

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			
Remembering Remember and recall info			Emerging Skills

Topic: Term: 4

Hooks: How did the Maya 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. Define and explore new vocabulary, so that I can understand the text	Vocabulary and Inference focus I am familiar with ways to define and explore new vocabulary, so that I can understand the text I can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Vocabulary and Inference focus I am familiar with ways to define and explore new vocabulary, so that I can understand the text I can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Summarise I can use my skills of skimming, scanning, text marking /highlighting to identify and record the key information from non-fiction texts.	Summarise I can use my skills of skimming, scanning, text marking /highlighting to identify and record the key information from non-fiction texts.	Prediction I can refer to the text to support my predictions	Prediction I can refer to the text to support my predictions
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	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	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 some of the challenges, archaeologists might face, when working in remote and inhospitable areas?	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	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 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>audience and purpose of the writing.</p> <ul style="list-style-type: none"> - I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. - I can proof read for spelling and punctuation errors and to improve my work. - I can identify and explain how noun phrases convey precise information. - I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). 	<p>and expanded noun phrases effectively to add detail, qualification and precision</p> <ul style="list-style-type: none"> -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>LQ How can I adapt one information text into an alternative format?</p>	<p>writing my own job advertisement?</p>	<p>LQ How can I build an engaging presentation to deliver orally?</p>			
<p>GPS</p> <ul style="list-style-type: none"> I can confidently use brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity. I can use ellipses to link ideas between sentences/paragraphs. I can use bullet points effectively and consistently. I can confidently use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an omitted pronoun. I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). I can use formal and informal speech accurately in independent writing. I can use expanded noun phrases to convey complicated information concisely. I can use the passive accurately in my work. 	<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>Introduce common exception words / words from the statutory word list (4 per day)</p> <p>achieve, achievement, ancient, bargain, excellent, forty, lightning, muscle, parliament, physical, prejudice, guarantee, restaurant, neighbour, sacrifice</p> <hr/> <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>Prefixes: Investigate prefixes and their meanings e.g. auto, hydro-, micro-, phon-tele-; autobiography, binoculars, archaeology, grapheme, hydroelectric telecommunication, microscope, phoneme</p> <hr/> <p>Brackets, dashes and commas to indicate parenthesis</p>	<p>the suffix –ation</p> <p>explanation, communication pronunciation, desperate/ation</p> <hr/> <p>Apostrophes for possession (singular and plural)</p> <p>Apostrophes for contraction</p>	<p>endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Revisit and check from Y3-4 Appendix</p> <hr/> <p>Active and passive voice</p>	<p>words with the /i:/ sound spelt ei after c (and other ie/ei words)</p> <p>See Y5 and revise</p> <p>Revisit Y5 e.g. ceiling, receive, receipt, deceit, perceive, conceit; and belief, grief, brief, piece, niece, achieve, fiery, review; sovereign, foreign; also, weird, protein, their, either, heir, height, variety</p> <hr/> <p>Relative clauses</p>	<p>Homophones and other words that are often confused</p> <p>Revisit all previously learned homophones; teach dessert/desert; stationery/stationary; complement/compliment; principle/principal; prophet/profit</p> <hr/> <p>Coordinating and subordinating conjunctions</p>

<p>Maths</p> <p>Algebra</p> <p>Use simple formulae Generate and describe linear number sequences Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables Express missing number problems algebraically</p>	<p>Decimals</p> <p>Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places</p>	<p>Step 1 1-step function machines</p> <p>Step 2 2-step function machines</p> <p>Step 3 Form expressions</p> <p>Step 4 Substitution</p> <p>ALGEBRA</p>	<p>Step 5 Formulae</p> <p>Step 6 Form equations</p> <p>Step 7 Solve 1-step equations</p> <p>Step 8 Solve 2-step equations</p>	<p>Step 9 Find pairs of values</p> <p>Step 10 Solve problems with two unknowns</p> <p>End of unit assessment</p> <p>DECIMALS</p> <p>Step 1 Place value within 1</p>	<p>Step 2 Place value – integers and decimals</p> <p>Step 3 Round decimals</p> <p>Step 4 Add and subtract decimals</p> <p>Step 5 Multiply by 10, 100 and 1,000</p>	<p>Step 6 Divide by 10, 100 and 1,000</p> <p>Step 7 Multiply decimals by integers</p> <p>Step 8 Divide decimals by integers</p> <p>Step 9 Multiply and divide decimals in context</p> <p>End of block assessment</p>	
<p>Science</p> <p>Electricity (continued from Term 3)</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>Planning enquiries. Children should plan different types of enquiry to answer questions. Identifying variables. Children should recognise and control variables where necessary.</p> <p>Collecting data. They should make their own decisions about what observations to make, what measurements to use, and how long to make them for.</p> <p>Recording. They should choose how to record data.</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>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 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 to contribute to an existing 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>Information Technology</p>	<p>LO: To plan the theme and content for a blog.</p> <p>Project Evolve starter:</p> <p>I can describe how some online information can be opinion and can offer examples.</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 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>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>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>LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.</p> <p>Project Evolve starter:</p> <p>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>LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p>
<p>History (Term 4)</p> <p>I know where Maya civilisation fits in the context of British history timeline</p>	<p>I know how to make comparisons between features of ancient civilisations /people /how</p>	<p>LQ: How can I use a timeline to develop a chronological overview of Maya history?</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 Can I describe some ways in which the Maya maintained a supply of fresh water?</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>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>(see Inspire Curriculum, History lesson 1 ‘Rites and Rituals’)</p>			<p>LQ How can ancient farming systems influence modern-day farming?</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, in a collage process, to create 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 different tools, to create patterns in the Mayan style of decoration?</p>
<p>P.E. Elite Netball</p> <ul style="list-style-type: none"> •I know how to vary skills, actions and ideas in a way which suits the game. •I can show confidence in ball skills in various ways and can link them together. •I know how to maintains possession during game situations. •I know how to use skills with coordination, control and fluency. •I know how to take part in competition with a strong understanding of tactics and improvise in game situations. 	<ul style="list-style-type: none"> •I know how to apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills. •I know how to use running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>

<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 	<ul style="list-style-type: none"> • 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 <p>Know that being stressed can cause drug and alcohol misuse</p>	<p>LQ Can I be motivated to take responsibility for my health and make healthy choices?</p>	<p>Can I be motivated to find healthy ways to make myself happy and understand the use/effect of different drugs?</p>	<p>Can I learn how some people are exploited and made to take illegal drugs?</p>	<p>Can I understand the risks involved and the reasons why some people join gangs?</p>	<p>Can I understand emotional wellness and explain attitudes to mental health?</p>	<p>What is stress and can I recognise triggers causing stress and how alcohol/drug misuse can cause stress?</p>
<p>Learning Environment in corridor displays</p>	<p>Darwin</p> <p>RE- What is it like to be a Muslim in Britain today?</p>						
<p>Inspire Day</p>			<p>World Book Day</p> <p>3rd March '23</p>				