Medium Term Plan - Year 6 - Term 3

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 Courage, Compassion, Love, Perseverance, Respect & Responsibility are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Macbeth by William Shakespeare						
English	The opening of a story – to entertain/engage Lesson 1: LO: To engage with key characters, events and themes in *Macbeth.* EN SL 9, UKS2: EN RC1c, UKS2: EN RC2d, UKS2: EN RC2f. Lesson 2: LO: To engage with key themes in *Macbeth.* UKS2: EN RC1c, UKS2: EN RC2d, UKS2: EN RC1e. Lesson 3: LO: To understand the	Lesson 4: LO: To analyse how Macbeth is introduced and what his status is at the beginning of the play. EN SL 11, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN W VGP1b, UKS2: EN W VGP1a. Lesson 5: LO: To understand the plot and empathise with the main character. EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b,	Setting description of the heath – to entertain/engage Lesson 1: LO: To analyse descriptive writing. UKS2: EN RC2a UKS2: EN RC2c UKS2: EN RC3, UKS2: EN W C2d. Lesson 2: LO: To analyse descriptive writing. UKS2: EN RC2a UKS2: EN RC2c UKS2: EN RC3, UKS2: EN W C2d. Lesson 3: LO: To plan, write and edit a description of the heath for	Lesson 4: LO: T To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, 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. Lesson 5: LO: To plan, write and edit a description of the heath for Act 1, Scene 3.	Lady Macbeth's Soliliquy - To develop understanding of character. Lesson 1: LO: To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, 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.	Lesson 3: LO: To develop understanding of Lady Macbeth. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W VGP1b UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b. UKS2: EN W C2c, 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.

Medium Term Plan - Year 6 - Term 3

	opening scene of *Macbeth.* EN SL 9, EN SL 2, EN SL 4, EN SL 7, UKS2: EN RC1g, UKS2: EN RC3,	UKS2: EN RC2c, UKS2: EN W C2a	Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, 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.	UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, 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.	Lesson 2: LO: To explore Macbeth's inner thoughts in this scene. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W C1b.	Lesson 4: LO: To develop understanding of Lady Macbeth. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W VGP1b UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b. UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN Lesson 5: LO: To explore how Lady Macbeth is portrayed. EN SL 9, EN SL 2, EN SL 4, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3.

Medium Term Plan - Year 6 - Term 3

SPAG (Revision)	Conjunctions	Inverted Commas **Y4:G5.7**	Main clauses & subordinate clauses Y6:G1	Relative clauses Y6:G1.6	Contractions Y4:G5.8	Formal & Informal / Standard & non-standard Y6:G7.4
Maths	To change a fraction into a decimal - for example, To change 3/8 to 0.375 by dividing 1 by 8 and multiplying by 3. **Y6:FD6** Know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and 1/2. **Y6:FD11**	To solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000. **Y6:FD10** To multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places. **Y6:FD7**	To find the percentage of an amount - such as finding 15 per cent of 360. **Y6:R2** To multiply numbers such as 1.45 by a one digit number - for example 1.45 x 7. **Y6:FD8**	Use written division methods in cases where the answer has up to two decimal places. **Y6:FD9**	Solve problems about different units of measures with three decimal places. **Y6:M1**	To convert measurements of length, weight, volume and time up to three decimal places in length (for example 0.345kg = 345g). **Y6:M2**

Medium Term Plan - Year 6 - Term 3

Science	Science: Animals including humans Lesson 1: The Heart L.O. To know the three main parts of the circulatory system and describe the job of the heart. Y6:Sc:A1	Science: Animals including humans Lesson 2: Blood L.O. To describe the important jobs of the blood vessels and blood. Y6:Sc:A1	Science: Animals including humans Lesson 3: Investigating Heart Rate L.O. To be able to describe the importance of exercise and how it affects the heart and plan a scientific enquiry. Y6:Sc:A3	Science: Animals including humans Lesson 4: The Benefits of Exercise L.O. To understand that regular exercise is important for a healthy body Y6:Sc:A2	Science: Animals including humans Lesson 5: Diet and Exercise L.O. To be able to explain how diet and exercise affect the body Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5	Science: Animals including humans Lesson 6: Drugs and Alcohol L.O. To be able to recognise the impact of drugs and alcohol on the way bodies function. Y6:Sc:A2, Y5-6:Sc:WS6
Science Big Idea (Aspect):	Humankind (Human body)		Nature (Nutrition) Creativity (Gather & record data, Report & conclude) Investigation (Questioning, Measurement,Investigation, Observations, Report & conclude, Gather & record data)	Humankind (Healthy lifestyle)	Investigation (Investigation, Measurement, Gather & record data, Report & conclude) Creativity (Gather & record data, Report & conclude)	Humankind (Healthy lifestyle)

Medium Term Plan - Year 6 - Term 3

History HK WW2 Trip KS2: Hi 5	British History 6: What was the impact of WW2 on the people of Britain? Lesson 1: Why did Britain go to war in 1939? L.O. To identify the causes of World War 2 using a timeline. KS2: Hi 6	British History 6: What was the impact of WW2 on the people of Britain? Lesson 2: How did the Battle of Britain affect the Royal Air Force? L.O. To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. KS2: Hi 6	British History 6: What was the impact of WW2 on the people of Britain? Lesson 3: What do sources tell us about the Blitz? L.O. To make inferences about the Blitz using images.KS2: Hi 6	British History 6: What was the impact of WW2 on the people of Britain? Lesson 4: What was evacuation like? L.O. To investigate evacuation experiences using oral and printed records. KS2: Hi 6	British History 6: What was the impact of WW2 on the people of Britain? Lesson 5: Did World War 2 change women's roles? L.O. To investigate the impact of WW2 on women's lives using visual and written sources. KS2: Hi 6	British History 6: What was the impact of WW2 on the people of Britain? Lesson 6: Why did some people migrate to Britain after World War 2? L.O. To explore the lives of migrants after WW2 through podcasts, posters and photographs. KS2: Hi 6
History Big Idea (Aspect):	Significance (significant events) Change (changes over time, British History and chronology) Investigation (investigate and interpret evidence)	Significance (significant events) Change (British history) Creativity (report and conclude) Investigation (investigate and interpret evidence)	Significance (significant events) Change (British history) Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources)	Significance (significant people and events) Humankind (everyday life) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Significance (significant people and events) Humankind (everyday life) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Change (changes over time and British History) Humankind (everyday life) Creativity (report and conclude) Investigation (investigate and interpret evidence)

Medium Term Plan - Year 6 - Term 3

Art	Art: Painting and mixed media – Artist study. Lesson 1: David Hockney (Option 1) or Richard Brakenburg (Option 2) L.O. To understand how to analyse a famous painting. KS2:AD	Art: Painting and mixed media – Artist study. Lesson 2: Paula Rego – The Dance L.O. To understand how to find meaning in painting KS2:AD3	Art: Painting and mixed media – Artist study. Lesson 3: John Singer Sargent – The Front Line L.O. To apply drama techniques to explore the meaning of a painting KS2:AD3	Art: Painting and mixed media – Artist study. Lesson 4: Fiona Rae (Option 1) or Frank Bowling (Option 2) L.O. To apply interpretation skills to analyse and respond to an abstract painting KS2:AD2 KS2:AD3	Art: Painting and mixed media – Artist study. Lesson 5: Lubaina Himid L.O. To understand how art can tell stories or portray messages KS2:AD2 KS2:AD3	Art: Painting and mixed media – Artist study. Lesson 6: Research and planning L.O. To develop starting points for creative outcomes KS2:AD1 KS2:AD2 KS2:AD3 Lesson 7: Making art! L.O. To demonstrate an understanding of painting techniques to make personal choices. KS2:AD1 KS2:AD2 KS2:AD3
Art Big Idea (Aspect):	Option 1 + Option 2 Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Humankind (Human Form) Creativity (Generation of Ideas) Comparison (Compare&Contrast)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Optional - Materials (Paint) Creativity (Creation) Humankind (Human Form)	Significance (Significant people, artwork and movements) Humankind (Human Form) Comparison (Compare&Contrast)	Option 1 + Option 2 Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Optional - Materials (Paint) Creativity (Generation of Ideas)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Humankind (Human Form) Creativity (Generation of Ideas)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Creativity (Generation of Ideas) Creativity (Creation) Creativity (Evaluation)

Medium Term Plan - Year 6 - Term 3

Music	Music: Songs of World War II Lesson 1: Singing for victory L.O. To use musical vocabulary to identify features of different eras of music. KS2: MU1, MU2, MU3, MU4, MU5, MU6	Music: Songs of World War II Lesson 2: The White Cliffs of Dover L.O. To improve accuracy in pitch and control for singing with expression and dynamics. KS2: MU1, MU2, MU3, MU4, MU5, MU6	Music: Songs of World War II Lesson 3: Pitch Up L.O. To identify pitches within an octave when singing. KS2: MU1, MU2, MU3, MU4, MU5, MU6	Music: Songs of World War II Lesson 4: Harmonise L.O. To use knowledge of pitch to develop confidence when singing in parts. KS2: MU1, MU2, MU3, MU4, MU5, MU6	Music: Songs of World War II Lesson 5: Let's Notate L.O. To be able to notate a melody using pitches up to an octave. KS2: MU1, MU2, MU3, MU4, MU5, MU6	
Big Idea (Aspect):	Creativity (Performance, Pulse and rhythm) Investigation (Listening, Music appreciation)	Investigation (Listening, Music appreciation)	Creativity (Performance, Pulse and rhythm, Notation)	Creativity (Performance, Pulse and rhythm, Notation)	Creativity (Pulse and rhythm, Notation)	
PE	Rugby Lesson 1: Break Out (6v4) & cross the river LO: To collaborate to create and apply effective defending tactics in their teams & work together to tag the attackers.	Rugby Lesson 2: Crossways rugby LO: To collaborate to create effective attacking tactics in teams.	Rugby Lesson 3: 7v7 Mini Games LO: To collaborate to create effective attacking and defending tactics in their teams.	Dance Lesson 1: Introducing 'Samba Schools' LO: To work in groups to create a short movement sequence to introduce their Samba school.	Dance Lesson 2: Learning the Samba steps LO: To learn the basic Samba steps and perform focusing on the rhythm.	Dance Lesson 3: Samba choreography LO: To work in groups to bring together their Samba dances
Big Idea (Aspect) PE	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Dance) Creativity (Evaluation)	Processes (Dance) Creativity (Evaluation)	Processes (Dance) Creativity (Evaluation)

Medium Term Plan - Year 6 - Term 3

PSHE	Dreams & Goals: Lesson 1: Personal Learning Goals LO: To know my learning strengths and can set challenging but realistic goals for myself	Dreams & Goals: Lesson 2: Steps to Success LO: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	Dreams & Goals: Lesson 3: My Dream For the World LO: To identify problems in the world that concern me and talk to other people about them	Dreams & Goals: Lesson 4: Helping to Make a Difference LO: To work with other people to help make the world a better place	Dreams & Goals: Lesson 5: Helping to Make a Difference LO: To describe some ways in which I can work with other people to help make the world a better place	Dreams & Goals: Lesson 6: Recognising Our Achievements LO: To know what some people in my class like or admire about me and can accept their praise
Big Idea (Aspect)	Humankind (Setting Goals)	Humankind (Setting Goals)	Place (Place in the world) Processes (Environment)	Place (Place in the world)	Place (Place in the world)	Creativity (Speaking, listening, sharing)
Computing	Programming A – Variables in games Lesson 1: LO: To define a 'variable' as something that is changeable. KS2: CO 1, 2, 3, 6	Programming A – Variables in games Lesson 2: LO: To explain why a variable is used in a program. KS2: CO 1, 2, 3, 6	Programming A – Variables in games Lesson 3: LO: To choose how to improve a game by using variables. KS2: CO 1, 2, 3, 6	Programming A – Variables in games Lesson 4: LO: To design a project that builds on a given example. KS2: CO 1, 2, 3, 6	Programming A – Variables in games Lesson 5: LO: To use my design to create a project. KS2: CO 1, 2, 3, 6	Programming A – Variables in games Lesson 6: LO: To evaluate my project. KS2: CO 1, 2, 3, 6
Big Idea (Aspect)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)	Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)

Medium Term Plan - Year 6 - Term 3

RE	Gospel - What would Jesus do? Lesson 1: LO: What messages did Jesus give in the Sermon on the Mount? Y6: Gospel Lesson 1	Gospel - What would Jesus do? Lesson 2: LO: What do the Gospels teach Christians? Y6: Gospel Lesson 2	Gospel - What would Jesus do? Lesson 3: LO: What does Jesus say the foundations of life are? Y6: Gospel Lesson 3	Gospel - What would Jesus do? Lesson 4: LO: How might Christians respond to Jesus' healing stories? Y6: Gospel Lesson 4	Gospel - What would Jesus do? Lesson 5: LO: What would Jesus do about prayer today? Y6: Gospel Lesson 5	Gospel - What would Jesus do? Lesson 6: LO: What would Jesus do to make a better world? Y6: Gospel Lesson 6