**Medium-Term Plan Topic: Mesoamerica – The Ancient Maya Term: Spring 1 2023 Year: 6 Class: 6D & 6R**

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| **Subject** | **Week 1** (04/01-06/01) | **Week 2** (09/01) | | **Week 3** (16/01) | **Week 4** (23/01) | | | **Week 5** (30/01) | | **Week 6** (06/02) |
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| **English** | ***Lily and the Snowman***  ***Letter writing***  ***SPAG focus:***  *Tenses*  *Proofreading and editing*  *Sentence structure and paragraphing* | ***LATS/ Twelfth night (Shakespeare)***  ***Letter writing/Monologue***  ***SPAG focus***  *Tenses*  *Proofreading and editing*  *Sentence structure and paragraphing* | | ***Twelfth night (Shakespeare)***  ***Monologue***  ***SPAG focus***  *Apostrophes*  *Language choice*  *Commas* | ***The Maker***  *Instructions*  *Colons in lists*  *Modal verbs*  *The imperative*  *Fronted adverbials* | | | ***The Maker***  *Instructions*  *Colons in lists*  *Modal verbs*  *The imperative*  *Fronted adverbials* | | ***Alma***  *Descriptive narrative*  *Creating tension*  *Use of short sentences for effect*  *Proofreading and editing* |
| **Whole class reading**  The Wolf Wilder-  Katherine Rundell | * Read books that are structured in different ways * Identify and discuss themes and conventions * Discuss understanding and explore meaning of words in context * Ask questions to improve understanding * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence * Identifying how language, structure and presentation contribute to meaning * Discuss and evaluate how authors use language * Participate in discussions about books, building on their own and others' ideas and challenging views * Explain and discuss their understanding of what they have read. | | | | | | | | | |
| **Maths** | **Number – addition, subtraction, multiplication & division**  2.25 Using compensation to calculate  Teaching points 1-3 | **Fractions (Year 5 review)**  3.6 Multiplying whole numbers and fractions  Teaching points 1-5  3.7 Finding equivalent fractions and simplifying fractions  Teaching points 1-5 | | **Fractions (Year 5 review)**  3.8 Common denomination: more adding and subtracting  Teaching points 1-5 | **Fractions**  3.9 Multiplying fractions and dividing fractions by a whole number  Teaching points 1-3 | | | **Fractions**  3.10 Linking fractions, decimals and percentages  Teaching points 1-3 | | **Fractions**  2.26 Mean average and equal shares  2.27 Scale factors, ratio and proportional reasoning  Teaching points 1-4 |
| **Science – Animals including Humans** | **Finish outstanding Aut 2** | Identify and name the main parts of the human circulatory system, and describe thefunctions of the heart, blood vessels and blood  To identify the components of blood, describe their functions, and note the different blood groups | | To explore the structure and function of the human heart | Effect of exercise on the body-  To investigate and make hypothesis | | | Explore and demonstrate how the circulatory system works | | Describe the ways in which nutrients and water are transported within animals, including humans  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function |
| **Geography – South America** | **Knowledge organisers**  Introduction to South America and areas of interest for the following term | **Understanding use of latitude and longitude on maps – focusing of countries and capital cities of South America**  On a world map locate the main countries in South America. Identify their main environmental regions, key physical and human characteristics, and major cities. | | **Climate in South America**  To find out about the location and countries of South America and their climates. | **Mountain ranges in South America**  To find out about the major mountain ranges of South America. | | | **Human Geography in South America**  To find out about the human geography, trade and industry of South America. | | **Geographical comparisons**  To compare an area of South America with the UK |
| **Computing– 3D modelling** | DL -Online safety | IT - To use a computer to create and manipulate three-dimensional (3D) digital objects | | IT - To identify that digital 3D objects can be modified | IT: To recognise that objects can be combined in a 3D model | | | IT: To create a 3D model for a given purpose | | IT: To plan and create my own 3D model |  |  |
| **Art – Frida Kahlo** | **Finish outstanding Aut 2 DT** | To learn about Frida Kahlo  and analyse some of her  work. | | To study the self-portraits of  Frida Kahlo. | To explore how Kahlo drew  on her cultural background  for her artwork. | | | To understand what  surrealism is in artwork. | | To explore how Kahlo  painted moments in her life  and expressed emotion  through her work. |
| **PE** (Indoor)  Dodgeball  Officiate and help to manage a game by refereeing.  Select the appropriate action for the situation and make this decision quickly.  Use a wider range of skills with increasing control under pressure.  Use the rules of the game consistently to play honestly and fairly.  Work collaboratively to create tactics with my team and evaluate the effectiveness of these.  Work in collaboration with others so that games run smoothly.  Recognise my own and others strengths and areas for development and can suggest ways to improve. | **Fitness recap** | **Lesson 1:**  To recap on the rules of dodgeball and apply them to a game. | | **Lesson 2:**  To develop throwing at a moving target. | **Lesson 3:**  To use jumps, dodges and ducks to avoid being hit. | | | **Lesson 4**  To develop catching to get an opponent out | | **Lesson 5**  To select and apply tactics in the game. |
| **RE:**  What matters the most to Christians and Humanists? | To explore understandings of the differences between humanism and Christianity.  Recap: What are theists, agnostics and atheists? | To explore different beliefs of Humanists and Christians  Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? | | To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work | | To think carefully about the Christian ideas of values such as love and forgiveness.  Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning | To use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different people have different values  Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied | | To draw learning about values together and express ideas of their own about how values can make a community happier | |
| **PSHE**  Weighing up Risk | **GBTG**  **Recap the principles of GBTG**  **Finish outstanding Aut 2** | **Healthy Minds**  **LESSON ONE**  **Pupils learn what mental health is** | **LESSON TWO**  **Pupils learn about what can affect mental health**  **and some ways of dealing with this** | | **LESSON THREE**  **Pupils learn about some everyday ways to look**  **after mental health** | | | **LESSON FOUR**  **Pupils learn about the stigma and discrimination**  **that can surround mental health** | | **Healthy Minds**  Recap and discussion |
| **MFL – Spanish** | Review and Assess Autumn 2’s topic | An introduction to Spanish personal pronouns.  All of the pronouns are introduced including Yo, Tú, Nosotros, Vosotros, Ellos etc. | Look at verbs in their infinitive form before dissecting them into their component parts - the stem and the endings.  Regular verbs including Comer, Vivir and Hablar. | | Study the Spanish regular -ER verb COMER in it's fully conjugated form. | | | Study the Spanish regular -IR verb VIVIR in it's fully conjugated form. | | Study the Spanish regular -AR verb HABLAR in it's fully conjugated form. |