



Richardson Dees Primary School

Spring 2020 Medium Term Plan

Year 6

English

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- How words are related by meaning as synonyms and antonyms.

Sentence

- Use of the passive to affect the presentation of information in a sentence.
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.

Text

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

Layout devices

- Headings, sub-headings, columns, bullets, or tables, to structure text.

Punctuation

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity.

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Handwriting and presentation

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Composition

- **Plan** their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- **Draft and write** by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader.
- **Evaluate and edit** by assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Mathematics

Fractions, decimals and percentages

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1 .
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- Divide proper fractions by whole numbers.
- Associate a fraction with division and calculate decimal fraction equivalents.
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

	<p><u>Ratio and Proportion</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
<p>Science</p>	<p><u>Animals Including Humans</u> Pupils will build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils will learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body. Pupils will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Evolution and Inheritance</u> Building on what they learned about fossils in the topic on rocks in year 3, pupils will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring. They will also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments. Pupils will find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Computing</p>	<p><u>Learn To Code</u> Algorithms and Programs</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programs: working with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Geography	<p><u>Geographic Coordinate System</u> Develop use of geographical knowledge, understanding and skills to enhance locational and place knowledge.</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
History	<p><u>Ancient Greece</u> A study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Marvel at Alexander the Great and the empire under his leadership. Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Find out about the historical background of Aesop and his fables. Research democracy. Examine the exciting Olympics and its modern legacy.
Design & Technology	<p><u>Electrical Systems</u> Apply understanding of computing to programme, monitor and control a product using computing controlled systems.</p> <ul style="list-style-type: none"> Use research into famous designers to inform the design of own innovative product. Generate, develop and model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, pattern pieces and CAD. Apply knowledge of material and techniques to refine and rework product to improve its functionalities, properties and aesthetic qualities. Use technical knowledge to problem solve.
Art & Design	<p><u>Sculpture</u> Produce intricate patterns and textures in a malleable media.</p> <ul style="list-style-type: none"> Record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, in sculpture using clay. Learn about great artists, architects and designers in history. Produce intricate patterns and textures in a malleable media to create a Greek pot. <p><u>Collage</u> Create a collage using overlapping and layering.</p> <ul style="list-style-type: none"> Learn about great artists, architects and designers in history. Record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, in sculpture using collage.
MFL	<p><u>French</u></p> <ul style="list-style-type: none"> Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

	<ul style="list-style-type: none"> • Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. <p>Discover and develop an appreciation of a range of writing in the language studied.</p> <ul style="list-style-type: none"> • Learning about schools in France and understanding differences. • Places in school • Writing about your school. • Learn to discuss and write about how you celebrate Christmas. • Recall places in town and directions. • Explain differences between two towns. • Design a tourist guide and write about your town. • Research a town in a French speaking country.
Music	<p><u>Music</u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> • Sing a harmony part accurately • Take part in a performance (singing or playing an instrument to provide rhythmic support) <p><u>Composing</u></p> <ul style="list-style-type: none"> • Use a variety of different musical devices in composition (melody, rhythms, chords) • Use different forms of notation to serve different purposes <p><u>Appraising</u></p> <ul style="list-style-type: none"> • Analyse features within different genres of music. • Compare and contrast the impact that different composers from different times will have had on the people of that time.
RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Understand that there are five duties that are at the heart of the Muslim way of life, and that these are known as ‘pillars’ of the faith; think about their own core beliefs, how they are reflected in their actions and how they give order and coherence to their lives. • Understand that a central part of Muslim life are the five daily prayers, and that there is an important cleansing ritual, wudu, that they must perform before beginning their prayers; think about the importance of having quiet times during the day when they can reflect. • Explain what the types of worship are in the Muslim faith and compare them with other religions taught. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Hear about the main beliefs shared by Hindus and explore some of them in some depth; they will consider their own reactions to some of these beliefs. • Understand that puja, either in the home or in the mandir, is an expression of a Hindu’s desire to be close to the divine; think about what they do to concentrate on what is meaningful in their life.

	<ul style="list-style-type: none"> • Understand the consequences of the Hindu value of ahimsa; consider what they think regarding how humans should treat the planet and each other. • Begin to understand the concepts of karma and moksha; reflect on their own philosophy of life.
PSHCE	<p>Dreams and Goals</p> <p>Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of: pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.</p>
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Show a wide range of movement • Move with control • Move with fluency • Change levels and speed whilst changing direction • Use spaces in different ways • Cooperate with a small groups <p><u>OAA:</u></p> <ul style="list-style-type: none"> • Team building • Orienteering • Team challenges
Trips	<p>https://www.dur.ac.uk/4schools/programme/ks2/history/greeks/</p> <p>TBC</p>