Medium Term Plan - Year 6 - Term 4

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	**Macbeth's speech to Lady Macbeth – to persuade.** **Lesson 1:** **LO:** To develop an understanding of Macbeth and Lady Macbeth and their relationship. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W C1b. **Lesson 2:** **LO:** To explore the theme of deception/dissembling.	**Lesson 4:** **LO:** To understand Macbeth's reasons for not wanting to kill Duncan. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, 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,	**Defence or prosecution statements – to persuade.** **Lesson 1:** **LO:** To identify Lady Macbeth's use of persuasive techniques. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3. **Lesson 2:** **LO:** To explore the themes of fate and the supernatural in Act 2, Scene 1. EN SL 9, EN SL 7, UKS2: EN RC2a, UKS2: EN	**Lesson 4:** **LO:** To explore who is responsible for Duncan's death. EN SL 9, EN SL 7, UKS2: EN RC6, UKS2: EN RC7, UKS2: EN RC8. **Lesson 5:** **LO:** To evaluate which characters have to take responsibility for Duncan's murder. EN SL 9, EN SL 7, EN SL 8, UKS2: EN RC8.	**A closing statement for the defence – to persuade.** **Lesson 1:** **LO:** To evaluate which characters have to take responsibility for Duncan's murder. EN SL 9, EN SL 7, EN SL 8, UKS2: EN RC8. **Lesson 2:** **LO:** To use arguments to defend Macbeth. EN SL 4, EN SL 5, UKS2: EN RC8, UKS2: EN W VGP1a, UKS2: EN W C3d, UKS2: EN	**Lesson 4:** **LO:** To complete a formal speech for the defence. UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W C2d, 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. **Lesson 5:** **LO:** To perform closing statements in a persuasive way. EN SL 5, EN SL 6, EN SL 8, EN SL 9, EN SL 10, EN SL 11, UKS2: EN W C5.

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	EN SL 9, EN SL 2, EN SL 4, EN SL 7. **Lesson 3:** LO: To understand Macbeth's reasons for not wanting to kill Duncan. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c,. UKS2: EN W C2a, UKS2: EN W C2b, 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, UKS2: EN W C5. : EN W C5.	UKS2: EN W C5. **Lesson 5:** **LO:** To understand Macbeth's reasons for not wanting to kill Duncan. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c, UKS2: EN W C2a. UKS2: EN W C2b, 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, UKS2	RC2c, UKS2: EN RC3, UKS2: EN RC1e. **Lesson 3:** **LO:** To understand how Macbeth and Lady Macbeth respond to the murder. EN SL 9, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3.		W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b. **Lesson 3:** **LO:** To write a formal closing speech defending Macbeth. UKS2: EN RC8, UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W C2d, 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.	

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SPAG (Revision)	Exclamations, commands, statements	Subject & Object Y6:G1.9	Active & Passive Voice Y6:G6.4	Progressive	Perfect Y5:G4.1	Subjunctive Form Y6:4.3
Maths	Know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas. **Y6:M4** To use a formulae for area and volume of shapes. **Y6:M5**	To calculate the area of parallelograms and triangles. **Y6:M6** To work with the volume of cubes and cuboids using cubic centimetres (cm3) and cubic metres (m3), and other units too such as mm3 and km3. **Y6:M7**	To convert between miles and kilometres. **Y6:M3** I know how to use simple formulae such as n - 10 = 2. **Y6:A1**	To create a sequence of numbers that follow a rule. **Y6:A2** To use a letter (such as n or x) to show a missing number - such as 10 - x = 5. **Y6:A3**	To find pairs of numbers that satisfy an equation with two unknowns. **Y6:A4** To list possible answers to missing numbers such as listing the possible answers of a and b in a + 6 = b – 10 **Y6:A5**	To classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. **Y6:S3** To work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles **Y6:S5**

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Science	Science: Electricity Lesson 1: It's Electrifying! L.O. To explain the importance of the major discoveries in electricity. Y5-6:Sc:WS6	Science: Electricity Lesson 2: Circuit Symbols L.O. To recognise and draw scientific circuit symbols. Y6:Sc:E3	Science: Electricity Lesson 3: Volts L.O. To observe and explain the effects of differing volts in a circuit. Y6:Sc:E1	Science: Electricity Lesson 4: Electricity Investigation (Part 1) L.O. To plan an investigation and understand variations in how components function. Y6:Sc:E2, Y5-6:Sc:WS1	Science: Electricity Lesson 5: Electricity Investigation (Part 2) L.O. To conduct an investigation and record my data and report my findings. Y6:Sc:E2, Y5-6:Sc:WS3, Y5-6:Sc:WS5	Science: Electricity Lesson 6: Electricity Investigation (Part 3) L.O. To investigate my results further Y6:Sc:E2
Science Big Idea (Aspect):	Significance (Significant Events, Significant People) Investigation (Questioning)	Processes (Forces, Modelling) Investigation (Questioning) Comparison(Phenomena)	Processes (Forces, Modelling) Investigation (Questioning) Comparison(Phenomena)	Processes (Forces, Modelling) Investigation (Investigation, Questioning) Comparison(Phenomena)	Processes (Forces, Modelling) Investigation (Report & conclude, Gather & record data, Questioning) Creativity (Report & conclude, Gather & record data) Comparison(Phenomena)	Processes (Forces, Modelling) Investigation (Report & conclude, Gather & record data, Questioning) Creativity (Report & conclude, Gather & record data) Comparison(Phenomena

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Geography	Geography: Where does our energy come from? Lesson 1: Why is energy important? L.O. To know why energy sources are important. KS2: Ge: LK1, HP2, SF1	Geography: Where does our energy come from? Lesson 2: What is renewable energy? L.O. To understand the benefits and drawbacks of different energy sources. KS2: Ge: HP2	Geography: Where does our energy come from? Lesson 3: How does the United States generate energy? L.O. To understand how a settlement has grown around an energy source. KS2: Ge: LK1, and 3, HP2, SF1	Geography: Where does our energy come from? Lesson 4: How does the United Kingdom generate energy? L.O. To know how energy sources are distributed in an area. KS2: Ge: LK2, PK1, HP2, SF1 and 2	Geography: Where does our energy come from? Lesson 5: What is the best way to generate energy? L.O. To explain reasons for choosing an energy source. KS2: Ge: HP2	Geography: Where does our energy come from? Lesson 6: Where is the best place for a solar panel on the school grounds? L.O. To collect and present data on where to position a solar panel on the school grounds. KS2: Ge: SF3
Geography Big Idea (Aspect):	Place (world) Nature (environment and sustainability) Significance (significant places) Humankind (settlement and land use)	Processes (physical processes) Nature (sustainability)	Place (location and position) Humankind (settlement and land use) Change (geographical change)	Place (map) Processes (physical processes) Nature (physical features and sustainability) Investigation (geographical resources) Significance (significant places)	Place (map) Nature (physical features and sustainability) Humankind (human features) Investigation (geographical resources)	Place (map) Processes (physical processes) Investigation (fieldwork)

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DT	DT: Electrical systems – Steady hand game. Lesson 1: Developing through play. L.O. To research and analyse a range of children's toys KS2:DT E 3 KS2:DT E 1	DT: Electrical systems – Steady hand game. Lesson 2: Game plan L.O. To design a steady hand game KS2:DT D 1 KS2:DT D 2 KS2:DT E 2 KS2:DT TK 3	DT: Electrical systems – Steady hand game. Lesson 3: Base building L.O. To construct a stable base KS2:DT D 2 KS2:DT M 1 KS2:DT E 2	DT: Electrical systems – Steady hand game. Lesson 4: Electronics and assembly L.O. To assemble electronics and complete an electronic game KS2:DT D 2 KS2:DT M 1 KS2:DT TK 3 KS2:DT E 2		
DT Big Idea (Aspect):	Significance (Significant People) Comparison (Compare & Contrast) Humankind (Everyday Products)	Significance (Significant People) Humankind (Everyday Products) Materials (Materials for Purpose) Investigation (Investigation) Investigation (Evaluate)	Humankind (Everyday Products) Materials (Materials for Purpose)	Humankind (Everyday Products) Humankind (Staying safe) Investigation (Evaluate)		

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MFL	MFL (French): French football champions. Lesson 1: Football vocabulary in French L.O. To learn and explore vocabulary using different techniques. UKS2:MFL2, UKS2:MFL5, UKS2:MFL9	MFL (French): French football champions. Lesson 2: Footballer profiles in French L.O. To read and de-code French football player profiles. UKS2:MFL2, UKS2:MFL5, UKS2:MFL9	MFL (French): French football champions. Lesson 3: French footballers – where do they come from? L.O. To use words and phrases to say from which place or country a person comes from. UKS2:MFL2, UKS2:MFL5, UKS2:MFL9	MFL (French): French football champions. Lesson 4: French football vocabulary tournament L.O. To revise all vocabulary to compete in a vocabulary tournament. UKS2:MFL2, UKS2:MFL5, UKS2:MFL9	MFL (French): French football champions. Lesson 5: Creating a footballer profile in French L.O. To use my knowledge of football related vocabulary to create a football player profile. UKS2:MFL2, UKS2:MFL5, UKS2:MFL9	
PE	**Gymnastics** Lesson 1: Introduce Matching LO: To create matching movements with a partner.	**Gymnastics** Lesson 2: Creating a matching mini sequence LO: To create a mini sequence of matching movements with a partner.	**Gymnastics** Lesson 3: Creating a matching mini sequence on apparatus LO: To create a mini sequence of matching movements with a partner on apparatus.	**Tennis** Lesson 1: Cone Tennis / King or Queen of the court LO: To hit the ball into open spaces / their opponents court to win a point.	**Tennis** Lesson 2: Singles Round Robin Competition LO: To apply their understanding of hitting the ball to beat their opponent	**Tennis** Lesson 3: 2v2 ladder tournament LO: To collaborate with their doubles partner to beat their opponents.
Big Idea (Aspect) PE	Processes (Gymnastics) Processes (Dance)	Processes (Gymnastics) Processes (Dance) **Creativity (Evaluation)**	Processes (Gymnastics) Processes (Dance) **Creativity (Evaluation)**	Processes (Sending and Striking)	Processes (Sending and Striking) Processes (Team Games) **Creativity (Evaluation)**	Processes (Sending and Striking) Processes (Team Games) **Creativity (Evaluation)**

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PSHE	**Healthy Me:** Lesson 1: Taking responsibility for my health and well-being. LO: To take responsibility for my health and make choices that benefit my health and well-being.	**Healthy Me:** Lesson 2: Drugs LO: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.	**Healthy Me:** Lesson 3: Exploitation LO: To understand that some people can be exploited and made to do things that are against the law.	**Healthy Me:** Lesson 4: Gangs LO: To know why some people join gangs and the risks this involves.	**Healthy Me:** Lesson 5: Emotional and Mental Health LO: To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.	**Healthy Me:** Lesson 6: Managing Stress and Pressure LO: To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.
Big Idea (Aspect)	Humankind (Wellbeing)	Humankind (Wellbeing) Humankind (Healthy Lifestyles) Materials (Consumers)	Humankind (Wellbeing) Humankind (Staying safe) Investigation (Media)	Humankind (Wellbeing) Humankind (Staying safe) Significance (Relationships) Investigation (Media)	Humankind (Wellbeing)	Humankind (Wellbeing)
Computing	Data and information – Introduction to Spreadsheets Lesson 1: LO: To create a data set in a spreadsheet. KS2: CO 6	Data and information – Introduction to Spreadsheets Lesson 2: LO: To build a data set in a spreadsheet. KS2: CO 6	Data and information – Introduction to Spreadsheets Lesson 3: LO: To explain that formulas can be used to produce calculated data. KS2: CO 6	Data and information – Introduction to Spreadsheets Lesson 4: LO: To apply formulas to data. KS2: CO 6	Data and information – Introduction to Spreadsheets Lesson 5: LO: To create a spreadsheet to plan an event. KS2: CO 6	Data and information – Introduction to Spreadsheets Lesson 6: LO: To choose suitable ways to present data. KS2: CO 6

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Big Idea (Aspect)	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software)	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software)	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software)	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software))	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software)	**Nature** (Real world) **Creativity** (Creation) **Place** (Real world) **Materials** (Software)
RE	Salvation - What did Jesus do to save human beings? Lesson 1: LO: What does sacrifice mean? Y6: Salvation Lesson 1	Salvation - What did Jesus do to save human beings? Lesson 2: LO: How does the Gospel of Mark describe Holy Week? Y6: Salvation Lesson 2	Salvation - What did Jesus do to save human beings? Lesson 3: LO: What are the Stations of the Cross? Y6: Salvation Lesson 3	Salvation - What did Jesus do to save human beings? Lesson 4: LO: Who was to blame for Jesus' death? Y6: Salvation Lesson 4	Salvation - What did Jesus do to save human beings? Lesson 5: LO: Why is Jesus' sacrifice important to Christians? Y6: Salvation Lesson 5	