

Year 6 Medium Term Planning (Spring)

Half-term 1

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|----------------------------|-------------------------------|--------------------------|-----------------------|-----------------------|------------------------|
| English Writing | Evacuation | Evacuation | Skellig | Skellig | Skellig | Skellig |
| | Balanced argument | Balanced argument | Features of the text | Imitate | Innovate | Invent/Independent |
| | Invent | Independent write | | | | write |
| Maths | Ratio and proportion | Measurement | Area, perimeter and | Area, perimeter and | Angles | Statistics |
| | | | volume | volume | | |
| Science | Living Things & their | Living Things & their | Living Things & their | Living Things & their | Living Things & their | Living Things & their |
| | Habitats | Habitats | Habitats | Habitats | Habitats | Habitats |
| | To explain the | To identify and | To use a | To understand that | To explain the | To revisit substantive |
| | purpose of animal | classify animals in | classification | plants need different | purpose of | knowledge from |
| | classification | the local area | system to classify | environments | microorganisms | previous sessions |
| | | | plants | | | |
| Computing | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Computing | | | | How does it look | Follow the | |
| | What makes a good website? | How would you layout your web | Copywright or copyWRONG? | How does it took | breadcrumbs | Think before you link |
| | Website: | page? | соручноно: | | breadcrambs | |
| History | Local History Study | Local History Study | Local History Study | Local History Study | Local History Study | Local History Study |
| , | | , , | , , | , , | | , , |
| | | | | | | |
| Geography | Why is Elhaji | Why can't Olivia | Why are people | Why do Lars and | Why are people all | What have the |
| | cleaning shoes on | afford to insure her | living in Starcross | Sofie disagree about | over the world | countries of the |
| | the streets of | home? | making flood plans? | how nice the | noticing that the | world agreed to do |
| | Banjul? | | | weather is? | weather they are | about global |
| | | | | | used to is changing? | warming? |
| Art and Design | Carry out | Create shades and | Work from a variety | Choose appropriate | Final piece/ | Study on local |
| | preliminary studies, | tints using black and | of sources inc. those | paint, paper and | Evaluation | painter. |
| | test media and | white | researched | implements to adapt | | |
| | materials and mix | | independently Show | and extend work | | |
| | appropriate colours | | an awareness of | | | |

| | | | how paintings are created (composition) | | | | |
|-----------------------------------|--|---|--|---|--|---|--|
| Design Technology | Electric Wooden Trains | | Electric Wo | Electric Wooden Trains | | Electric Wooden Trains | |
| | Measuring | and Cutting | Measuring | and cutting | Measuring | and cutting | |
| RE Why do Hindus want to be good? | Lesson 1 Who or what is Brahman? | Lesson 2 What is atman? | Lesson 3 What is samsara? | Lesson 4 How might dharma affect the way someone lives their life? | Lesson 5 What is ashima and how does it affect the lives of Hindu people? | Lesson 6 Why do Hindus want to be good? | |
| PE | Dance | Dance | Dance | Dance | Dance | Dance | |
| 1 2 | The Rio Carnival Performing with technical control and rhythm in a group | The Rio Carnival Creating rhythmic patterns using our body | The Rio Carnival Experiencing dance from a different culture | The Rio Carnival Experiencing dance from a different culture and consolidating choreography | The Rio Carnival Final choreography elements including still imagery | The Rio Carnival Performance and reflection | |
| | Football Consolidate keeping possession | Football Consolidation of possession skills, developing officiating | Football Consolidate defending | Football Organise formations and manage teams | Football Organise formations, decide tactics, manage teams and officiate games | Football Football tournament | |
| PSHE | Keeping Myself Safe Think before you click! | Keeping Myself Safe To share or not to share? | Keeping Myself Safe What sort of drug is? | Keeping Myself Safe Drugs: it's the law! | Keeping Myself Safe Alcohol: what is normal? | Keeping Myself Safe Consolidation and Revision of skills learnt Keeping Myself Safe Consolidation and Revision of skills learnt | |
| Music | A New Year Carol Genre: Classical or Urban Gospel | A New Year Carol Genre: Classical or Urban Gospel | A New Year Carol Genre: Classical or Urban Gospel | A New Year Carol Genre: Classical or Urban Gospel | A New Year Carol Genre: Classical or Urban Gospel | A New Year Carol Genre: Classical or Urban Gospel | |

| | Benjamin Britten's | Benjamin Britten's | Benjamin Britten's | Benjamin Britten's | Benjamin Britten's | Benjamin Britten's |
|-----------------|----------------------|----------------------|----------------------|------------------------|----------------------|----------------------|
| | music and cover | music and cover | music and cover | music and cover | music and cover | music and cover |
| | versions | versions | versions | versions | versions | versions |
| | | | | | | |
| | I know how to | I know how to | I know how to |
| | compare and | compare and | compare and | compare and | compare and | compare and |
| | contrast the impact | contrast the impact | contrast the impact | contrast the impact | contrast the impact | contrast the impact |
| | that different | that different | that different | that different | that different | that different |
| | composers from | composers from | composers from | composers from | composers from | composers from |
| | different times have | different times have | different times have | different times have | different times have | different times have |
| | had on people of | had on people of | had on people of |
| | that time | that time | that time | that time | that time | that time |
| | | | | | | |
| Languages (KS2) | Neighbours | Distances | Directions | Madrid | Famous People | All about Spain |
| Oracy | History | PSHE | Computing | Geography | RE | English |
| | Evacuation Debate | Class discussion | Share websites in | | Hinduism: Karma | Read Skellig stories |
| | | relating to online | small groups. | Group presentation | group work | to a small group |
| | | safety | | to explore conflicting | presentation | |
| | | | | believes relating to | | |
| | | | | climate | | |

Half-term 2

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| English Writing | Titainum (Film unit) | Titainum (Film unit) | TItanium (Film unit) | Titanium (Film Unit) | Pendeen Disaster | Pendeen Disaster |
| | Diary entry | Diary entry | Diary Entry | Diary Entry | Newspaper report | Newspaper report |
| | Making predictions | Developing the | Innovating the text | Indpendent write | Indentiying features | Innovating the text |
| | | character | | | of the text | |
| | | | | | | |
| Maths | Algebra | Decimals | Fractions, | Fractions, | Shape | Shape |
| | | | percentages, | percentages, | | |
| | | | decimals | decimals | | |

| Science | Evolution & Inheritance |
|-------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | To explain how | To understand | To explain how | To research ways in | To understand | Revisit and assess |
| | scientists know | variation explains | variation leads to | which animals have | plants adapt to | substantive |
| | things have changed | the different features | natural selection | adapted to their | ensure they get light, | knowledge from |
| | over time | and characteristics | which leads to | environment to | water and | previous sessions |
| | | of living things | evolution | survive | encourage | |
| | | | | | pollination | |
| Computing | Information | Information | Information | Information | Information | Information |
| | Technology | Technology | Technology | Technology | Technology | Technology |
| | (Spreadsheets) | (Spreadsheets) | (Spreadsheets) | (Spreadsheets) | (Spreadsheets) | (Spreadsheets) |
| | Collect and organise | Apply formats in a | To use formulas to | Apply formulas to | To calculate the cost | Create charts using |
| | data in a table | spreadsheet | produce calculated | multiple cells | of an event using a | a spreadsheet |
| I Cataonia | | 1 1 1 1 - t Ot t | data | Land History Observe | spreadsheet | 1 1 1 1 : - t Ot t - |
| History | Local History Study |
| Geography | Why is climate |
| | change effecting the |
| | world? | world? | world? | world? | world? | world? |
| | Why is Elhaji | Why can't Olivia | Why are people | Why do Lars and | Why are people all | What have the |
| | cleaning shoes on | afford to insure her | living in Starcross | Sofie disagree about | over the world | countries of the |
| | the streets of | home? | making flood plans? | how nice the | noticing that the | world agreed to do |
| | Banjul? | | | weather is? | weather they are | about global |
| | | | | | used to is changing? | warming? |
| Art and Design | Painting | Painting | Painting | Painting | Painting | Painting |
| | Create tints and | Choose appropriate | Carry out | Work from a variety | Show an awareness | Final |
| | shades using black | paint, paper and | preliminary studies, | of sources, inc. | of how | piece/evaluation |
| | and white | implements to | test media and | those researched | paintings are | |
| | | adapt and | materials and mix | independently. | created | |
| | | extend their work. | appropriate colours. | | (composition). | |
| Design Technology | Electric Wooden Trains | | Electric Wooden Trains | | Electric Wooden Trains | |
| | Adding the whe | eels and pulleys | Adding th | e electrics | Finishing and testir | ng the Locomotives |
| | | | | T | | |
| RE | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |

| How do Christians live? | Where do Christians find out about what | Why do Christians think it's wise to | What was Jesus' sermon on the | How do some Christians follow | How do some Christians follow | How far do Jesus' teachings and |
|----------------------------|---|--|---|---|---|---|
| | Jesus did? | follow Jesus' teachings? | mount about? | Jesus' example in caring for those in need (part 1) | Jesus' example in caring for those in need (part 2) | actions inspire others? |
| PE | Cornish Pirate rugby sessions | Cornish Pirate rugby sessions | Cornish Pirate rugby sessions | Cornish Pirate rugby sessions | Cornish Pirate rugby sessions | Cornish Pirate rugby sessions |
| PSHE | Rights and Responsibilities Two Sides to every story | Rights and Responsibilities Fakebook friends | Rights and Responsibilities What's it worth? | Rights and Responsibilities Happy Shoppers – Caring for environment | Rights and Responsibilities Democracy in Britain – Elections | Rights and Responsibilities Democracy in Britain – Making Laws |
| Music | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King | You've Got A Friend Genre: 70s Ballad/Pop The music of Carole King |
| | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. | I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. |
| Languages (KS2) | At What Time? Five-minute intervals | At What Time? At the hotel | At What Time? How often? | At What Time? At the airport | At What Time? Arrivals and departures | At What Time? Holiday time |
| Oracy | RE Small group discussions relating to things we already know about Jesus | English Drama/roleplay to explore and develop a character | Art Peer Assessment | PSHE Presenting ideas of caring for the environment | History Research and present information relating to the Pendeen mining disaster | Science Presentation of learning from across the unit of Evolution & Inheritance |

Curriculum Enhancements for the term

| Cultural Capital | Career Links | Community Activities |
|---------------------------------|--|-------------------------------|
| Sitting Volleyball tournament | STEM career linked to Living Things & Habitats | Children's Mental Health Week |
| Cornwall Pirates Rugby coaching | STEM career links Evolution and Inheritance | Science Week |
| Valentines Disco | | Penrice Basketball |
| | | |