

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

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

Topic: Term: 6  
Hooks: Shakespeare Production!

Texts: A Midsummer Night's Dream

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	Week 7/lesson 7
<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>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 Summarise (plays)	Vocabulary and Summarise (plays)	Vocabulary and Summarise (plays)	Vocabulary and Prediction (plays)	Vocabulary and Prediction (plays)	Transition week	Residential
<p><b>Writing-</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 audience and purpose of the writing.</li> </ul>	<p><b>Descriptors for GDS:</b></p> <ul style="list-style-type: none"> <li>I can independently proof read my own writing</li> <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</li> </ul>	<p>LQ What is a play? What are the key features of a play script?</p> <p>LQ How can I use key vocabulary to help me summarise a speech?</p> <p>LQ Can I identify and record the key points in a script?</p> <p><b>Auditions</b></p>	<p>LQ Can I create a new script based on key events?</p> <p>LQ How can I rewrite a Shakespearean script in modern language?</p> <p><b>Rehearsals</b></p>	<p>LQ What are the features of a Shakespearean comedy?</p> <p>LQ What is 'iambic pentameter' and how is it used in Shakespearean plays?</p> <p>LQ How can I use a conscience alley to deepen my understanding of a character?</p> <p><b>Rehearsals</b></p>	<p>LQ How can I use drama to explore Shakespearean language (insults)?</p> <p>(Record thoughts: How did the character playing Hermia feel? How did the other characters feel? Were they empowered or ashamed of their behaviour?)</p> <p><b>Rehearsals</b></p>	<p>LQ What features must I include in a newspaper article?</p> <p>LQ Can I plan a newspaper article to summarise the events in a play?</p> <p>LQ Can I write a newspaper article to summarise the events in a play?</p> <p><b>Rehearsals</b></p>	Transition week and Year 6 production rehearsal	Residential Leavers' Service

<p>- I can draft and write by selecting appropriate grammar and vocabulary and understand how 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 use semi-colons, colons and dashes within a text and explain how they are used (boundaries and lists).</p>	<p>and expanded noun phrases effectively to add detail, 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 &amp; hyphens</p>				<p>LQ How can I use 'role on the wall' to explore a key character?</p>			
<p>GPS</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 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>Modal verbs and adverbs</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Revisit active and passive</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Revisit relative clauses</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Synonyms and antonyms</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Recognising the subjunctive form</p>	<p>Transition week</p>	<p>Residential</p>
<p>Maths</p> <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 interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>I can calculate and interpret the mean as an average.</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 compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <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><u>Circles</u></p> <p><u>Read and interpret pie charts</u></p> <p><u>Draw pie charts</u></p> <p><u>The mean</u></p>	<p>Angles around a point</p> <hr/> <p>Calculate angles</p> <hr/> <p>Vertically opposite angles</p> <hr/> <p>Angles in a triangle</p> <hr/> <p>Angles in a triangle - special cases</p>	<p>Angles in a triangle- missing angles</p> <hr/> <p>Angles in special quadrilaterals</p> <hr/> <p>Angles in regular polygons</p> <hr/> <p>Draw shapes accurately</p>	<p>End of unit assessment</p> <p>Consolidation- problem solving and reasoning</p>	<p>Consolidation- problem solving and reasoning</p>	<p>Transition week</p>	<p>Residential</p>
<p>Science – LIGHT</p> <p>Recognise that light appears to travel in straight lines</p>		<p><u>LQ- Light – Why learn about it?</u></p>	<p>LQ- Modelling – What evidence would prove that light travels in straight lines?</p>	<p>LQ- Modelling – How do we see things?</p>	<p>LQ- Modelling – How can we show why shadows have the same shape as the object that casts them?</p>	<p>LQ- Modelling – How can we show how we see things in a mirror?</p>	<p>Transition week</p>	<p>Residential</p>

<p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>							
<p><b>RE:</b></p> <ul style="list-style-type: none"> <li><b>Kingdom of God: What kind of king is Jesus?</b> I know how to apply ideas about values and from scriptures to the title question</li> <li>I know how to make the connections between biblical texts and the concept of the Kingdom of God.</li> <li>I know how to consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (parables and teachings)</li> <li>I know how to make clear connections between beliefs in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li> </ul>	<p>I know how to relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p><b>LQ- The Big Frieze- what is 'The Kingdom of God'?</b></p>	<p><b>LQ What is a king? What kind of king was Jesus?</b></p>	<p><b>LQ What kind of King? What kind of Kingdom?</b></p>	<p><b>LQ How hard is it to forgive?</b></p>	<p><b>LQ How did Jesus impact the world?</b></p>	<p><b>Transition week</b></p>	<p><b>Residential</b></p>
<p>History cc English</p> <p><b>History of the theatre; William Shakespeare, leisure (access for the masses)</b> I know how to analyse the impact, contribution and continued relevance of a historic figure on today's world</p>	<p>I know how to place an event on a timeline by decade e.g. Shakespeare's birth and death</p> <p>I know how to summarise and analyse the pros and cons of main events from a specific period in history,</p>	<p><b>LQ Who was William Shakespeare?</b></p>	<p><b>LQ What was England like when Shakespeare was alive?</b></p>	<p><b>LQ What was the role of the theatre in Shakespeare's lifetime?</b></p>	<p><b>LQ How has Shakespeare influenced today's theatre?</b></p>	<p><b>LQ How influential was Shakespeare in his own lifetime?</b></p>	<p><b>Transition week</b></p>	<p><b>Residential</b></p>

	explaining the key events and giving my own opinions about these events							
P.E		<b>Sports Day practise</b>	<b>Sports Day practise</b>	<b>Sports Day practise</b>	<i>Sports Day</i>	Rounders	<b>Transition week</b>	<b>Residential</b>
PHSE	Jigsaw – Changing me	Self and body image	Puberty	Girl talk/boy talk	Babies- conception to birth	Attraction	<b>Transition to secondary school</b>	<b>Residential</b>
Learning Environment in corridor displays	Maya masks	What is more important: art and architecture or charity and generosity? (Islam)						
Inspire Day	Gypsy and Roma history 27.6.22							