

Year 6 Medium Term Planning – Spring 2019

Subject	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb	HALF TERM
Assessments				Class Assembly week	2017 Sample SATS		
English	Text Focus: 'Who Let The Gods Out?' by Maz Evans						
	Writing Unit: Extended Stories				Writing Unit: Descriptive Settings		
	<p>Spoken language:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - speak audibly and fluently with an increasing command of English - participate in discussions, presentations, performances, role play, improvisations and debates <p>Spelling - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <ul style="list-style-type: none"> - use a thesaurus. <p>Handwriting:</p> <ul style="list-style-type: none"> -write legibly, fluently and with increasing speed <p>Writing – composition:</p> <p>plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing 				<p>Discrete Grammar Work:</p> <p>Word:</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Sentence:</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p>Text:</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in</i></p>		

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	<ul style="list-style-type: none"> - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors <p>Writing:</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list punctuating bullet points consistently 	<p><i>contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation:</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p>New Terminology:</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
Grammar	Teaching in small groups, focusing on revision of grammatical terms and new Year 6 terminology based on the November Assessments.	
Comprehension/G.R	<p>Text Focus: 'Wonder' by R.J. Palacio followed by 'The Boy in the Striped Pyjamas' by John Boyne</p> <p>Word Reading:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Reading for Comprehension:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	

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Maths (White Rose Hub)	Decimals	Percentages	Measure
	<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> • Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places 	<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 	<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> • Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes • Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure [for example, length, mass,

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			volume, money] using decimal notation, including scaling
Arithmetic	<p>Arithmetic is taught twice weekly in small groups.</p> <p>Teachers will develop pupils’ numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.</p>		
IPC Including: Science History Geography Art	<p>IPC is our topic based approach to the foundation subjects. This term our unit is ‘The Great, the Bold and the Brave’. The children will learn about the history of western civilisation beginning with the Greeks and the Romans and their expanding empires which helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. The children will produce their own pieces of Greek, or Roman art. They will also learn about other cultures that rose to prominence after their empires collapsed, absorbing and passing on their own ideas and cultures – creating the world we know today.</p>		
Computing	Online Safety Focus using the Google Curriculum	We Are Website Planners! Design and plan a product and create an informative website for teachers.	
Religious Education	<p align="center">The Devon County Agreed Syllabus</p> <p>RE this term will be focused on learning about how Christians and non-Christians might understand the story of Genesis, and later the story of Jesus’ resurrection. Through individual opinion, group work and study of key texts children will be given the information from which they can form their own opinions about what this means in a modern world. This will also support them in learning about and asking questions about other religions such as Judaism.</p>		
Music	<p>The children will be learning about the history of music and the role of choruses in Greek theatre, who would act as a link between actors and audience. They will base their own musical compositions on Greek myths and later perform and record these.</p>		
D&T	<p>Opportunities for cooking savoury and healthy dishes with the kitchen staff Learning about Greek and Roman architecture and key landmarks.</p>		

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PE	Children will develop their ability of communicating, collaborating and competing with each other. - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Gymnastics (Indoor) Outdoor and Adventurous activities and team games (Outdoor)
French	Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - We will be focusing on learning the French language and exploring French culture. We will begin by recapping prior knowledge and then move on to applying this to conversation.