muslim charities try to change the world?How and why does Christian Aid try to change the world? | · · What matters more to Christians & Muslims: art and architecture or generosity and charity? What  matters more to you? |
| **Languages (French)** | **NC ref** Describe people, places, things and actions orally and in writingWrite phrases from memory, and adapt these tocreate new sentences, to express ideas clearly**Focus** Planning a French Holiday**Key Vocabulary**Aller, en vacances, L’Angleterre, L’Ecosse, le Pays de Galle, L’Irlande du Nord, I ’Irlande, La France, les montagnes, la cote, maintenant, demain |
| To begin using the near future tense. | To identify and form the present and near future tenses. | To describe which clothes to pack for a holiday. | To read and understand a story about a summer holiday. | To plan a holiday to France. |
| **Computing** | **Programming: Python****NC ref: Design, write and debug programs that accomplish sCopecific goals Use sequence, selection, and repetition in programs** **Key Vocabulary: Loop, Code, Shape, Instructions, Command, Input Output, Remix, Algorithm** |
| Tinkering with Logo | Nested Loops | To understand basic Python commands. | To use loops when programming. | To understand the use of random numbers. |
| **RSHE** | **Safety and the changing body**• 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 recognise the changes that happen during puberty. | To understand the biology of conception. | To understand the development of a baby during pregnancy. | To understand how to help someone who is choking | To understand how to help someone who is unresponsive |
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