

Medium Term Plan

Year 6 Term 6 Topic Name: Aspiration and Perspiration				
Overarching Question?	Who ate all the pies??			
Stunning Start	Dragon's Den			
Fantastic Finish	Sports Tournament			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus		<p>Poetry- Aspirational Poems (Kipling-If etc)</p> <p>Fiction- Play scripts Focus on the development of action through the use of stage directions. Perform -Year 6 Production</p> <p>Non Fiction-Discussion. Areas linked to topic e.g. use of technology/ lack of sport. What food is 'good' for us etc</p>	<p>Create/ Perform poetry to leave as a legacy for next year's class.</p> <p>Class debate and balanced discussions produced for the school website.</p>	<p><i>I can use grammar and vocabulary which is suited to the purpose of my writing</i></p> <p><i>I can write effectively for a range of purposes and audiences, independently using ideas from my own reading.</i></p> <p><i>I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.</i></p> <p><i>I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</i></p>
Maths		<p>Statistics Investigations</p>	<p>Fiver challenge spreadsheets</p> <p>Sporting event charts, graphs and spreadsheets.</p>	<p><i>Interpret and construct pie charts and line graphs and use these to solve problems.</i></p> <p><i>I can interpret and construct pie charts and line graphs.</i></p> <p><i>I can use these to solve problems.</i></p> <p><i>Calculate and interpret the mean as an average.</i></p> <p><i>I can calculate and interpret the mean as an average.</i></p>
Science		<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Test heart rate/ experiment.</p> <p>Create a model heart.</p>	<p><i>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</i></p> <p><i>I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.</i></p> <p><i>I can describe the ways in which nutrients and water are transported within animals, including humans.</i></p>

PE				
Art/DT		<p>Follow a design brief to achieve an effect for a particular function</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Use information on food labels to inform choices</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>	<p>Design and create props and costumes for the Year Six production.</p> <p>Research, plan and prepare and cook a savoury dish.</p>	<p><i>I can follow a design brief to achieve an effect for a particular function</i></p> <p><i>I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet</i></p> <p><i>I can use information on food labels to inform choice</i></p> <p><i>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills</i></p>
PSHE				
RE	See separate plans	Kingdom of God		
Computing Geography		<p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>	<p>Learn to use and create macros and spreadsheets for the fiver challenge.</p> <p>Research countries liked to the summer's sporting event.</p> <p>Create posters to demonstrate their knowledge.</p>	<p><i>I can use software to help me analyse and present data and information</i></p> <p><i>I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links</i></p> <p><i>I can use maps, charts etc. to support decision making about the location of places e.g. new bypass</i></p>
History		Address and sometimes devise historically valid questions about change, cause, similarity and	Include as part class discussion topic.	<i>I can address and sometimes devise historically valid questions about change, cause, similarity and</i>

		<p>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>E.g. Gender pay differences in sporting events.</p>	<p><i>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>
<p>KS2 MFL</p>		<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</p>	<p>Create a drama based around the two teams (French and English) of the sporting event meeting/ introducing themselves.</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</p>

		<p>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>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		<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Learn and perform songs for the Year Six production.</p> <p>Learn and perform any musical accompaniment to the Year Six production.</p>	<p>I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> <p>I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
Local focus	Shepway Sports Trust sporting events (??)			
Visitors or trips	(If possible and affordable) attend elite sporting event			
Special Focus	Fiver Challenge			

Days/Weeks	Production
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