



## Year 6 Medium Term Plan Spring 2 – Managing Change

|   | Week 1<br>W/B 19 <sup>th</sup> Feb  | Week 2<br>W/B 26 <sup>th</sup> Feb   | Week 3<br>W/B 4 <sup>th</sup> Mar  | Week 4<br>W/B 11 <sup>th</sup> Mar   | Week 5<br>W/B 18 <sup>th</sup> Mar  | Week 6<br>W/B 25 <sup>th</sup> Mar  |
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| <b>Events / Info</b>                      | iCATs visit to Y6 - 23.2.24   | Parent SATs meeting – 29.2.24  | Junior Citizenship 5.3.24  | Mock SATs Week   | Residential 18 <sup>th</sup> -20 <sup>th</sup> March  | 4-day week  |
| <b>English</b><br><i>Key text: Wonder</i> | Introduction to text<br>Character Analysis (role on the wall)   | Hot Seating of Character<br>Emotions (freeze frame)<br>Slow writes of diary using WILF   | Planning of diary entry<br>Writing diary entry<br>Editing diary entry  | Mock SATs week   | Creative write week-<br>describe settings and atmosphere  | Grammar focus week (revision)<br>Present Perfect Tense<br>Prefixes and suffixes<br>Word families<br>Silent words spellings              |
| <b>Grammar</b>                            | Revision of word classes<br>Year 5/6 Spellings  | Revision of modal verbs and different type of clauses  | Use of cohesive devices<br>Year 5/6 Spellings  | Use of a dictionary to check unfamiliar spellings  | Punctuation for effect<br>Using a thesaurus   | See above   |
| <b>Guided Reading Focus</b>               | <b>Wonder by RJ Palacio</b><br>Part One<br>Mixed Skills<br>Comprehensions   | <b>Wonder by RJ Palacio</b><br>Part One<br>Mixed Skills<br>Comprehensions  | <b>Wonder by RJ Palacio</b><br>Part Two<br>Mixed Skills<br>Comprehensions  | <b>Wonder by RJ Palacio</b><br>Part Two<br>Mixed Skills<br>Comprehensions                                | <b>Wonder by RJ Palacio</b><br>Part Three<br>Mixed Skills<br>Comprehensions   | <b>Wonder by RJ Palacio</b><br>Part Four<br>Mixed Skills<br>Comprehensions  |
| <b>Maths</b>                              | <b>Ratio</b><br>Using ratio language<br>Ratio and fractions<br>Introducing the ratio symbol<br>Calculating ratio<br>Using scale factors | <b>Ratio</b><br>Calculating scale factors<br>Ratio and proportion problems<br>End of block assessment<br>Reasoning and arithmetic practice | <b>Statistics</b><br>Draw line graphs<br>Use line graphs to solve problems<br>Circles<br>Read and interpret pie charts | <b>Statistics</b><br>Draw pie charts<br>The mean<br>End of block assessment<br><br><b>Mock SATS week</b> | <b>Properties of Shape</b><br>Measure with a protractor<br>Calculate angles<br>Vertically opposite angles<br>Angles in a triangle | <b>Properties of Shape</b><br>Angles in a triangle-<br>missing angles<br>Angles in special quadrilaterals<br>Angles in regular polygons |

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|  |  | <b>Statistics</b><br>Read and interpret line graphs  | Pie charts with percentages   |   | Angles in a triangle- special cases   | Draw shapes accurately<br>Draw nets of 3-D shapes  |
| <b>Science</b><br><i>Light</i>               | <p>Light:<br/>Understand that we see things because light travels from a light source into our eyes</p> <p>Eye diagram- light passes through the pupil to the retina<br/>Understand how we see non-luminous objects</p> <p>Explain how light is reflected</p> <p><b>Working scientifically –</b><br/>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>Light<br/>To understand that light travels in straight lines</p> <p>Explain how light is reflected</p> <p><b>Working scientifically –</b><br/>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>Light<br/>Explain how shadows are the same shape as the objects that cast them</p> <p>Understand how the size of the shadow will change depending on the position of the light source</p> <p><b>Working scientifically –</b><br/>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>Light<br/>Explain how the shadows change in shape, size and direction as the objects are moved.</p> <p>Children can investigate how the size, brightness and colour of the light sources affect the shadows cast.</p> <p><b>Working scientifically –</b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> | <p>Light<br/>To explore how refraction occurs and create simple explanations of why this happens.</p> <p><b>Working scientifically –</b><br/>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> | <p>Light:<br/>To research the work of influential scientists such as Isaac Newton. To identify that Newton made significant contributions towards the concept of the light spectrum.</p> <p><b>Working scientifically –</b><br/>Talk about how scientific ideas have changed over time (non-statutory).</p> <p><b>Assessment</b></p> |
| <b>Computing</b><br><i>We are Toy Makers</i> | <p><b>Programme the Micro:bit to act as a controller</b><br/>Pairs or small groups review their designs for last term. Continue to create their toy by programming the micro:bit so that it acts as a controller in the toy. Troubleshoot any problems.</p>  |  | <p><b>Prepare the toy</b><br/>Pupils prepare their toy in pairs or small groups using the equipment available and their plans from the previous lesson.</p>   |   | <p><b>Connect the micro:bit inputs and outputs to the toy</b><br/>Pupils to connect their micro:bit to the toy and use as a controller – ensuring the inputs and outputs work effectively as planned.</p>                                   |  |
| <b>History</b>                               | Exploring the Arabic language and how this   | Understand the different types of food   | Explore the One Thousand and One  | Explore the One Thousand and One  | Understand the demise of the early Islamic  | Assessment of topic  |

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| <p><b>(Continuing from Spring 1)</b></p> <p><i>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</i></p> | compares to other languages the children may be familiar with. Children to explore writing in the Arabic language.  | and clothing from both eras.   | Nights stories: Scheherazade   | Nights stories: other famous texts  | history era and how eras in Britain came to an end   |   |
| <b>R.E.</b>  | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand who is influential in our lives</p>   | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand if festivals and symbols show that Christianity is still a strong religion</p> | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand if Christianity was motivating people to do good in the world, would this show it is still a strong religion</p> | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand where else in British society do we see the influence of Christianity</p> | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understanding the strength of Christianity today (assessment)</p>                   | <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understanding what guidance people need in order to lead good lives</p>    |
| <b>PSHE</b>  | <p><b><u>Taking Responsibility for my health and well-being</u></b></p> <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> | <p><b><u>Drugs</u></b></p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p>                            | <p><b><u>Exploitation</u></b></p> <p>I understand that some people can be exploited and made to do things that are against the law</p>   | <p><b><u>Gangs</u></b></p> <p>I know why some people join gangs and the risks this involves</p>   | <p><b><u>Emotional and Mental Health</u></b></p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> | <p><b><u>Managing Stress</u></b></p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p> |
| <b>Art/DT</b>  | <p>Perspective: draw by interpreting forms from direct observation</p>  | <p>Perspective: practise different points of view and perspective by using line</p>  | <p>Perspective: transform the look of a house in the style of a famous artist</p> <p>research the work of Hundertwasser</p>  | <p>Perspective: transform the look of a house in the style of a famous artist</p> <p>research the work of Hundertwasser</p>   | <p>Perspective: design a building or street using perspective</p> <p>research design styles by architects</p>  | <p>Perspective: design a building or street using perspective</p> <p>research design styles by architects</p>   |

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|                     |  |  |   |   | share work created, appreciating each other's work & efforts, offering a critique                         | share work created, appreciating each other's work & efforts, offering a critique                         |
| <b>P.E Indoor</b>   | <b><u>Gymnastics</u></b><br>To develop the straddle, forward and backward roll. (1)            | <b><u>Gymnastics</u></b><br>To develop rolling into sequence work and on apparatus. (2)                      | <b><u>Gymnastics</u></b><br>To develop counter balance and counter tension into sequence work with apparatus. (3/4) | <b><u>Gymnastics</u></b><br>To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. (5/6) | <b><u>Gymnastics</u></b><br>To develop inverted movements with control. (7/8)                             | <b><u>Gymnastics</u></b><br>To create a group sequence using formations and apparatus. (11)               |
| <b>P.E. Outdoor</b> | <b><u>Rounders</u></b><br>To develop the bowling action and understand the role of the bowler. | <b><u>Rounders</u></b><br>To develop batting technique.  | <b><u>Rounders</u></b><br>To make decisions about where and when to send the ball to stump a batter out.            | <b><u>Rounders</u></b><br>To develop a variety of fielding techniques and when to use them in a game.   | <b><u>Rounders</u></b><br>To develop long and short barriers in fielding and understand when to use them. | <b><u>Rounders</u></b><br>To apply the rules and skills you have learnt to play in a rounders tournament. |
| <b>Music</b>        | To learn the melody of an Andean piece of music  | To accompany an Andean piece of music with triads  | To learn about Brazilian music and practise a samba piece   | To play a bossa nova piece focusing on rhythm   | To learn about Villa-Lobos and recognise features of Latin American music in his compositions             | N/a   |
| <b>French</b>       | To learn about parts of the body.  | To learn about the face, draw and label monster and/or write a description using the verb to have and to be. | To learn how to talk about aches and pains.   | To revise how to talk about aches and pains and start learning how to talk about what's wrong at the doctor's.  | To learn about doctor's advice and prescriptions.   | To use what we've learnt this term to perform a role play at the doctor's and at the chemist's.           |