

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

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

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
<p>Reading - VIPERS</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>Using Maya inspired stories and information texts as well as a range of SATs style texts and passages</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>	<p>Vocabulary and Summarise (plays)</p>	<p>Vocabulary and Summarise (plays)</p>	<p>Vocabulary and Summarise (plays)</p>	<p>Vocabulary and Prediction (plays)</p>	<p>Vocabulary and Prediction (plays)</p>	<p>Vocabulary and Prediction (plays)</p>
<p>Writing-</p> <p>Assessment Steps</p> <p>Descriptors for on-track EXS:</p> <ul style="list-style-type: none"> -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. 	<p>Descriptors for GDS:</p> <ul style="list-style-type: none"> I can independently 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 	<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>Auditions</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>Rehearsals</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>Rehearsals</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>Rehearsals</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>Rehearsals</p>	<p>Final rehearsals for school production</p>

<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 & 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>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Review of GPS with GPS quizzes</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 draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets.</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>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>Measure with a protractor</p> <hr/> <p>Draw lines and angles accurately</p> <hr/> <p>Introduce angles</p> <hr/> <p>Angles on a straight line</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>Draw shapes accurately</p> <hr/> <p>Draw nets of 3-D shapes</p> <hr/> <p>End of unit 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>	<p>Consolidation-problem solving and reasoning</p>

<p>Science – LIGHT</p> <p>Recognise that light appears to travel in straight lines</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>LQ- Light – Why learn about it?</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>LQ- Pattern-seeking – How can we increase the number of reflections?</p>
<p>RE:</p> <p>Kingdom of God: What kind of king is Jesus?</p>		<p>LQ- The Big Frieze- what is 'The Kingdom of God'?</p>	<p>LQ What is a king? What kind of king was Jesus?</p>	<p>LQ What kind of King? What kind of Kingdom?</p>	<p>LQ How hard is it to forgive?</p>	<p>LQ How did Jesus impact the world?</p>	<p>LQ What does the bible say 'The Kingdom of God' is like?</p>
<p>History cc English</p> <p>History of the theatre; William Shakespeare, leisure (access for the masses)</p>		<p>LQ Who was William Shakespeare?</p>	<p>LQ What was England like when Shakespeare was alive?</p>	<p>LQ What was the role of the theatre in Shakespeare's lifetime?</p>	<p>LQ How has Shakespeare influenced today's theatre?</p>	<p>LQ How influential was Shakespeare in his own lifetime?</p>	<p>LQ How significant is Shakespeare today?</p>
<p>P.E</p>		<p>Cricket</p>	<p>Sports Day practise</p>	<p>Sports Day practise</p>	<p>Sports Day</p>	<p>Rounders</p>	<p>Rounders</p>
<p>PHSE</p>	<p>Jigsaw – Changing me</p>	<p>Self and body image</p>	<p>Puberty</p>	<p>Girl talk/boy talk</p>	<p>Babies- conception to birth</p>	<p>Attraction</p>	<p>Transition to secondary school</p>

Learning Environment in corridor displays	Maya masks	What is more important: art and architecture or charity and generosity? (Islam)					
Inspire Day	Paralympics 1 st July						