



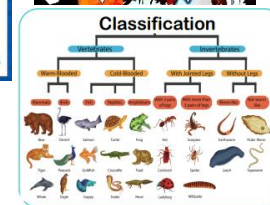
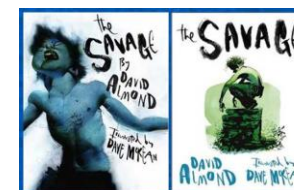
2021-22 Medium Term Plan Year 6 Term 1

Creative Friday display: Arts Week/ Julian Opie style self-portraits









PSHE display: Our goals









English display: The Savage writing outcomes


Science display: Carl Linnaeus/ Classification



Week	Special events	English Theme/ Focus text – The Savage	Maths Theme/area – Number and place value; Four operations	Science Theme/area – All living things and their habitats	PE Theme/area – Invasion games (hockey) Premier Sport	Computing Theme/area – Purple Mash - Online Safety	PSHE Empowerment approach
1 2 nd & 3 rd Sept	2 days only	PSHE – our goals	Maths assessments Star Maths TT Rockstars/ Mathletics				NEUROPLASTICITY GOALS: For children to understand the building of the brain and neuroplasticity
2 6 th – 10 th Sept	ARTS WEEK	Accelerated Reader Assessment Letter to my new teacher Grammar – relative clauses Spellings – -cious and -tious	Number and place value <div> <div>Numbers to 10,000</div> <div>Numbers to 100,000</div> <div>Numbers to a million</div> <div>Numbers to ten million</div> </div>	Classify living things	Control – passing and stopping	To discover what the children know about online safety.	NEUROPLASTICITY GOALS: For children to understand the building of the brain and neuroplasticity

3 13 th – 17 th Sept		<u>The Savage</u> Spine poem Grammar – modal verbs to indicate degrees of possibility Spellings – -cial and -tial	Number and place value  Numbers to 10,000  Numbers to 100,000  Numbers to a million  Numbers to ten million	Explore the kingdoms of life	Attacking a goal Defending a goal	Online safety – To review aspects of online safety and make an online safety themed game.	OUR THREE BRAINS GOALS: For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
4 20 th – 24 th Sept		<u>The Savage</u> Writing in role Diary entry Grammar – using adverbs to indicate degrees of possibility Spellings – negative prefixes	Number and place value  Compare and order any number  Round numbers to 10, 100 and 1,000	Describe the work of Carl Linnaeus	Tactics for defending	Online safety scenarios on Purple Mash.	OUR NEEDS GOALS: For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good.
5 27 th Sept – 1 st Oct		<u>The Savage</u> Newspaper writing Grammar – Using brackets, dashes or commas to indicate parenthesis Spellings – negative prefixes	Number and place value  Round any number  Negative numbers	Identify different classes of vertebrates	Tactics for attacking	Online safety – To learn about the safety aspects of blogging.	OUR NEEDS GOALS: To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs.

6 4 th – 8 th Oct		<u>The Savage</u> Writing a new chapter Grammar – expanded noun phrases Spellings – homophones and near homophones	Addition and subtraction  Add whole numbers with more than 4 digits  Subtract whole numbers with more than 4 digits  Inverse operations (addition and subtraction)	Explore soil habitats	Game scenario – Defending and attacking		OUR NEEDS GOALS: To know what the different needs are
7 11 th – 15 th Oct		<u>The Savage</u> Writing a new chapter Grammar – perfect verb forms to mark relationships of time and cause Spellings – homophones and near homophones	Addition and subtraction  Add whole numbers with more than 4 digits  Subtract whole numbers with more than 4 digits  Inverse operations (addition and subtraction)	Describe different types of fungi and yeast	Game scenario – Defending and attacking		STRESS RESPONSE GOALS: For children to understand that when are needs are not met, they become stressors and we can experience a stress response. .
8 18 th – 22 nd Oct		<u>The Savage</u> Letter writing Grammar – using commas to clarify meaning and avoid ambiguity in writing Spellings – homophones and near homophones	Addition and subtraction  Multi-step addition and subtraction problems  Add and subtract integers		Game scenario – using tactics		STRESS RESPONSE GOALS To know the different types of stress response

Week	Learning	Curriculum links
Week 1 3rd September	<p>PSHE</p> <p>Theme/ area – Being me in my world</p>  <ul style="list-style-type: none"> • To identify my goals for this year, understand my fears and worries about the future and know how to express them • To know that there are universal rights for all children but for many children these rights are not met • To understand that my actions affect other people locally and globally • To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • To understand how an individual's behaviour can impact on a group • To understand how democracy and having a voice benefits the school community 	
Week 2 10th September	<p>Art & Design – Arts Week</p> <p>Theme/ area – Tie-dye</p> <ul style="list-style-type: none"> • Investigate tie-dye trousers – Gordon Deighton. Ask/ answer questions. • Explore tie dye techniques with coffee filters and elastic bands or string – 1 colour • Practise experimenting with tie-dye techniques using different colours and techniques learned from exploring with coffee filters • Create a piece of tie-dye clothing using techniques learned • Evaluate art work – ask and answer questions <p>Arts Week outcome: clothes line of tie-dyed clothing for a display</p>	<p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
Week 3 17th September	<p>RE</p> <p>Theme/ area – How can we live with difference?</p> <ul style="list-style-type: none"> • Give and discuss examples of how we all are often ready to judge others by appearances and surface expectations, including those linked to culture or religion; reflect on the impact this may have on people's lives. • Distinguish racism from other forms of bullying, as it denigrates an individual as the representative of a family, community or group; reflect on the hurt caused. • Compare and contrast stories from Christianity and Sikhism on the theme of religious and cultural difference; consider and respond to ideas about not 'labelling' people according to religion. 	

<p>Week 4 24th September</p>	<p>Art & Design Theme/ area – Sketching</p> <ul style="list-style-type: none"> • Investigate Dave McKean sketches from The Savage – ask and answer questions • Explore drawing texture using line and tone • Practise experimenting with texture and tone using shading techniques • Create a sketch in the style of the illustrator Dave McKean – recreate an illustration from The Savage using different pencil grades and textures • Evaluate art work – ask and answer questions about their own/ a partner's work 	<p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
<p>Week 5 1st October</p> <p>Creative Friday</p>	<p>Music Theme/area –</p> <ul style="list-style-type: none"> • create a melody from notes in the C major scale • sing syncopated rhythms accurately • sing confidently in group harmony, pitching starting notes accurately 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical ▪ instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn ▪ from different traditions and from great composers and musicians <p>develop an understanding of the history of music.</p>
<p>Week 6 8th October</p>	<p>History Theme/area – Comparing monarchs</p> <p>Key Q – How did Queen Victoria's reign differ to Queen Elizabeth II's?</p> <ul style="list-style-type: none"> • What is the role of the current day monarch? How has it changed? • Key details/ events of each queen's reign. • Research and present similarities and differences between Queen Victoria and Queen Elizabeth II and their reigns. • Explain what caused the reigns of Queen Victoria and Queen Elizabeth II to be so different. 	<p>Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

		<p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<p>Week 7 15th October</p>	<p>Geography Theme/ area – Human and physical geography</p> <p>Key Q – How can we live more sustainably?</p> <ul style="list-style-type: none"> To identify some of Britain's natural resources and explain how they are used. To identify some ways in which natural resources are used to produce energy. To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. To describe where a range of natural resources come from and how they are used. 	<p>Key stage 2 Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>Week 8 22nd October</p>	<p>Design & Technology Theme/ area – Food Technology</p> <p>Design, make and evaluate a meal for a family of 4 for £5 (stir fry).</p> <ul style="list-style-type: none"> Research prices of stir fry meal kits – can we do it for cheaper? Design stir fry – can we use seasonal ingredients? What is the impact on the cost? Make the stir fry – knife skills and frying skills. Taste and evaluate Consider/ reflect upon implications for next time including money and link to a varied/ healthy balanced diet. 	<p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Design, Make and Evaluate <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>