

**Medium Term Plan – Spring Term 2nd Half**

**Class – Year 6 Elders**

**Theme- Striped Pyjamas**

Subject	Week 1 25-2	Week 2 4-3	Week 3 11-3	Week 4 18-3	Week 5 25-3	Week 6 1-4
Maths	<p><b><u>Properties of number</u></b> Factors Multiples Squares Primes Reading numbers Rounding Carroll Diagrams</p> <p><b><u>Data</u></b> Probability Reading tables Pie Charts Line Charts Unusual ways to display data</p> <p><b><u>Calculations</u></b> BIDMAS Fractions (+, -, x, ÷)</p>	<p><b><u>2DShape</u></b> <b><u>Quadrilaterals</u></b> Properties Problem Solving</p> <p><b><u>Triangles</u></b> Recognition of types Solving problems using 180 degrees</p> <p><b><u>Algebra</u></b> Unknowns Simple equations Substitution</p> <p><b><u>Calculations</u></b> Multiplication and Division</p>	<p><b><u>Using the four rules to solve worded problems</u></b></p> <p><b><u>Angles</u></b> Solving problems using 180 and 360 degrees Construction of triangles and quadrilaterals</p> <p><b><u>Calculations</u></b> Addition and Subtraction</p> <p><b><u>MOCK MENTAL TEST</u></b></p>	<p><b><u>3DShape</u></b> Properties Recognition Problem solving Visualisation Cube and cuboid nets</p> <p><b><u>Fractions</u></b> Equivalentents Ordering/Comparing Problem solving</p> <p><b><u>Ratio and Proportion</u></b> exam-type problems</p> <p><b><u>Calculations</u></b> Multiples of 5% BIDMAS</p>	<p><b><u>Measures</u></b> Reading scales (this is a vital part and links to graphs)  Conversion Problem Solving Link above to (x, ÷) by 10, 100, 1000</p> <p><b><u>Time</u></b> 12 hour/24 hour Am/pm Worded problem solving Timetables</p> <p><b><u>Calculations</u></b> Fractions (+, -, x, ÷) Indices</p> <p><b><u>MOCK MENTAL TEST</u></b></p>	<p><b><u>Using the four rules to solve worded problems</u></b></p> <p><b><u>Percentage problems</u></b> Multiples of 5 and 10%</p> <p><b><u>Calculations</u></b> Fractions Percentages</p> <p><b><u>REASONING PAPERS</u></b></p>
English	<p><b><u>Sentence structure work</u></b></p> <p><b><u>Paragraph work</u></b></p> <p><b><u>Focus on comma use</u></b></p> <p><b><u>Writing dialogue</u></b></p>	<p><b><u>The Boy in the Striped Pyjamas</u></b>  Emotional Writing</p> <p><b><u>Sentence structure work</u></b></p>	<p><b><u>The Boy in the Striped Pyjamas</u></b> Character development - understanding character relationships and beginning to understand how they develop over time. <b><u>Sentence structure work</u></b></p>	<p><b><u>The Boy in the Striped Pyjamas</u></b>  Developing dialogue in writing</p> <p><b><u>Sentence structure work</u></b></p>	<p><b><u>Short-burst writing fortnight</u></b></p> <p>Children given a range of writing impetus to independently write.</p> <p>This is used to assess children formulate planning to plug/fix any obvious barriers to future learning</p> <p>The idea is that the children must be able to write at standard FIRST GO...</p>	

Science	<p><b>Light</b> Assess prior learning (Yr 3) What can the children remember?</p> <p>Ensure all children understand the points from then.</p> <p>Research:</p> <ul style="list-style-type: none"> <li>● How eyes work</li> <li>● Shadows</li> <li>● Light sources</li> </ul>	<p><b>Recognise that light appears to travel in straight lines</b></p>	<p><b>Develop the idea that light travels in straight lines to explain that objects are seen because they give out, or reflect, light into the eye.</b></p> <p><b>EXPERIMENT</b></p>	
History	No History this half term			
Geography	<p>Countries, rivers and cities of Europe</p> <p>Children will choose a World country and complete a project on it. This was started the week before half term. It will be the same country they are basing their art around.</p> <p>There will be an isolated week (25<sup>th</sup> – 29<sup>th</sup>) where the children will study coastal erosion and the regeneration of a seaside town. We will be visiting Felixstowe on the Tuesday (26<sup>th</sup>)</p>			
Computing	Using <b>MSWord</b> across the curriculum	Adastral Park	Using <b>MSExcel</b> across the curriculum	
DT	No DT this half term			
Art	<p>Children will be completing a pencil drawing, a painting or oil pastel picture and a collage to accompany their geography projects on their chosen countries.</p> <p>The children will be consolidating all the skills learnt last term</p> <ul style="list-style-type: none"> <li>● Shading</li> <li>● Tone</li> <li>● Painting</li> <li>● Layering colour</li> </ul>			
Music	<p>Suffolk Music Education Hub Whole class ensemble teaching (WCET) Percussion and tuned percussion</p>			

MFL	<b>Les transports</b> Talking about forms of transport	<b>Les transports</b> Asking/talking about where you are going and how to get there	<b>Les transports</b> Talking about planning a trip	<b>Les transports</b> Buying tickets at a station	Review	Review
PE – outside Netball	1 - Passing - Chest pass, bounce pass, shoulder pass	2 - Refine passing. Footwork - pivot and 3 second rule	3 - Marking, intercepting, dodging	4 - Attacking and defending. Shooting	5 - Positioning. Small games	6 - Games applying the skills learnt
PE – inside Gymnastics	Children to continue developing their paired African dance  This will result in a show to parents on 5-3-19 at 9am – 9.45am. <b>Parents will be in the hall for the whole PE lesson.</b>		1 – Introduce the concept of a floor routine. Introduce the compulsory elements. <ul style="list-style-type: none"> <li>• Balance</li> <li>• Steps</li> <li>• Somersaults/rolls</li> </ul> Children to watch 3 videos. Children, in pairs to practice moves	2 – Develop routine.  Steps sequence.  Children to be told that this routine will be individual ( a progression from relying on a partner as in the dance)  They will still work in pairs, but perform individually.	3 – Develop balance and somersaults/rolls  Put the routing together. Practice.	4 – Performance week
RE	<b>ISLAM</b> What is it? How is it similar/different to Christianity?  This is an isolated block that teaches the children tolerance. The children will be exploring the basics of each religion and comparing them. They will ultimately discover that Islam is a peaceful religion.			Journey of Life and Death – Christianity  What does the word resurrection mean? Questions about life and death What feelings and ideas are expressed?	Journey of Life and Death – Christianity  What stories do Christians tell about the importance of Jesus and his death and resurrection?	Journey of Life and Death – Christianity  How does believing in the resurrection of Jesus change things for Christians?
PSHE	Tolerance			Recognise bullying	Pupils to learn	To respect and

	This is linked to RE	and abuse in all forms	about intelligence between sex, gender identity and sexual orientation	constructively challenge opinions
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