

Eastry C of E Primary School Medium Term Plan: Year 6 (KS2)

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Topic: Term: 4

Hooks: How did the Mayas live?

Texts: Various information texts, The Rain Player (story), The Hero Twins (story), Mayan folklore,

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6
Reading - VIPERS Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Using Mayan inspired stories and information texts	Summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.	Vocabulary and Inference focus	Vocabulary and Inference focus	Summarise focus	Summarise focus	Prediction focus	Prediction focus
Writing- Assessment Steps Descriptors for on-track EXS: -I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs -I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly - I can select the appropriate form of writing after identifying the audience and purpose of the writing. - I can draft and write by selecting appropriate grammar and vocabulary and understand how	Descriptors for GDS: I can proof read my own writing - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -I can select verb forms for meaning and effect - I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail,	LQ How can I accurately describe an environment in which the remains of an ancient civilisation have been discovered? LQ Can I use paragraphs and sub-headings to write an explanation of the challenges archaeologists might face, when working in remote and inhospitable areas? LQ How can I adapt one information text into an alternative format?	LQ Can I record a detailed personal response to a text I have read and discussed? LQs: What are the language conventions and organisational features that I need to write a job advertisement? LQ How can I use features, layout and language of modern job advertisements when writing my own job advertisement?	LQ What are the key features I can identify in a range of sports commentaries and reports? LQ What key features do I need to write an engaging past tense narrative of a sports event? LQ Did the Mayans read and write? LQ How can I build an engaging presentation to deliver orally?	LQ: How can I use oral rehearsal to write a well-structured description? LQ What strategies can I use to rote learn a piece of poetry by heart? LQ What strategies must I use to confidently perform poetry?	LQ: What features should I include to write a well-structured explanation? LQ: How are traditional stories used to help us learn historical facts?	LQ: How are events sequenced in the 'challenge/quest' part of the story, to create dramatic effect? LQ: Can I identify common themes amongst the folklore of ancient civilisations? LQ: Can I use taught features to write my own Mayan folk tale?

<p>such choices can change and enhance meaning.</p> <p>- I can proof read for spelling and punctuation errors and to improve my work.</p> <p>- I can identify and explain how noun phrases convey precise information.</p> <p>- I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</p>	<p>qualification and precision</p> <p>-I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons & hyphens</p>						
<p>GPS</p> <p>I can confidently use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use ellipses to link ideas between sentences/paragraphs.</p> <p>I can use bullet points effectively and consistently.</p> <p>I can confidently use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an omitted pronoun.</p> <p>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</p> <p>I can use formal and informal speech accurately in independent writing.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use the passive accurately in my work.</p>	<p>I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</p> <p>I can choose to use a thesaurus to define words and collect a variety of words to support writing.</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Revisit nouns, pronouns, verbs, adverbs, adjectives</p> <p>A range of skills will also be revisited via GPS starter activities to recap on skills already learnt and introduce some new concepts</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Brackets, dashes and commas to indicate parenthesis</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Apostrophes for possession (singular and plural)</p> <p>Apostrophes for contraction</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Active and passive voice</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Relative clauses</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Coordinating and subordinating conjunctions</p>
<p>Maths</p>		<p>Division to solve problems</p> <hr/> <p>Decimals as fractions</p> <hr/> <p>Fractions to decimals (1)</p> <hr/> <p>Fractions to decimals (2)</p> <hr/> <p>Mini-assessment</p>	<p>SATS practise</p> <p>Papers 1, 2 and 3</p>	<p>Understand percentages</p> <hr/> <p>Fractions to percentages</p> <hr/> <p>Equivalent FDP</p> <hr/> <p>Order FDP</p> <hr/>	<p>Percentage of an amount (1)</p> <hr/> <p>Percentage of an amount (2)</p> <hr/> <p>Percentages (missing values)</p> <hr/> <p>Mini-assessment</p>	<p>Find a rule - one step</p> <hr/> <p>Find a rule - two step</p> <hr/> <p>Forming expressions</p> <hr/> <p>Substitution</p> <hr/> <p>Formulae</p>	<p>Forming equations</p> <hr/> <p>Solve simple one-step equations</p> <hr/> <p>Solve two-step equations</p> <hr/> <p>Find pairs of values (1)</p> <hr/> <p>Find pairs of values (2)</p>

<p>Science</p> <p>Electricity</p> <p>Pupils should be taught to:</p> <p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i></p>	<p>(continued from Term 3)</p>	<p>Illustrative fair-test –</p> <p>LQ How will the number of batteries (amounts of Volts) affect the brightness of the bulb?</p>	<p>Investigative Fair-test</p> <p>LQ What affects the brightness of a bulb in a circuit?</p>	<p>Problem-solving - Making an electrical scarecrow</p> <p>The children must now apply what they know about electricity and circuits to make a scarecrow that has at least: one rotating motor, one bulb that lights, and one buzzer that makes a sound. You might also request that the circuit needs to be turned on when a bird lands on a switch in a field/on a fence.</p>			
<p>Salvation: What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> I know the place of Incarnation and Salvation within the timeline of the ‘big story’. I know how to suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. I know how to explain the connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. I know how to make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. 	<ul style="list-style-type: none"> I know how Christians put their beliefs into practice in different ways. I know why some people find belief in the Resurrection makes sense and inspires them. I know how to offer and justify my own responses as to what different beliefs in Resurrection might make to how people respond to challenges and problems in the world today. 	<p>Where do the ideas of Incarnation and Salvation lay, within the timeline of ‘the big story’?</p>	<p>How do Christians’ belief in the Resurrection and influence how they worship on Good Friday and Easter Sunday?</p>	<p>How does Christian art reflect the 5 core concepts of Incarnation, Salvation, Sacrifice, Resurrection and Hope?</p>	<p>What are the different ways that Christians can put their beliefs into practise?</p>	<p>Why do Christians think that Jesus was resurrected?</p>	<p>Why do some people find belief in the Resurrection makes sense and inspires them?</p>
<p>Computing</p> <p>I know the purpose of writing a blog.</p> <p>I know the features of a successful blog.</p>	<p>I know how to contribute to an existing blog.</p>		<p>LO: To plan the theme and content for a blog.</p>	<p>LO: To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of</p>	<p>LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. (2 sessions)</p>	<p>LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.</p>	<p>LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p>

<p>I know the theme and content for a blog.</p> <p>I understand how to write a blog and a blog post.</p> <p>I consider the effect upon the audience of changing the visual properties of the blog.</p>	<p>I know how and why blog posts are approved by the teacher.</p> <p>I understand the importance of commenting on blogs to find out what a text adventure is.</p>		<p>Project Evolve starter:</p> <p>I can describe how some online information can be opinion and can offer examples.</p>	<p>regularly updating the content of a blog.</p> <p>Project Evolve starter:</p> <p>I can explain how to use search technologies effectively.</p>	<p>Project Evolve starter:</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why these strategies are important.</p>	<p>Project Evolve starter: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate content.</p>	
<p>History (Term 4)</p> <p>I know where Maya civilisation fits in the context of British history timeline</p> <p>I know that the ancient Maya civilisations showed greater advancements than people who lived centuries after them.</p> <p>I know how to use my maths skill to work out exact time scales and time differences – e.g. periods within Mayan civilisation</p>	<p>I know how to make comparisons between features of ancient civilisations /people /how people from those civilisations lived</p> <p>I know how to communicate my knowledge and understanding of an event (orally and in writing) and can offer points of view based upon what I have found out</p>	<p>LQ: How can I use a timeline to develop a chronological overview of Maya history?</p> <p>(see Inspire Curriculum, History lesson 1 'Rites and Rituals')</p>	<p>LQ Can I use appropriate terminology to describe key features of an historic era?</p>	<p>LQ Can I identify similarities and differences between aspects of life in the past and present day?</p>	<p>LQ Can I explain how ancient Maya farmers had to adapt to the environment around them?</p> <p>LQ How can ancient farming systems influence modern-day farming?</p>	<p>LQ Can I describe some ways in which the Maya maintained a supply of fresh water?</p> <p>LQ How does the Maya method compare to our own modern-day methods?</p>	
<p>Art /DT</p> <p>Term 4</p> <p>Study, design and create Mayan masks</p> <p>Study how the Mayans used ceramics</p> <p>I know how to use a range of resources to create art</p>	<p>I know how to use feedback to make amendments and improvement to my art (amendments, without erasing,- art as a process)</p> <p>I know why I have used different tools to create art</p> <p>I know why I have chosen specific techniques to create my art</p>	<p>LQ Why did the Mayans wear masks? (information/research)</p>	<p>LQ Can I design a mask to represent an important ritual or element of Mayan life?</p>	<p>LQ Can I select and use a range of materials to make a Mayan mask?</p>	<p>LQ What did Mayans use ceramics for?</p> <p>LQ How were they created?</p>	<p>LQ Can I design a ceramic pot or vase, using the Mayan style of decoration?</p>	<p>LQ Can I make a ceramic pot or vase, using the Mayan style of decoration?</p>

P.E	Elite= Football	ELITE LQ Can I revise basic skills and develop co-operation and teamwork?	ELITE LQ Can I revise basic skills and develop co-operation and teamwork?	ELITE LQ Can I revise basic skills and develop co-operation and teamwork?	ELITE LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?	ELITE LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?	ELITE LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?
<ul style="list-style-type: none"> • PHSE 'Healthy Me' • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's Know bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse 	<ul style="list-style-type: none"> • Jigsaw What can you do to keep yourself physically / mentally well? • What types of drugs do you know about? • What makes you feel stressed? • What helps you when you feel stressed? • Can we share a Calm me time together? • Does Calm Me time help you stay calm and manage stress? • Can you recognise when anyone in our family is stressed? • What can you do if someone is 	LQ Can I be motivated to take responsibility for my health and make healthy choices?	Can I be motivated to find healthy ways to make myself happy and understand the use/effect of different drugs?	Can I learn how some [people are exploited and made to take illegal drugs?	Can I understand the risks involved and the reasons why some people join gangs?	Can I understand emotional wellness and explain attitudes to mental health?	What is stress and can I recognise triggers causing stress and how alcohol/drug misuse can cause stress?

	<p>putting pressure on you?</p> <p>Does Jigsaw Jerrie Cat factor in your lessons?</p>						
Learning Environment in corridor displays	<p>Darwin</p> <p>RE- What is it like to be Muslim in Britain today?</p>						
Inspire Day			World Book Day 4.3.22				