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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 Write  Vocabulary/Comprehension  Boxing up  Story mapping | | **Innovation**  Inverted commas for dialogue  Speech+verb+action  Moving sentence chunks (syntax)  Commas for clarity  Active and passive voice  Innovating – describing characters and action. (elaboration of starters - 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)  Sentence reshaping – shortening and lengthen for meaning or effect. | Innovating the model text  Shared writing  **Independent Application**  Boxing up  Hot Write  Editing and Redrafting |
| **GPS** | | 5/6 Spelling list  Revision of grammatical terminology | | 5/6 Spelling list  Revision 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 |
| **Maths** | | **Fractions, decimals and Percentages** | | | **Area perimeter and volume** | | | **Statistics** |
|  | | Decimals and fraction equivalents  Fractions as division  Understand percentages  Fractions to percentages  Equivalent FDP | | Order FDP  Percentage of an amount  Percentage - missing values | Shape same area  Area and perimeter  Area of a triangle  Area of a right angled triangle  Area of any triangle | | Area of a parallelogram  Volume – counting cubes  Volume of a cuboid | Line graphs  Dual pie charts  Read and interpret pie charts  Pie charts with percentages  Draw pie charts  The 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 | | | | | | |
| To give reasons for classifying plants and animals based  on specific characteristics in the context of sorting and  grouping animals for a zoo. | | To describe how living things are classified into broad  groups according to common observable characteristics  and based on similarities and differences, including  micro-organisms, plants and animals by finding out about  the Linnaean System of classification. | To give reasons for classifying plants and animals based  on specific characteristics by exploring unusual creatures  and designing their own curious creature | | 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 by exploring helpful  and harmful micro-organisms. | 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 by exploring helpful  and 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 references  Tourism, settlement Digital maps, industry  Economic 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 others  Communicates effectively and listens to others feedback  Applies skills effectively in different situations  Links 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 line  Bowl with a run up | | Use my feet to get to the pitch of the ball. | Show awareness as a fielder  Bowl 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 writing  Write phrases from memory, and adapt these to  create 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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