

Medium Term Plan

Year 6 Term 4 Topic Name: Mysteries				
Overarching Question?	???			
Stunning Start	Mystery Treasure Hunt			
Fantastic Finish	Forensic Science Day			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus		Poetry – character description Fiction – Finding Tale focusing on characterisation – Darwin’s Voyage of Discovery. Non-Fiction – Explanation text – How animals adapt to their environment.	Create poems which describe character. Write first person narrative about discovery of a new creature. Write explanation leaflet about an animal which has adapted to its environment.	Write describing settings, characters and atmosphere using dialogue to further the narrative.
Maths		Measurement: Converting units, area, perimeter and volume. Number: Ratio		Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is

				<p>possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
<p>Science</p>		<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Give reasons for classifying plants and</p>	<p>'Beak Experiment' to demonstrate the need for adaption due to harsh conditions.</p> <p>Record data in tables and plot graphs to demonstrate the results.</p> <p>Create classification charts to classify animals and plants based on their characteristics.</p> <p>Undertake forensic experiments which highlight the ways we can identify different human beings via DNA and fingerprints.</p>	<p><i>I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information.</i></p> <p><i>I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></p> <p><i>I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution.</i></p> <p><i>I can give reasons for classifying plants and animals based on</i></p>

		<p>animals based on specific characteristics. 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. Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus). <i>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus). <i>I can take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate.</i> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus). <i>I can record complex</i></p>	<p><i>specific characteristics. I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences.</i></p>
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		<p>people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.</p> <p><i>I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources.</i></p> <p>Group and classify things and recognise patterns.</p> <p><i>I can group and classify things and recognise patterns.</i></p> <p>Find things out using a wide range of secondary sources of information.</p> <p><i>I can find things out using a wide range of secondary sources of information.</i></p> <p>Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.</p> <p><i>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.</i></p>		
PE				
Art/DT		<p>Use simple perspective in their work using a single focal point and horizon</p>	<p>Sketch and pencil drawings of invented creatures.</p> <p>Still life drawing of animals showing their adaptations.</p>	<p><i>I can use simple perspective in their work using a single focal point and horizon</i></p>
PSHE				

RE				
Computing		<p>Electronic mapping software to plot Darwin's voyage</p>	<p>Use Google Earth to plot an interactive journey of Darwin's Voyage. Create information table of Darwin's life and achievements including Hyperlinks for relevant information</p>	<p><i>I understand how computers are able to communicate and share information I can design a program for a given audience I can use software to help me analyse and present data and information</i></p>
Geography		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Nature walk through local area to observe the human and physical features.</p> <p>Sketch and plot maps of local area.</p>	<p><i>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p>
History		<p>Address and sometimes devise historically valid questions about change, cause,</p>	<p>Research the origins of Hythe Canal. Use maps to see where it was built and its reasons for being</p>	<p><i>I can address and sometimes devise historically valid questions about change,</i></p>

		<p>similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Make confident use of a variety of sources for independent research</p>	<p>built.</p> <p>Research and evaluate the validity of various historical sources.</p>	<p><i>cause, similarity and difference, and significance</i></p> <p><i>I can understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></p> <p><i>I can make confident use of a variety of sources for independent research</i></p>
KS2 MFL		<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</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</p>

		<p>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 make meaning</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in sentences</p> <p>Have an awareness of similarities and differences in grammar between different languages</p>		<p>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>I know that different languages have different rules about grammar</p>
Music		Develop a deeper understanding of the history and context of music	Create a 'score' to accompany a nature documentary on our invented animals.	I can develop a deeper understanding of the history and context of music
Local focus	Nature walk			
Key Vocabulary	Evolution, natural selection, voyage, adaptation			
Language Enrichment Opportunities	<p>'R-Time'</p> <p>Talk for writing – drama and oral rehearsals</p> <p>Group discussions around topic: using Subject Specific Language</p>			
Visitors or trips				
Special Focus Days/Weeks	Forensic Science Day			