

Year 6 - Medium Term Plan - Spring 1

	Week 1 w/c 03.01	Week 2 w/c 09.01	Week 3 w/c 16.01	Week 4 w/c 23.01	Week 5 w/c 30.01	Week 6 w/c 06.02
	3day teaching week		EMAT Moderation @ Nelson - Writing	Assessment Week 3 - Hall	Moderator Course @ Nelson	7 th Safer Internet Day
MATHS	Geometry: ✓ I know how to calculate angles on a straight line. ✓ I know how to calculate angles around a point. ✓ I know how to calculate vertically opposite angles (inc triangles and quadrilaterals).	Ratio: ✓ I know how to use ratio language. ✓ I know how to use the ratio symbol. ✓ I know the relationship between ratio and fractions. ✓ I can understand scaled drawings. ✓ I know how to use scale factors.	Ratio: ✓ I know how to use scale factors (similar shapes). ✓ I know how to solve ratio and proportion problems. Algebra: ✓ I know how solve 1-step function machines. ✓ I know how to solve 2-step function machines. ✓ I know how to form expressions.	Algebra: ✓ I know how to use substitution. ✓ I know how to use formulae. Assessments: Paper 1 - Arithmetic Paper 2 - Reasoning & Problem Solving Paper 3 - Reasoning & Problem Solving	Algebra: ✓ I know how to form equations. ✓ I know how to solve 1-step equations. ✓ I know how to solve 2-step equations. ✓ I know how to find pairs of values. ✓ I know how to solve problems with two unknowns.	Geometry: ✓ I know how to calculate angles in a triangle/quadrilateral. Position and Direction: ✓ I know how to describe positions in the 1 st quadrant. ✓ I know how to describe positions in all four quadrants. ✓ I know how to translate simple shapes. I know how to reflect simple shapes.
WHOLE CLASS MATHS BOOSTER	PiXL PLC - Fractions: a. Can identify, name and write equivalent fractions of a given fraction represented visually b. Can use common factors to simplify fractions c. Can compare and order fractions	PiXL PLC - Fractions: d. Can add and subtract fractions e. Can multiply fractions by whole numbers f. Can multiply pairs of fractions, writing the answer in its simplest form	PiXL PLC - Fractions: g. Can divide fractions by whole numbers h. Can convert mixed numbers to improper fractions i. Can convert improper fractions to mixed numbers	PiXL PLC - Fractions: j. Can read and write decimal numbers as fractions PiXL PLC (End of Yr5) - Decimals: h. Can read and write decimal numbers as fractions e.g. 0.71 = 71/100 i. Can recognise and use thousandths	PiXL PLC (End of Yr5) - Decimals: j. Can round decimals with 2 decimal places to the nearest whole number and to one decimal place k. Can read, write, order and compare numbers with up to three decimal places l. Can solve problems involving numbers up to three decimal places	PiXL PLC - Problem Solving: a. Can break down one and two-step problems involving whole numbers and decimals and all four operations b. Can solve a puzzle or problem by selecting the appropriate mathematical information, calculations, methods or tools c. Can consider alternative methods for solving a problem and the appropriateness or efficiency of each method
AFTER-SCHOOL MATHS BOOSTER	N/A	Taken from Nov QLA: HN: Can find 100 more or 100 less than a given number up to 1000 Can find 1000 more or 1000 less than a given number EP: Can round any whole number to the nearest 10, 100, 1000 etc	Taken from Nov QLA: HN: Can use efficient written methods of addition including column addition Can use efficient written methods of subtraction including column subtraction EP: Can add decimal numbers up to 3 dp (including money) Can subtract decimal numbers up to 3 dp (including money)	Taken from Nov QLA: HN: Can use efficient written methods of division including short and long division EP: Can identify multiples and common multiples Can identify factors and common factors	Taken from Nov QLA: HN: Can read and interpret timetables and calendars LJ: Can use efficient written methods of division including short and long division	Taken from Nov QLA: HN: Can solve problems involving conversion between units of time LJ: Can solve problems involving conversion between units of time Can read and interpret timetables and calendars
ENGLISH	Hamilton Trust: Introduction to Performance Poetry: → I can listen to and discuss performance poetry. I know the features of a performance poem. → I know how to use poetry terminology to discuss and compare performance poems. → I know how to retrieve and record information from performance poetry.	Hamilton Trust: Write Performance Poetry: → I know how to generate ideas for a performance poem which twists a fairy tale. → I know how to plan a performance poem which twists a fairy tale. → I know how to write a performance poem which twists a fairy tale. → I know how to improve a poem, thinking about how it sounds. → I know how to respond to twisted fairy tales in role, using formal language.	Non-fiction: Balanced arguments: Deforestation → I know how to identify the key features of a balanced argument. → I know how to analyse a text and suggest a motion. → I know how to research information for. → I know how to research information against. → I know how to plan a balanced argument.	Non-fiction: Balanced arguments: Deforestation → I know how to use point, evidence, explanation (PEE). → I know how to write a balanced argument. → I know how to revise and edit my work. Assessments: English Reading Paper English GPS Paper 1 English GPS Paper 2	PKC: Non-fiction: Newspaper Report: Night of the Broken Glass (Kristallnacht) → I know how to recap the key events of Kristallnacht. → I know how to identify the key features of a newspaper report. → I know how to identify and use direct and reported speech. → I know how to generate formal, journalistic vocabulary. → I know how to plan a newspaper report.	PKC: Non-fiction: Newspaper Report: Night of the Broken Glass (Kristallnacht) → I know how to write a newspaper opening. → I know how to with the main body (recount of events). → I know how to write the main body (quotes from the public). → I know how to write a newspaper closing. → I know how to revise and edit my work.
WHOLE CLASS READING BOOSTER	PiXL Year 5/6 Text Extracts ■ Poetry: My Shadow by Robert Louis Stevenson - Set A	PiXL Year 5/6 Text Extracts ■ Poetry: My Shadow by Robert Louis Stevenson - Set B	PiXL Year 5/6 Text Extracts ■ Non-Fiction: The Battle of Britain - Set A	PiXL Year 5/6 Text Extracts ■ Non-Fiction: The Battle of Britain - Set B	PiXL Year 5/6 Text Extracts ■ Fiction: The Secret of the Staff Room - Set A	PiXL Year 5/6 Text Extracts ■ Fiction: The Secret of the Staff Room - Set B

WHOLE CLASS GPS BOOSTER	PIXL PLC - GPS 3a. Can recognise and use CLAUSES	PIXL PLC - GPS 3b. Can recognise and use PHRASES	PIXL PLC - GPS 3c. Can recognise and use SUBORDINATING	PIXL PLC - GPS 4a. Can use grammar accurately to ensure VERB TENSE AGREEMENT	PIXL PLC - GPS 4b. Can use grammar accurately to ensure SUBJECT-VERB AGREEMENT	PIXL PLC - GPS 4c. Can identify the inappropriateness of DOUBLE NEGATIVES in formal speech
SPELLING	Read Write Inc. Spelling × Special Focus 4 (pg 21) × Special Focus 5 (pg 26) × Year 5 & 6 Common Exception Words	Read Write Inc. Spelling × Unit 6 - the sh sound spelt ti or ci (pgs 27-30) Send home & post on Dojo Friday 6 th	Read Write Inc. Spelling × Unit 7 - the sh sound spelt si or ssi (pgs 32-35) Send home & post on Dojo Friday 13 th	Read Write Inc. Spelling × Unit 8 - silent letters (pgs 37-40) Send home & post on Dojo Friday 20 th	Read Write Inc. Spelling • Unit 9 - The spellings ei and ie (pgs 42-45) Send home & post on Dojo Friday 27 th	Read Write Inc. Spelling • Unit 10 - Words ending in -ible and -able (pgs 47-50) Send home & post on Dojo Friday 3 rd
GUIDED READING	Reading Explorers N/A part week Salford Reading Ages	Reading Explorers ▽ Deductive Skills ▽ A Great Escape!	Reading Explorers ▽ Deductive Skills ▽ Tea Time for Tyler	Reading Explorers ▽ Deductive Skills ▽ The Eagle	Reading Explorers ▽ Deductive Skills ▽ The Peppermint Pig	Reading Explorers ▽ Deductive Skills ▽ TV or not TV?
SCIENCE	PKC - Classification of Living Things: • What are the five kingdoms of organisms?	PKC - Classification of Living Things: • How are plant and animal cells different? • What is taxonomy? • How are vertebrates classified? • How are invertebrates classified?	PKC - Classification of Living Things: • Assessment: Multiple choice quiz & Written: How do scientists classify animals?			
HISTORY					PKC - The Rise of Hitler and WW2: → How did the German people feel after WW1? → Who was Adolf Hitler and what did the Nazi Party believe? → How did the Nazis control life in Nazi Germany?	PKC - The Rise of Hitler and WW2: → What happened on the Night of the Broken Glass (Kristallnacht)? → When and why did WW2 begin? → Assessment: Multiple choice quiz & written task: Which factors contributed to the outbreak of WW2?
GEOGRAPHY			PKC - North America ○ What are the countries of North America? ○ Which biomes are located in North America?	PKC - North America ○ Why is the Mississippi river important to the people of North America? ○ How has urbanisation caused problems to the environment? ○ What are the similarities and differences between London and Anchorage? ○ Assessment: Multiple choice quiz & Written: North America is a large and diverse continent. Explain why a geographer might say this.		
M.F.L.	Rigilo 2: Unit 8: Le vêtements ⊗ Lesson 1 - Ask and say what clothes you'd like.	Rigilo 2: Unit 8: Le vêtements ⊗ Lesson 2 - Give opinions about clothes.	Rigilo 2: Unit 8: Le vêtements ⊗ Lesson 3 - Say what clothes you wear	Rigilo 2: Unit 8: Le vêtements ⊗ Lesson 4 - Ask and talk about prices	Rigilo 2: Unit 9: Ma journée ⊗ Lesson 1 - Ask and talk about daily routine.	Rigilo 2: Unit 9: Ma journée ⊗ Lesson 2 - Talk about time of daily routine.
P.S.H.E & R.S.H.E.	LORIC: Raj Resilience: ⊗ What is resilience?	LORIC: Raj Resilience: ⊗ Why do we need resilience?	LORIC: Raj Resilience: ⊗ How do coping strategies help us build resilience?	LORIC: Raj Resilience: ⊗ Why it is important to know my own strengths?	LORIC: Raj Resilience: ⊗ How can I strengthen my resilience?	LORIC: Raj Resilience: ⊗ How can resilience help us achieve? Safer Internet Day
P.E.	<p>Alive Sports:</p> <ul style="list-style-type: none"> ⚡ To use running, jumping, throwing and catching in isolation and in combination ⚡ To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending ⚡ To develop flexibility, strength, technique, control and balance ⚡ To perform dances using a range of movement patterns ⚡ To take part in outdoor and adventurous activity challenges both individually and within a team ⚡ To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					