




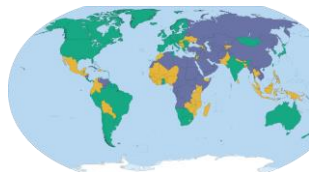




Medium Term Planning 2022-2023

<p>Year Group: 6 Term: Spring</p>	     		
<p><u>RE</u> <u>Mission</u> <u>Memorial Sacrifice</u> <u>Sacrifice</u> <u>Islam – Ramadan and Pilgrimage.</u> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</p> <ul style="list-style-type: none">Show knowledge and understanding of:- a range of religious beliefs- those actions of believers which arise as a consequence of their beliefs- the life and work of key figures in the history of the People of God- what it means to belong to a church community- religious symbols and the steps involved in religious actions and worship, including the celebration of the SacramentsShow understanding of, by making links between:- beliefs and sources- beliefs and worship- beliefs and lifeUse religious vocabulary widely, accurately and appropriatelyCompare their own and other people's responses to questions about each of the	<p><u>English</u> <u>English Class Novels:</u></p> <p><u>Whole Class Reading:</u> Themes:</p> <ul style="list-style-type: none">Changing MaterialsChildren's Classics Peter PanAutismBeetlesSongs from MusicalsPicture BooksEqualityNovels Vol 2Children's Classics Vol 1Animals inc HumansPoetrySpies <p><u>Word Reading</u> To 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>	<p><u>Maths</u> <u>Fractions, decimals and percentages</u> Associate a fraction with division and calculate decimal fraction equivalents identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with 2 unknowns. Enumerate possibilities of combinations of 2 variables.</p>	<p><u>Science</u> <u>Earth and Space</u> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p><u>Plant reproduction</u> To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. To describe the life process of reproduction in some plants and animals.</p> <p><u>Working Scientifically</u> To planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To taking measurements, using a range of scientific equipment, with increasing</p>



Medium Term Planning 2022-2023

<p>areas of study, in relation to questions of meaning and purpose</p> <ul style="list-style-type: none">• Show understanding of how own and other's decisions are informed by beliefs and moral values• Use sources to support a point of view• Express a point of view and give reasons	<p><u>Comprehension</u></p> <p>To maintain positive attitudes to reading and understanding of what they read</p> <p>To understand what they read</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To distinguish between fact and opinion</p> <p>To retrieve, record and present information from non-fiction</p> <p>To participate in discussions about books</p> <p>To explain and discuss their understanding of what they have read</p> <p>To provide reasoned justifications for their views</p> <p><u>Spelling</u></p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with 'silent' letters.</p> <p>To continue to distinguish between homophones and other words which are often confused.</p> <p>To use knowledge of morphology and etymology in spelling.</p> <p>To use dictionaries to check the spelling and meaning of words.</p> <p>To use a thesaurus.</p> <p><u>Handwriting and Presentation</u></p> <p>To write legibly, fluently and with increasing speed.</p> <p><u>Writing Composition</u></p>	<p><u>Measurement: Perimeter, Area and Volume</u></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p><u>Number: Ratio</u></p> <p>Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p><u>Statistics</u></p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	<p>accuracy and precision, taking repeat readings when appropriate.</p> <p>To recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>To using test results to make predictions to set up further comparative and fair tests.</p> <p>To reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>To identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
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Medium Term Planning 2022-2023

	<p>Writing Genres: Diary Entry, Narrative, Persuasive Letter, Balanced Argument, Explanation</p> <p>To plan, draft, write, edit and proofread writing effectively and perform own compositions using appropriate intonation, volume and movement. To identify audience and purpose for writing, selecting appropriate forms.</p> <p>Select appropriate grammar and vocabulary to enhance meaning.</p> <p>Use a range of devices to build cohesion.</p> <p>Use organisational and presentational devices to structure texts and guide the reader.</p> <p>Evaluate and assessing their own and others' work.</p> <p>Ensure consistent tense, subject/verb agreement and appropriate register.</p> <p><u>SPaG</u></p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To use expanded noun phrases</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To use relative clauses</p> <p>To use commas to clarify meaning or avoid ambiguity</p> <p>To use hyphens to avoid ambiguity</p> <p>To use brackets, dashes or commas</p>	<p>Calculate and interpret the mean as an average.</p>	
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Medium Term Planning 2022-2023

	<p>To use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>To use a colon to introduce a list</p> <p>To punctuate bullet points consistently.</p>		
<p>History <u>Vikings</u></p> <p>To explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><i>This includes: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England and further Viking invasions and Danegeld.</i></p> <p>To describe two features of an aspect of history.</p> <p>To describe one similarity and one difference between two periods of history. (e.g The Vikings and the Anglo- Saxons.).</p> <p>To look at two primary sources from the same time period. To identify which one would be the most useful to a historian.</p> <p>To think about which types of primary sources could be used to find our more information</p>	<p>Geography <u>Where can we go? Fantastic journeys</u></p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Art <u>Photography (links to computing).</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To recognise and explain the work of great artists, architects and designers in history.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>DT <u>Textiles Making Viking Battle Banner.</u></p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and</p>



Medium Term Planning 2022-2023

			<p>consider the views of others to improve their work.</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p>
<p><u>Music</u> <u>Durham Charanga – Make you feel my love</u> <u>A New Year Carol</u> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>PE</u> <u>Dance</u> Respond to a variety of stimuli · Explore and experiment with movement ideas and possibilities · Create longer and challenging dance phrases and dances · Select appropriate movement material to express ideas/thoughts/feelings · Develop movement using; actions , space, relationships, dynamics. <u>Perform</u> Perform their dance to an audience showing confidence and clarity of actions · Show co-ordination, control, alignment, flow of energy and strength. Show focus, projection, sense of style and musicality. Demonstrate a wide range of dance actions. Demonstrate dynamic qualities. Demonstrate use of space· Demonstrate different relationships. <u>Appreciate.</u> Show an awareness of different dance styles, traditions and aspects of their historical/social context · Understand and use dance vocabulary · Understand why safety is important in the studio ·</p>	<p><u>Computing</u> <u>Online safety</u> Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it. To identify the positive and negative influences of technology on health and the environment. <u>Blogging</u> To identify the purpose of writing a blog. To identify the features of successful blog writing. To understand how to contribute to an existing blog.</p>	<p><u>MFL</u> <u>Health</u> To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help To speak in sentences, using familiar vocabulary, phrases and basic language structures. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To understand basic grammar. To describe people, places, things and actions orally and in writing.</p>



Medium Term Planning 2022-2023

	<p>Compare and comment on their own and others work ·</p> <p>Identify strengths and areas for improvement using dance vocabulary ·</p> <p>Evaluate experiences and outcomes and set goals for their own development.</p> <p>Take on board feedback and deal positively with praise and criticism</p> <p><u>Rounders</u></p> <p>Pass and control a ball with accuracy and fluency while on the move</p> <p>Send and receive a ball with hands and a bat with accuracy to a target, space or team mate in Rounders</p> <p>Demonstrate the perseverance to improve.</p> <p><u>Thinking Skills.</u></p> <p>Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team</p> <p>Make decisions quickly in a game</p> <p>Change tactics/roles as necessary for the success of the whole team</p> <p>Understand the transference of skills from one type of game to another and apply appropriately</p> <p>Reflect on own and others' work.</p>	<p>To understand how and why blog posts are approved by the teacher.</p> <p><u>Spreadsheets</u></p> <p>Pupils know some uses of a spreadsheet tool.</p> <p>Pupils can navigate around a spreadsheet using cell references.</p> <p>Pupils can enter data into cells.</p> <p>Pupils can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.</p> <p>Pupils can use the series fill function. Pupils recognise how using formulae allows the data to change and the calculations to update automatically.</p>	
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