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 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: The Skelling by David Almond						
English	**Internal monologue – to explore Michael's feelings (he is problem solving and therefore the purpose for the reader is to empathise at this point – same with the other monologues and diaries).** **Lesson 1:** LO: To understand theme. EN SL 8, EN SL 5, UKS2: EN W VGP1, UKS2: EN W VGP3. **Lesson 2:** LO: To understand the importance of	**Lesson 4:** LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W VGP1d, UKS2: EN W VGP1d, LKS2: EN W VGP1d, LKS2: EN W VGP2b, UKS2: EN W VGP2b, UKS2: EN W VGP2f. Lesson 5: LO: To explore Michael's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W VGP1d, UKS2: EN W VGP1d, LKS2: EN W VGP1d, LKS2: EN W	**Personal narrative – to describe and entertain.** **Internal monologue – to explore Skellig's feelings.** **Lesson 1:** LO: To explore a personal experience and make links to the story. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c. **Lesson 2:** LO: To understand different characters in the story. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.	**Lesson 4:** LO: To develop understanding of the theme of 'Relationship' in the story. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d. **Lesson 5:** LO: To understand the implications of Michael's predicament. UKS2: EN RC2d UKS2: EN RC2f, UKS2: EN W C1a, UKS2: EN W C1b, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c.	**Personal narrative – to describe and entertain.** **Internal monologue – to explore Skellig's feelings** **An extra excerpt for the story – to entertain.** **Lesson 1:** LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W	**Lesson 4:** LO: To understand themes in Skellig. UKS2: EN RC2d, UKS2: EN RC2c, UKS2: EN RC1e, UKS2: EN RC2b. **Lesson 5:** LO: To analyse poetry. UKS2: EN RC1e, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC1c, UKS2: EN RC1a, UKS2: EN RC2c.

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	quotations. EN SL 8, UKS2: EN RC1c, UKS2: EN RC1d, EN SL 5. **Lesson 3:** LO: To form an interpretation of some characters in Skellig. LKS2: EN RC1g, UKS2: EN RC2d.	VGP2b, UKS2: EN W VGP2b, UKS2: EN W VGP2f.	**Lesson 3:** LO: To develop an understanding of a reoccurring theme and how it relates to the story. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.		VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 2:** LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 3:** LO: To build on understanding of the theme 'Relationship'. UKS2: EN RC2d, EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, LKS2: EN W C2a, UKS2: EN W C1c,	

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					UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e LKS2: EN W VGP2b, LKS2: EN W VGP2c.	
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**

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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	**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	**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	**Living things and their habitat** Lesson 4: Microorganisms L.O. To describe and investigate helpful and harmful microorganisms. Y6:Sc: LT1, Y6:Sc: LT2	**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	**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
Science Big Idea (Aspect):	Nature (Identification & classification, Identification & classification)	Nature (Identification & classification, Identification & classification) Place (Habitats) Significance (Significant People)	Nature (Identification & classification, Identification & classification) Place (Habitats)	Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Gather & record data, Report & conclude)	Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Gather & record data, Report & conclude)	Nature (Identification & classification, Identification & classification) Place (Habitats) Comparison (Physical Things)
History HK WW2	What does the census tell us about our local area? Lesson 1: What is the census?	What does the census tell us about our local area?	What does the census tell us about our local area?	What does the census tell us about our local area?	What does the census tell us about our local area?	What does the census tell us about our local area? Lesson 6: Who lived in our local area in the past?

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Trip KS2: Hi 5	L.O. To explore the purpose and creation of a census. KS2: Hi 5	Lesson 2: What can we learn about Victorian children from the census? L.O. To create questions about Victorian children using a range of sources. KS2: Hi 5	Lesson 3: What does the census suggest about the jobs available in the 1800s? L.O. To explore the jobs available in the past using the census. KS2: Hi 5	Lesson 4: Why did some women refuse to fill out the census in 1911? L.O. To make inferences about women's lives in the 1900s using the census. KS2: Hi 5	Lesson 5: What changed in the 1921 Census? L.O. To investigate how the census changed by following the life of Evelyn Dove. KS2: Hi 5	L.O. To conduct an enquiry about my local area using the census. KS2: Hi 5
History Big Idea (Aspect):	Change (British history) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Significance (significant people and events) Humankind (everyday life) Investigation (investigate and interpret evidence)	Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Comparison (Physical Things) Humankind (everyday life) Materials (artefacts and sources) 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.	Art: Sculpture & 3D – Making memories. Lesson 2: Relief sculptures L.O. To explore sculptural techniques.	Art: Sculpture & 3D – Making memories. Lesson 3: Memory museum L.O. To use creative experience to develop ideas and plan sculpture.	Art: Sculpture & 3D – Making memories. Lesson 3: Memory museum L.O. To use creative experience to develop	Art: Sculpture & 3D – Making memories. Lesson 5: Complete and reflect L.O. To	

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	KS2:AD1 KS2:AD2 KS2:AD3	KS2:AD1 KS2:AD2 KS2:AD3	KS2:AD1 KS2:AD2 KS2:AD3	ideas and plan sculpture. KS2:AD1 KS2:AD2 KS2:AD3	problem solve, evaluate and refine artwork to achieve a chosen outcome. KS2:AD1 KS2:AD2 KS2:AD3	
Art **Big Idea (Aspect):**	Significance (Significant people, artwork and movements) Materials (Malleable Materials) Creativity (Creation) Creativity (Evaluation)	Significance (Significant people, artwork and movements) Materials (Fabric and Paper) Materials (Pencil, Ink, Charcoal and Pen) Creativity (Creation) Creativity (Evaluation)	Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Creativity (Generation of Ideas) Material options for their sculpture: Materials (Malleable Materials) Materials (Fabric and Paper)	Materials (Fabric and Paper) Materials (Pencil, Ink, Charcoal and Pen) Creativity (Creation) Creativity (Evaluation) Material options for their sculpture: Materials (Pencil, ink, charcoal and pen) Materials (Paint) Materials (Malleable Materials) Materials (Fabric and Paper)	Creativity (Creation) Creativity (Evaluation) Material options for their sculpture: Materials (Pencil, ink, charcoal and pen) Materials (Paint) Materials (Malleable Materials) Materials (Fabric and Paper)	
Music	Music: Composing and performing a leavers song. Lesson 1: A single year L.O. To listen to and describe music.	Music: Composing and performing a leavers song. Lesson 2: Writing chorus lyrics L.O. To write lyrics for a song.	Music: Composing and performing a leavers song. Lesson 3: Writing verse lyrics L.O. To organise lyrics into a song structure.	Music: Composing and performing a leavers song. Lesson 4: Backing track L.O. To use vocal improvisation and known	Music: Composing and performing a leavers song. Lesson 5: Creating a melody	Music: Composing and performing a leavers song. Lesson 6: The final piece L.O. To compose a verse melody. KS2: MU1, MU2, MU3, MU5

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	KS2: MU1, MU2, MU3, MU5	KS2: MU1, MU2, MU3, MU5	KS2: MU1, MU2, MU3, MU5	melodies against a backing track. KS2: MU1, MU2, MU3, MU5	L.O. To compose a melody. KS2: MU1, MU2, MU3, MU5	
Big Idea (Aspect):	Investigation (Listening, Music appreciation)	Creativity (Pulse and rhythm, composition) Investigation (Listening)	Creativity (Pulse and rhythm, composition)	Creativity (Pulse and rhythm,Composition, Notation) Investigation (Music appreciation)	Creativity (Performing, singing, Pulse and rhythm,Composition, Notation) Investigation (Music appreciation)	Creativity (Performing, singing, Pulse and rhythm,Composition, Notation) Investigation (Music appreciation)
PE	**Cricket** Lesson 1: Mini game - batting LO: To collaborate to create effective batting tactics in their teams (runs).	**Cricket** Lesson 2: Mini game - fielding LO: To collaborate to create effective fielding and bowling tactics in their teams.	**Cricket** Lesson 3: Mini Game (6v6) with fielding or bowling restrictions LO: To collaborate to create and apply effective fielding tactics in their teams to keep the batter's score as low as possible.	**Rounders** Lesson 1: Preventing rounders : Fielding tactics LO: To prevent the batter from scoring a full rounder or two.	**Rounders** Lesson 2: Racing Rounders (fielding) LO: To keep the batter's score as low as possible.	**Rounders** Lesson 3: Racing Rounders (batting) LO: To hit the ball away from the fielders to score points (rounders).
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 (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)

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PSHE	**Relationships:** Lesson 1: What is Mental Health? LO: To know that it is important to take care of my mental health.	**Relationships:** Lesson 2: My Mental Health LO: To know how to take care of my mental health.	**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. (Wellbeing)	**Relationships:** Lesson 4: Power and Control LO: To recognise when people are trying to gain power or control.	**Relationships:** Lesson 5: Being Online: Real or Fake? Safe or Unsafe? LO: To judge whether something online is safe and helpful for me.	**Relationships:** Lesson 6: Using Technology Responsibly LO: To use technology positively and safely to communicate with my friends and family.
Big Idea (Aspect)	Humankind (Wellbeing)	Humankind (Wellbeing) Humankind (Lifestyle)	Humankind (Wellbeing)	Significance (Relationships)	Materials (Consumers) Investigation (Media)	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	Programming A – Variables in games Lesson 2: LO: To identify that digital 3D objects can be modified. KS2: CO 6, 7	Programming A – Variables in games Lesson 3: LO: To recognise that objects can be combined in a 3D model. KS2: CO 6, 7	Programming A – Variables in games Lesson 4: LO: To create a 3D model for a given purpose. KS2: CO 6, 7	Programming A – Variables in games Lesson 5: LO: To plan my own 3D model. KS2: CO 6, 7	Programming A – Variables in games Lesson 6: LO: To create my own digital 3D model. KS2: CO 6, 7
Big Idea (Aspect)	Place (Digital World) Materials (Software) Creativity (Creation)	Place (Digital World) Materials (Software) Creativity (Creation)	Place (Digital World) Materials (Software) Creativity (Creation)	Place (Digital World) Materials (Software) Creativity (Creation)	Place (Digital World) Materials (Software) Creativity (Creation)	Place (Digital World) Materials (Software) Creativity (Creation)

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