

Summer 1 2018-19 Medium Term Plan Year 6

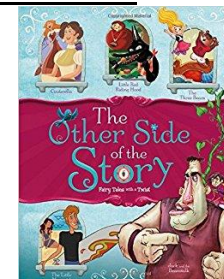
Topic = Twisted Tales

Starting point (Hook): Fairy-tale afternoon (with KS1)

Outcome: A variety of fairy-tale outcomes

Topic display: Twisted tales map (collage)

English display: Twisted tales - children's work



Creative curriculum/Learning journey						
Week	Special events	Literacy Focus text – Traditional tales (Jack and the Beanstalk; Goldilocks; The Three Little Pigs; Red Riding Hood)	Science learning Theme/area – Evolution and inheritance	Geography/History learning Theme/area – Our Changing world	Art & DT learning Theme/area – Twisted tales map (collage) Food technology – designing, making, tasting, evaluating a product for Goldilocks.	Computing learning Theme/area- Purple Mash – Text Adventure
1 22 nd April	Fairy tale afternoon	Into the forest- Short narrative	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Weathering and Erosion – Explain how water and weather can change the landscape.	Sketches of fairytale characters	
2 29 th April		The Three Little Pigs- Formal writing: Newspaper report Estate agent report	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		Outlines for collages- group work	To find out what a text adventures. To plan a story adventure.
3 6 th May	Bank holiday Monday	The Three Little Pigs- Informal writing: Diary entry	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Coastal features – Understand how coastal features are formed. Identify coastal features of the UK.		To make a story-based adventure.

4 13 th May	SATs week	Letter writing (email to another pig)	Create own mixed-up animals; plan non-chronological report using information on both.		Design a flapjack for Goldilocks. Sweet or savoury.	Introduce map-based text adventures.
5 20 th May		Science writing – non chronological report (animals evolution and inheritance).	Changing Coastlines – Understand how coastal features are changing		Make/ evaluate flapjack for Goldilocks.	To code a map-based text adventure.

	Maths Key areas to cover	Music Theme/area – Keyboards	P.E (including premier) Theme/area – Net and wall games Hitting sending and receiving	PSHE/SEAL Theme/area – “Healthy Me”	R.E Theme/area – Living with difference
1	Fractions, decimals and percentages Decimals as fractions Fractions to decimals (1) Fractions to decimals (2)		Hitting a serve	Relationship web I can identify the most significant people to be in my life so far I understand how it feels to have people in my life that are special to me	
2	Fractions, decimals and percentages Fractions to percentages Equivalent FDP Order FDP		Sending a ball using forehand	Love and loss I know some of the feelings we can have when someone dies or leaves I can use some strategies to manage feelings associated with loss and can help other people to do so	
3	Fractions, decimals and percentages Percentage of an amount (1) Percentage of an amount (2) Percentages – missing values	Listen and appraise Musical activities	Sending a ball with back hand	Love and loss I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them	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.
4	Algebra		Sending a ball with a volley	Power and control I can recognise when people are trying to gain	Distinguish racism from other forms of bullying, as it

	<p>Find a rule – one step</p> <p>Find a rule – two step</p> <p>Forming expressions</p> <p>Substitution</p>			<p>power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>denigrates an individual as the representative of a family, community or group; reflect on the hurt caused.</p>
5	Revision/ SATs	Writing and practising simple songs on keyboards.	Taking part in a tennis rally	<p>Being safe with technology</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can take responsibility for my own safety and well-being</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>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>
6	Create own x tables games	Perform/ evaluation	Tennis tournament	<p>I can take responsibility for my own safety and well-being</p>	