

Medium Term Plan

Year 6 Term 2 Topic Name: Natural Disasters				
Overarching Question?	What on Earth?!			
Stunning Start	Den Day			
Fantastic Finish	Children in Need			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus		Poetry Setting poems, focusing on similes/metaphors/ Personification	Write poetry focusing on setting description and using similes, metaphors and personification	Write for a variety of purposes. Change the language to suit the style of writing.
		Pie Corbett - The moon is... Fiction writing Warning Story – The Caravan Focus on setting Non-fiction writing Information Text on Wild Weather.	Write a warning tale in which the threat is a type of natural disaster/extreme weather  Write an information text about a type of natural disaster	
Maths		Fractions  Geometry – position and direction		Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions. Multiply simple pairs of proper fractions writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2}$ )  Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ ).  Multiply 1-digit numbers with up to 2 decimal places by whole numbers.  Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which

				<p>require answers to be rounded to specified degrees of accuracy. Find a percentage of any given number.</p> <p>Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point.</p>
<b>Science</b>		<p>Tectonic plate movements</p> <p>Subduction zones</p>	<p>Create diagrams, powerpoints, posters to show the movements of tectonic plates and subduction zones.</p>	<p>I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>
<b>PE</b>		<p>Gymnastics</p> <p>Invasion Games</p>	<p>Children to work in groups to create a gymnastic sequence including balances/jumps/rolls and using apparatus.</p> <p>Children to develop skills in attacking and defending and compete in end of term tournament.</p>	
<b>Art/DT</b>		<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her</p>	<p>Shelter building (Den Day)</p> <p>The Great Wave – pencil drawing and water colour</p>	<p>I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities</p> <p>I can use my technical knowledge and accurate skills to problem solve during</p>

		<p>product to improve its functional properties and aesthetic qualities.</p> <p>Use technical knowledge and accurate skills to problem solve during the making process.</p>		<p>the making process</p> <p>I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p>
<b>PSHE</b>				
<b>RE</b>		<p><b>GOSPEL</b> What would Jesus do?</p> <p><b>CHRISTMAS</b></p>	<p>Advent Church Day Nativity</p>	
<b>Computing</b>		<p>Range of technology to research and present</p>	<p>Children to research a chosen extreme weather/natural disaster using search engines such as Google.</p> <p>'Wild Weather' leaflets to be created on Publisher.</p>	<p>I can use more than one piece of software to complete a task</p> <p>I can use a broad range of resources online to find exactly what I'm looking for</p>
<b>Geography</b>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Research areas where most natural disasters occur.</p> <p>Make maps showing key areas.</p>	<p>I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</p>

		<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>zones (including day and night)</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p>Not Covered in this topic</p>			

<b>History</b>			
<b>KS2 MFL</b>		<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p> <p>I am beginning to use some adverbs</p> <p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Attempt to read a range of texts independently, using different strategies to</p>	<p>I can understand the main points and some details from spoken passages on a range of subjects</p> <p>I can use my knowledge of spelling to help me read unfamiliar words</p> <p>I can write several phrases and sentences from memory and can change them to express my own ideas</p> <p>I can choose the best adjectives to describe people, places and things and the right verb to describe an action</p> <p>I can discuss a topic with others giving my own ideas and asking for help when I need it</p> <p>I can create my own extended sentences</p> <p>I can use the way I speak to make my meaning clear and keep my audience interested</p> <p>I can understand the main points and some details from a text which includes unfamiliar language</p> <p>I can try to read and understand a range of different texts using clues to help me</p> <p>I can use words and phrases I have learnt from reading and from dictionaries</p> <p>I know the different forms of a variety of verbs and when to use each form</p> <p>I understand how to use some adverbs in sentences</p>

		<p>make meaning Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words Know how to conjugate a range of high frequency verbs Understand how to use some adverbs in sentences Have an awareness of similarities and differences in grammar between different languages</p>		I know that different languages have different rules about grammar
<b>Music</b>		<p>Sing as part of an ensemble with full confidence and precision</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p>	Perform as a choir during the Nativity performance.	<p>I can sing as part of an ensemble with full confidence and precision</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians</p> <p>I can appropriately discuss the dimensions of music and recognise them in music heard</p>
<b>Local focus</b>	Links with local shops/businesses on Hythe High Street during Children in Need St Leonard's Church (advent day and KS2 carol service)			
<b>Key Vocabulary</b>	Subduction Zone, tectonic plates, earthquake, volcano, pyroclastic flow, magma, lava, tsunami			
<b>Language Enrichment Opportunities</b>	<p>'R-Time'</p> <p>Talk for writing – drama and oral rehearsals</p> <p>Group discussions around topic: using Subject Specific Language</p>			
<b>Visitors or trips</b>	<p>Walk down High Street delivering letters</p> <p>Carol singing at residential homes</p> <p>Advent Church Day</p>			
<b>Special Focus Days/Weeks</b>	Children in Need			