

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

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

|                     |
|---------------------|
| Democracy           |
| Rule of Law         |
| Cultures & religion |
| Mutual respect      |
| Individual liberty  |

Topic: Term: 5

Hooks: What if gods and planets ruled our lives? (Dress up day – Maya gods and goddesses- Debate: Who is the most important god?)

Texts: Various information texts, Inspire Curriculum texts, The Hero Twins Dan Jolley and David Witt (myth), Maya 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  |
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| <p><b>Reading - VIPERS</b></p> <p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p><b>Using Maya inspired stories and information texts as well as a range of SATs style texts and passages</b></p>  | <p>Summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p>  | Vocabulary and Inference focus   | Vocabulary and Inference focus   | Vocabulary and Summarise focus                       | Vocabulary and Summarise focus  | Vocabulary and Prediction focus   | Vocabulary and Prediction focus   |
| <p><b>Writing- Explanation writing (Maya farming), balanced arguments, myths and legends</b></p> <p>Assessment Steps</p> <p>Descriptors for on-track EXS:</p> <ul style="list-style-type: none"> <li>-I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</li> <li>-I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>- I can select the appropriate form of writing after identifying the</li> </ul> | <p><b>Descriptors for GDS:</b></p> <p>I can proof read my own writing</p> <ul style="list-style-type: none"> <li>- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-I can select verb forms for meaning and effect</li> <li>- I can use adverbs, preposition phrases and expanded noun</li> </ul> | <p>LQs (Maya farming)</p> <p><b>Resourcefulness</b></p> <p>What are the key features of explanation texts?</p> <p>Can I read a range of explanation texts and identify key features?</p> <p>How can I research and record facts to present in an information text?</p> | <p>LQs (Balanced argument- Maya farming)</p> <p>What is a balanced argument? How are they used?</p> <p>Can I identify some examples of writing that present a balanced argument? Why are they important?</p> <p>Can I use a conscience ally to consider both sides of an argument?</p> | <p><b>SATS WEEK</b></p> <p><b>Reflectiveness</b></p> | <p>LQs (Balanced argument- Maya farming, religion and achievements)</p> <p>Can I write a balanced argument, including key features? (Can we learn from ancient civilisations?) 2 lessons</p> <p>Can I self-edit and improve my writing using my writing checklists?</p> | <p>LQs (The Hero Twins myth)</p> <p>Why might myths and legends vary from one source to another?</p> <p>Can I record and sequence the key events in a myth, using a graphic/comic strip format? (Read and complete in two lessons for 'The Hero Twins: Against the Lords of Death' by</p> | <p>LQs (The Hero Twins)</p> <p>What alternative formats could I use to retell a Maya myth?</p> <p>What should I consider when selecting the format to retell a myth?</p> <p>Can I use my chosen format to help me retell a popular Maya myth?</p> |

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| <p>audience and purpose of the writing.</p> <ul style="list-style-type: none"> <li>- I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>- I can proof read for spelling and punctuation errors and to improve my work.</li> <li>- I can identify and explain how noun phrases convey precise information.</li> <li>- I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</li> </ul>   | <p>phrases effectively to add detail, qualification and precision</p> <ul style="list-style-type: none"> <li>-I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons &amp; hyphens</li> </ul> | <p>What structure do I need to plan and organise my own explanation text?</p>   | <p>How can I plan a piece of writing that presents a balanced argument?</p>   |   | <p>Can I confidently present a balanced argument?</p>   | <p><i>David Witt and Dan Jolley</i></p> <p>What are the differences and similarities between two versions of the same myth? (<i>Compare to the reading comprehension version of 'The Hero Twins'</i>)</p> |   |
| <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>I can confidently use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use commas to clarify meaning or avoid ambiguity.</li> <li>I can use ellipses to link ideas between sentences/paragraphs.</li> <li>I can use bullet points effectively and consistently.</li> <li>I can confidently use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an omitted pronoun.</li> <li>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>I can use formal and informal speech accurately in independent writing.</li> <li>I can use expanded noun phrases to convey complicated information concisely.</li> <li>I can use the passive accurately in my work.</li> </ul> | <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>SATS spelling practise</p> <p>Recap on basic grammatical terms and definitions:</p> <p>noun</p> <p>verb</p> <p>adverb</p> <p>adjective</p> <p>subject</p> <p>object</p> <p>conjunction</p> <p>preposition</p>            | <p>SATS spelling practise</p> <p>Brackets, dashes and commas to indicate parenthesis</p>  | <p>SATS spelling practise</p> <p>Active and passive voice</p> | <p>Year 6 word list and STAR vocab topic words</p> <p>Coordinating and subordinating conjunctions</p>   | <p>Year 6 word list and STAR vocab topic words</p> <p>Modal verbs and adverbs</p>   | <p>Year 6 word list and STAR vocab topic words</p> <p>Review of GPS with GPS quizzes</p>  |
| <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>I can draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets.</li> <li>- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> </ul>   | <p>I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.</p> <p>I can solve problems involving similar shapes where the scale factor is known or can be found.</p>                              | <p><u>(End of unit assessment)</u></p> <hr/> <p>Metric measures</p> <hr/> <p>Convert metric measures</p> <hr/> <p>Calculate with metric measures</p> <hr/> <p>Miles and kilometres</p> <hr/> <p>Imperial measures</p> <hr/> | <p>Shapes - same area</p> <hr/> <p>Area and perimeter</p> <hr/> <p>Area of a triangle (1)</p> <hr/> <p>Area of a triangle (2)</p> <hr/> <p>Area of a triangle (3)</p> | <p>SATS WEEK</p> <p><b>Reflectiveness</b></p>                 | <p>Area of a parallelogram</p> <hr/> <p>What is volume?</p> <hr/> <p>Volume - counting cubes</p> <hr/> <p>Volume of a cuboid</p> <hr/> <p>Mini-assessment</p> | <p>Using scale factors</p> <hr/> <p>Calculating scale factors</p> <hr/> <p>Ratio and proportion problems</p> <hr/> <p>Ratio and proportion problems (2)</p> <hr/> <p>Mini-assessment</p>                  | <p>Line graphs</p> <hr/> <p>Circles</p> <hr/> <p>Read and interpret pie charts</p> <hr/> <p>Draw pie charts</p> <hr/> <p>The mean</p> |

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| <p>I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>I can identify 3D shapes, including cubes and cuboids, from 2D representations.</p> <p>- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>- I can draw given angles and measure them in degrees</p> <p>- I can identify angles at a point and one whole turn (total 360°)</p> <p>- I can identify angles at a point on a straight line and 1/2 turn (total 180°)</p> <p>- I can identify other multiples of 90°.</p> <p>- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and line graphs.</p> | <p>I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml).</p> <p>- I can measure and calculate the perimeter and area of composite rectilinear shapes in cm and m.</p> <p>- I can understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>- I can calculate and compare the area of squares and rectangles including using standard units cm<sup>2</sup> and m<sup>2</sup> and estimate the area of irregular shapes.</p> <p>- I can estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water).</p> <p>- I can complete, read and interpret information in tables, including time tables.</p> |                         | <p>Using ratio language</p> <p>Ratio and fractions</p> <p>Introducing the ratio symbol</p> <p>Calculating ratio activity</p> <p>Calculating ratio</p> <p>(PM maths lessons)</p> |                         |  |  |   |
| <p>Science – Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>   | <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>  | <p>SATS PREPARATION</p> | <p>SATS PREPARATION</p>   | <p>SATS PREPARATION</p> | <p><b>Explore - What is the function of the heart?</b></p> <p>What are the main parts of the human circulatory system?<br/>Comparative test –</p> <p>What happens to the rate at which our hearts beat when we perform different exercises?</p> <p><b>Observation – How many times does your heart beat every minute?</b></p> <p>Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute?</p> <p><b>Noticing</b></p> | <p><b>Researching using secondary sources –</b></p> <p><b>What are the functions of blood?</b></p> <p><b>Research – Why do we need to drink water?</b></p> | <p><b>Researching diets</b></p> <p>Children could use secondary sources to gather information about <b>‘What makes a healthy diet?’</b></p> <p><b>Research-</b> What different forms of exercise can we do for the human body and how can people get started with them?</p> |

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| <p>RE</p> <p>Is it better to express your religion in arts and architecture or in charity and generosity? (referring to Muslim faith)</p> <p><b>I know how to make connections between examples of religious creativity (buildings and art eg in the mosque)</b></p> <p><b>I know how to show understanding of the value of sacred buildings and art</b></p>   | <p>I know how to suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>I know how to apply ideas about values and from scriptures to the title question</p>  | <p><b>Reciprocity- empathy and listening</b></p>   |                                | <p>What makes a place special?</p> <p>What is a sacred place? Are all places sacred?</p> <p>What is the value of a sacred place?</p> | <p>Muslim calligraphy, painting and poetry: what is inspiring?</p>  | <p>How and why does Christian Aid try to change the world?</p> <p>How and why do Muslim charities try to change the world?</p> | <p>What matters more to Christians &amp; Muslims: art and architecture or generosity and charity? What matters more to you?</p>  |
| <p>Computing</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>  | <p>Information technology/create a blog</p> <p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. <a href="#">2Blog</a>. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p> | <p><b>SATS PREPARATION</b></p>   | <p><b>SATS PREPARATION</b></p> | <p><b>SATS PREPARATION</b></p>   | <p>LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p> <p><b>Project Evolve</b></p> <p><b>starter:</b> 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><b>Reciprocity- collaboration</b></p>   |  |
| <p>History</p> <p>-Activities that require the correct use of historical terms relating to the passing of time; ancient, medieval, modern, BCE, CE, century, ERA, CIVILISATION, THEOCRACY</p> <p>1.Can I say where a period of history fits on a timeline?</p> <p>2.Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>3.Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p>4.Can I summarise and analyse pros and cons of the main events from a specific period in history, explaining the order in which key events happened and give my own opinions about events?</p> | <p>1.Can I make comparisons between features of ancient civilisations / people /how people from those civilisations lived?</p>   | <p><b>SATS PREPARATION</b></p> <p>DESCRIBE THE ACTIONS OF PEOPLE IN DISTANT AND UNFAMILIAR HISTORICAL SETTINGS.</p> <p>DESCRIBE CAUSE AND CONSEQUENCE IN RELATION TO ABSTRACT TERMS SUCH AS SHORT AND LONG TERM.</p> <p>DESCRIBE CHANGE THROUGH THE USE OF GENERAL, ABSTRACT TERMS SUCH AS GRADUAL OR RAPID IMPORTANT OR UNIMPORTANT ETC.</p> <p>COMMENT ON ACCURACY OF INTERPRETATIONS USING KNOWLEDGE OF THE TOPIC</p> | <p><b>SATS PREPARATION</b></p> | <p><b>SATS PREPARATION</b></p>   | <p>LQ:</p> <p>Why were the Sun, Moon and planets so important to the Mayan people?</p> <p>How was their behaviour affected by their beliefs?</p> <p><b>Resourcefulness</b></p>  | <p>LQ:</p> <p>Why was sacrifice so important to the ancient Maya people?</p>   | <p>LQ:</p> <p>How do Maya gods compare to the gods of other ancient civilisations? Who were the most significant Maya gods and how did they influence the Maya people?</p> |

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| <p>Art /DT</p> <p>Term 5</p> <p>Study how the Mayans used ceramics</p> <p>I can explain why I have used different tools to create art</p> <p>I can explain why I have chosen specific techniques to create my art</p>   | <p>I can explain the style of my work and how it has been influenced by a famous artist</p> <p>I know how to use feedback to make amendments and improvement to my art</p>  | <p>SATS PREPARATION</p>   | <p>SATS PREPARATION</p>  | <p>SATS PREPARATION</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>Resilience</p> |
| <p>P.E. Rounders</p> <ul style="list-style-type: none"> <li>Vary skills, actions and ideas in a way which suits the game.</li> <li>Shows confidence in ball skills in various ways and can link them together.</li> <li>Maintains possession during game situations.</li> <li>Uses skills with coordination, control and fluency.</li> <li>Takes part in competition with a strong understanding of tactics and improvise in game situations.</li> <li>Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.</li> </ul> | <p>Can make suggestions to differentiate games with resources or changing factors (e.g. space).</p> <p>Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills.</p> <p>Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.</p> | <p>SATS PREPARATION</p>   | <p>SATS PREPARATION</p>  | <p>Specific Learning Intentions</p> <p>To develop Striking skills applicable to Rounders</p> <p>To develop an effective Underarm Bowling action</p> <p>To practice throwing and receiving a ball</p> <p>Reciprocity- collaboration</p> | <p>Specific Learning Intentions</p> <p>To develop skills of Batting, Bowling and Fielding</p> <p>To develop skills relating to a Game situation</p> | <p>Specific Learning Intentions</p> <p>To apply skills learned to competitive situation</p> <p>To introduce the game Mini Rounders</p> | <p>Specific Learning Intentions</p> <p>To apply skills learned to competitive situation</p>        |
| <p>PSHE</p> <ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> </ul>   | <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p>  | <p>Know how to make friends</p> <p>1. What is Mental Health? I know that it is important to take care of my mental health</p> | <p>Try to solve friendship problems when they occur</p> <p>2. My Mental Health</p> | <p>Help others to feel part of a group</p> <p>3. Love and Loss I understand that there are different stages of grief and that there are different types of</p>   | <p>Show respect in how they treat others</p> <p>4. Power and Control I can recognise when people are trying to gain power or control</p>            | <p>Know how to help themselves and others when they feel upset or hurt</p> <p>5. Being Online: Real or Fake?</p>                       | <p>Know and show what makes a good relationship</p> <p>6. Using Technology Responsibly</p>         |

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| <ul style="list-style-type: none"> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul> | <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p> | <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p><u>Reciprocity- collaboration, empathy and listening</u></p> | <p>I know how to take care of my mental health</p> <p>I can help myself and others when worried about a mental health problem</p> | <p>loss that cause people to grieve</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> | <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> | <p>Safe or Unsafe?</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can resist pressure to do something online that might hurt myself or others</p> | <p>Puzzle Outcome:<br/>Internet</p> <p>Safety Presentation</p> <p>Assessment Opportunity H</p> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being</p> |
| <p>Learning display</p>  | <p>Maya civilisation</p>   |   |   |  |   |  |  |
| <p>Inspire Day</p>   | <p>PRIDE</p>   |   |   |  |   |  |  |