



Medium Term Plan - Year 6 – Term 5

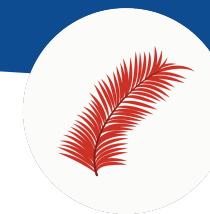


Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Tom's Midnight Garden by Philippa Pearce						
English	<p>Internal monologue as Tom – to reflect and evaluate.</p> <p>Lesson 1: LO: To develop understanding of the language and sentence structures used in the story. EN SL 4 EN SL 7 LKS2: EN RC1g, UKS2: EN RC2c UKS2: EN RC3.</p> <p>Lesson 2: LO: To develop an understanding and opinion of Tom. UKS2: EN RC2c UKS2: EN RC3, EN SL 4 EN SL 9, LKS2: EN RC1g UKS2: EN RC2a, UKS2: EN RC2b.</p>	<p>Free written letter from Tom to – to inform, explain and entertain.</p> <p>The next part of the story in the style of the writer – to entertain.</p> <p>Lesson 1: LO: To develop different interpretations of the plot of the story. EN SL 2 EN SL 3 EN SL 4, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2f, UKS2: EN RC2e, UKS2: EN RC3.</p> <p>Lesson 2: LO: To interpret what is happening in Chapter 3. EN SL 2, EN SL 3, EN SL 4, UKS2: EN RC2a, UKS2: EN RC2b UKS2: EN RC2c, UKS2:</p>	<p>A description – to entertain and create a visual.</p> <p>Lesson 1: LO: To understand the plot and visualise the setting. EN SL 2, EN SL 3, UKS2: EN RC2f.</p> <p>Lesson 2: LO: To write descriptively to create images in the reader's mind. UKS2: EN RC2f, UKS2: EN W VGP2a, UKS2: EN W C1a UKS2: EN W C1b UKS2: EN W C1c, UKS2: EN W C2a UKS2: EN W C2b UKS2: EN W C3b UKS2: EN W C3c, UKS2: EN W C3d UKS2: EN W C4.</p>	<p>Write as Hatty – to explore feelings and develop character understanding.</p> <p>Lesson 1: LO: To understand and empathise with Hatty. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP1a UKS2: EN W VGP1b UKS2: EN W VGP1c, UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f UKS2: EN W VGP2a UKS2: EN W VGP2c UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3c UKS2: EN W C3d UKS2: EN W C4.</p>	<p>Write in the style of the story – to entertain.</p> <p>A leaflet, advice sheet or – to inform, advise or persuade young late Victorian women.</p> <p>Lesson 1: LO: To write in the style of the story. UKS2: EN RC2c UKS2: EN RC2d UKS2: EN RC2e UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W VGP1c, UKS2: EN W VGP1d, UKS2: EN W VGP1e UKS2: EN W VGP1f, UKS2: EN W VGP2a UKS2: EN W VGP2c UKS2: EN W C1a UKS2: EN W C1b UKS2: EN W C1c, UKS2: EN W C2a UKS2: EN W C2b UKS2: EN W C2d, UKS2: EN W C2e,</p>	<p>The next part of the story – to entertain.</p> <p>Lesson 1: LO: To understand how Tom is feeling. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN RC8.</p> <p>Lesson 2: LO: To understand the inscription on the clock and the significance of it in relation to the story. UKS2: EN RC2f, UKS2: EN RC3 UKS2: EN RC6.</p> <p>Lesson 3: LO: To understand how the two different periods in the story interconnect. UKS2: EN RC2a, UKS2: EN RC2b UKS2: EN RC2c</p>



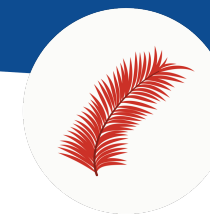
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	<p>Lesson 3: LO: To understand the context of the story. EN SL 8, EN SL 2, EN SL 3, EN SL 7, UKS2: EN W VGP1a.</p> <p>Lesson 4: LO: To visualise an important setting in the story. UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 5: LO: To understand the plot and empathise with the main character. UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2f UKS2: EN RC3 UKS2: EN W VGP1a, UKS2: EN W VGP1f UKS2: EN W VGP2a UKS2: EN W C1c.</p>	<p>EN RC2d, UKS2: EN RC2e UKS2: EN RC2f UKS2: EN RC3.</p> <p>Lesson 3: LO: To develop understanding of the plot and main character. UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP2a, UKS2: EN W VGP1b, UKS2: EN W VGP1e UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C2a UKS2: EN W C2d UKS2: EN W C3a UKS2: EN W C3b UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 4: LO: To develop understanding of the plot and main character. UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP2a, UKS2: EN W VGP1b, UKS2: EN W VGP1e UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C2a UKS2: EN W C2d</p>	<p>Lesson 3: LO: To explore and understand the theme of time. UKS2: EN RC1e, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e UKS2: EN W VGP1f, UKS2: EN W VGP2a UKS2: EN W C1c UKS2: EN W C3a UKS2: EN W C3b UKS2: EN W C4, UKS2: EN W C5.</p> <p>Lesson 4: LO: To explore gender issues in our society and in the story. EN SL 1, EN SL 2, EN SL 3, EN SL 4, EN SL 5 EN SL 6 EN SL 7 EN SL 8 EN SL 9 EN SL 10 EN SL 11 UKS2: EN RC2c UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 5: LO: To analyse text closely, answering questions and justifying opinions.</p>	<p>Lesson 2: LO: To understand and empathise with Hatty. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP1a UKS2: EN W VGP1b UKS2: EN W VGP1c, UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f UKS2: EN W VGP2a UKS2: EN W VGP2c UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3c UKS2: EN W C3d UKS2: EN W C4.</p> <p>Lesson 3: LO: To explore complex language and meanings in poetry. UKS2: EN RC2a UKS2: EN RC2b, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN RC8, UKS2: EN RC1g.</p> <p>Lesson 4: LO: To understand the plot, considering different interpretations for what is happening.</p>	<p>UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 2: LO: To write in the style of the story. UKS2: EN RC2c UKS2: EN RC2d UKS2: EN RC2e UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W VGP1c, UKS2: EN W VGP1d, UKS2: EN W VGP1e UKS2: EN W VGP1f, UKS2: EN W VGP2a UKS2: EN W VGP2c UKS2: EN W C1a UKS2: EN W C1b UKS2: EN W C1c, UKS2: EN W C2a UKS2: EN W C2b UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 3: LO: To understand and analyse an extract from the story. UKS2: EN RC2f UKS2: EN RC3</p>	<p>UKS2: EN RC2d, UKS2: EN RC2f UKS2: EN RC3.</p> <p>Lesson 4: LO: To understand plot and character. UKS2: EN RC2a, UKS2: EN RC2b UKS2: EN RC2c UKS2: EN RC2d, UKS2: EN RC2f UKS2: EN RC3.</p> <p>Lesson 5 and 6: LO: To understand Tom and Hatty's relationship. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 7: LO: To understand how Tom has been able to go back in time. UKS2: EN RC2a UKS2: EN RC2b UKS2: EN RC2c UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 8: LO: To understand how Tom was able to visit Hatty when she was younger.</p>
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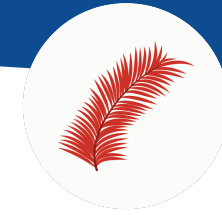
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					C1a UKS2: EN W C1b, UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W C2e UKS2: EN W C3a UKS2: EN W C3b UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C4.	
SPAG (Revision)	Adverbials Y5:G1.6	Prefixes & Suffixes Y3:G6.4	Synonyms & Antonyms Y6:G6.1	Hyphens Y6:G5.13		
Maths	I accurately draw 2-D shapes using given dimensions and angles. Y6:S1 To recognise, describe and build 3-D shapes, including making nets. Y6:S2	I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Y6:S4	To use the four quadrants in a coordinate grid. Y6:PD1 To draw and translate shapes using coordinates or reflect a shape on the grid. Y6:PD2	To solve problems about relative sizes (ratio). Y6:R1 To solve similar shape problems. Y6:R3	To solve problems about unequal sharing Y6:R4	To use and construct pie charts and line graphs and use these to solve problems. Y6:ST1 To calculate the mean as an average. Y6:ST2
Science	Science: Living things and their habitat Lesson 1: Classifying Conundrums L.O. To give reasons for classifying animals based on their similarities and differences. Y6:Sc: LT1, Y6:Sc: LT2	Science: Living things and their habitat Lesson 2: Linnaean System L.O. To describe how living things are classified into groups. Y6:Sc: LT1, Y6:Sc: LT2	Science: Living things and their habitat Lesson 3: Curious Creatures L.O. To identify the characteristics of different types of animals and classify a creature based on its characteristics. Y6:Sc: LT1, Y6:Sc: LT2	Science: Living things and their habitat Lesson 4: Microorganisms L.O. To describe and investigate helpful and harmful microorganisms. Y6:Sc: LT1, Y6:Sc: LT2	Science: Living things and their habitat Lesson 5: More About Microorganisms L.O. To identify the characteristics of different types of microorganisms. Y6:Sc: LT1, Y6:Sc: LT2	Science: Living things and their habitat Lesson 6: Field Guide L.O. To classify organisms found in my local habitat and explain the classification of organisms found in my local habitat. Y6:Sc: LT1, Y6:Sc: LT2, Y5-6:Sc:WS4



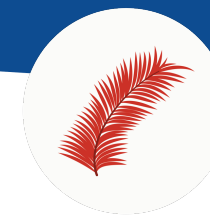
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	Big Idea (Aspect): Nature (Identification & classification, Identification & classification)	Big Idea (Aspect): Nature (Identification & classification, Identification & classification) Place (Habitats) Significance (Significant People)	Big Idea (Aspect): Nature (Identification & classification, Identification & classification) Place (Habitats)	Big Idea (Aspect): Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)	Big Idea (Aspect): Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)	Big Idea (Aspect): Nature (Identification & classification, Identification & classification) Place (Habitats) Comparison (Physical things)
History What does the census tell us about our local area? Lesson 1: What does the census tell us about the people living in our local area? L.O. To use the census to make inferences about people from the past. KS2: Hi 5 Big Idea (Aspect): Change (British History) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	What does the census tell us about our local area? Lesson 2: What happened to Mary Bucktrout? (Part 1) L.O. To use the census to investigate how the lives of people in the past changed KS2: Hi 5 Big Idea (Aspect): Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources)	What does the census tell us about our local area? Lesson 3: What happened to Mary Bucktrout? (Part 2) L.O. To use primary sources to find out about the working conditions of children in factories. KS2: Hi 5 Big Idea (Aspect): Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources)	What does the census tell us about our local area? Lesson 4: How did Mary Bucktrout feel about the key events in her life? L.O. To recreate the thoughts and feelings of Mary Bucktrout. KS2: Hi 5 Big Idea (Aspect): Significance (significant people) Humankind (everyday life) Investigation (investigate and interpret evidence)	What does the census tell us about our local area? Lesson 5: Who lived in our local area? (Part 1) L.O. To reconstruct the lives of people in a household using the census. KS2: Hi 5 Big Idea (Aspect): Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	What does the census tell us about our local area? Lesson 6: Who lived in our local area? (Part 2) L.O. To compare census returns and identify continuities and changes in a household. KS2: Hi 5 Big Idea (Aspect): Comparison (compare and contrast) Humankind (everyday life) Materials (artefacts and sources)	



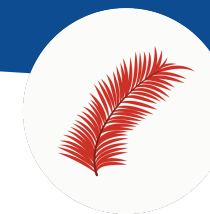
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		Investigation (investigate and interpret evidence)	Investigation (investigate and interpret evidence)			Investigation (investigate and interpret evidence)
Art	Art: Sculpture & 3D – Making memories. Lesson 1: Exploring self L.O. To analyse how art can explore the concept of self. KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Malleable Materials) Creativity (Creation) Creativity (Evaluation)	Art: Sculpture & 3D – Making memories. Lesson 2: Relief sculptures L.O. To explore sculptural techniques. KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Fabric and Paper) Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Evaluation)	Art: Sculpture & 3D – Making memories. Lesson 3: Memory museum L.O. To use creative experience to develop ideas and plan sculpture. KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (Significant people, artwork and movements) Creativity (Generation of ideas) Materials (Pencil, ink, charcoal and pen) Material options for their sculpture: Materials (Malleable Materials) Materials (Fabric and Paper)	Art: Sculpture & 3D – Making memories. Lesson 4: Memory sculpture L.O. To apply an understanding of materials and techniques to work in 3D. KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (Significant people, artwork and movements) Creativity (Creation) Creativity (Evaluation) Material options for their sculpture: Materials (Pencil, ink, charcoal and pen) Materials (Paint) Materials (Malleable Materials) Materials (Fabric and Paper)	Art: Sculpture & 3D – Making memories. Lesson 5: Complete and reflect L.O. To problem solve, evaluate and refine artwork to achieve a chosen outcome. KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Creativity (Creation) Creativity (Evaluation) Material options for their sculpture: Materials (Pencil, ink, charcoal and pen) Materials (Paint) Materials (Malleable Materials) Materials (Fabric and Paper)	



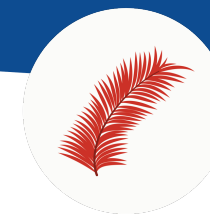
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<p>Music</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 1: A single year</p> <p>L.O. To listen to and describe music.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Investigation (Listening, Music appreciation)</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 2: Writing chorus lyrics</p> <p>L.O. To write lyrics for a song.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Creativity (Pulse and Rhythm, Composition) Investigation (Listening)</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 3: Writing verse lyrics</p> <p>L.O. To organise lyrics into a song structure.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Creativity ((Pulse and Rhythm, Composition)</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 4: Backing track</p> <p>L.O. To use vocal improvisation and known melodies against a backing track.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Creativity (Pulse and Rhythm, Composition, Notation) Investigation (Music appreciation)</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 5: Creating a melody</p> <p>L.O. To compose a melody.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Creativity (Performing, Singing, Pulse and Rhythm, Composition, Notation) Investigation (Music appreciation)</p>	<p>Music: Composing and performing a leavers song.</p> <p>Lesson 6: The final piece</p> <p>L.O. To compose a verse melody.</p> <p>KS2: MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect): Creativity (Performing, Singing, Pulse and Rhythm, Composition, Notation) Investigation (Music appreciation)</p>
<p>PE</p>	<p>Cricket Lesson 1: Mini game - batting</p> <p>LO: To collaborate to create effective batting tactics in their teams (runs).</p>	<p>Cricket Lesson 2: Mini game - fielding</p> <p>LO: To collaborate to create effective fielding and bowling tactics in their teams.</p>	<p>Cricket Lesson 3: Mini Game (6v6) with fielding or bowling restrictions</p> <p>LO: To collaborate to create and apply effective fielding tactics in their teams to keep the batter's score as low as possible.</p>	<p>Rounders Lesson 1: Preventing rounders : Fielding tactics</p> <p>LO: To prevent the batter from scoring a full rounder or two.</p>	<p>Rounders Lesson 2: Racing Rounders (fielding)</p> <p>LO: To keep the batter's score as low as possible.</p>	<p>Rounders Lesson 3: Racing Rounders (batting)</p> <p>LO: To hit the ball away from the fielders to score points (rounders).</p>



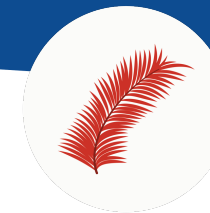
Medium Term Plan - Year 6 – Term 5



	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspects): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)
PSHE	Relationships: Lesson 1: What is Mental Health? LO: To know that it is important to take care of my mental health. Big Idea (Aspects): Humankind (Wellbeing)	Relationships: Lesson 2: My Mental Health LO: To know how to take care of my mental health. Big Idea (Aspects): Humankind (Wellbeing) Humankind (Lifestyles)	Relationships: Lesson 3: Love and Loss LO: To understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Big Idea (Aspects): Humankind (Wellbeing)	Relationships: Lesson 4: Power and Control LO: To recognise when people are trying to gain power or control. Big Idea (Aspects): Significance (Relationships)	Relationships: Lesson 5: Being Online: Real or Fake? Safe or Unsafe? LO: To judge whether something online is safe and helpful for me. Big Idea (Aspects): Materials (Consumers) Investigation (Media)	Relationships: Lesson 6: Using Technology Responsibly LO: To use technology positively and safely to communicate with my friends and family. Big Idea (Aspects): Materials (Consumers) Investigation (Media)
Computing	Creating media – 3D Modelling Lesson 1: LO: To recognise that you can work in three dimensions on a computer. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)	Programming A – Variables in games Lesson 2: LO: To identify that digital 3D objects can be modified. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)	Programming A – Variables in games Lesson 3: LO: To recognise that objects can be combined in a 3D model. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)	Programming A – Variables in games Lesson 4: LO: To create a 3D model for a given purpose. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)	Programming A – Variables in games Lesson 5: LO: To plan my own 3D model. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)	Programming A – Variables in games Lesson 6: LO: To create my own digital 3D model. KS2: CO 6, 7 Big Idea (Aspect): Creativity (Creation) Place (Real world) Materials (Software)



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<p>RE</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 1: LO: What questions have you got about what happens when we die? Y6: Believing Lesson 1</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 2: LO: What do some people think carries on after we have died? What is our soul? Y6: Believing Lesson 2</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 3: LO: Do some people believe that you come back to life as a different thing? What is reincarnation? Y6: Believing Lesson 3</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 4: LO: Do you get to heaven if you do things wrong? Y6: Believing Lesson 4</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 5: LO: What do Christians think happens when we die? Y6: Believing Lesson 5</p>	<p>Believing - What do religions say when life gets hard?</p> <p>Lesson 6: LO: What do people who don't believe in God think happens when we die? Y6: Believing Lesson 6</p> <p>Lesson 7: What different ideas are there about what happens when we die? What do I think? Y6: Believing Lesson 7</p>
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