



Year 6 Medium Term Plan Spring 2 – Managing Change

	Week 1 W/B 19 th Feb	Week 2 W/B 26 th Feb	Week 3 W/B 4 th Mar	Week 4 W/B 11 th Mar	Week 5 W/B 18 th Mar	Week 6 W/B 25 th Mar
Events / Info	iCATs visit to Y6 - 23.2.24	Parent SATs meeting – 29.2.24	Junior Citizenship 5.3.24	Mock SATs Week	Residential 18 th -20 th March	4-day week
English <i>Key text: Wonder</i>	Introduction to text Character Analysis (role on the wall)	Hot Seating of Character Emotions (freeze frame) Slow writes of diary using WILF	Planning of diary entry Writing diary entry Editing diary entry	Mock SATs week	Creative write week- describe settings and atmosphere	Grammar focus week (revision) Present Perfect Tense Prefixes and suffixes Word families Silent words spellings
Grammar	Revision of word classes Year 5/6 Spellings	Revision of modal verbs and different type of clauses	Use of cohesive devices Year 5/6 Spellings	Use of a dictionary to check unfamiliar spellings	Punctuation for effect Using a thesaurus	See above
Guided Reading Focus	Wonder by RJ Palacio Part One Mixed Skills Comprehensions	Wonder by RJ Palacio Part One Mixed Skills Comprehensions	Wonder by RJ Palacio Part Two Mixed Skills Comprehensions	Wonder by RJ Palacio Part Two Mixed Skills Comprehensions	Wonder by RJ Palacio Part Three Mixed Skills Comprehensions	Wonder by RJ Palacio Part Four Mixed Skills Comprehensions
Maths	Ratio Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors	Ratio Calculating scale factors Ratio and proportion problems End of block assessment Reasoning and arithmetic practice	Statistics Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts	Statistics Draw pie charts The mean End of block assessment Mock SATS week	Properties of Shape Measure with a protractor Calculate angles Vertically opposite angles Angles in a triangle	Properties of Shape Angles in a triangle- missing angles Angles in special quadrilaterals Angles in regular polygons

		Statistics Read and interpret line graphs	Pie charts with percentages		Angles in a triangle- special cases	Draw shapes accurately Draw nets of 3-D shapes
Science Light	<p>Light: Understand that we see things because light travels from a light source into our eyes</p> <p>Eye diagram- light passes through the pupil to the retina Understand how we see non-luminous objects</p> <p>Explain how light is reflected</p> <p>Working scientifically – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).</p>	<p>Light To understand that light travels in straight lines</p> <p>Explain how light is reflected</p> <p>Working scientifically – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Light Explain how shadows are the same shape as the objects that cast them</p> <p>Understand how the size of the shadow will change depending on the position of the light source</p> <p>Working scientifically – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Light Explain how the shadows change in shape, size and direction as the objects are moved.</p> <p>Children can investigate how the size, brightness and colour of the light sources affect the shadows cast.</p> <p>Working scientifically – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Light To explore how refraction occurs and create simple explanations of why this happens.</p> <p>Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Light: To research the work of influential scientists such as Isaac Newton. To identify that Newton made significant contributions towards the concept of the light spectrum.</p> <p>Working scientifically – Talk about how scientific ideas have changed over time (non-statutory).</p> <p>Assessment</p>
Computing We are Toy Makers	Programme the Micro:bit to act as a controller Pairs or small groups review their designs for last term. Continue to create their toy by programming the micro:bit so that it acts as a controller in the toy. Troubleshoot any problems.		Prepare the toy Pupils prepare their toy in pairs or small groups using the equipment available and their plans from the previous lesson.		Connect the micro:bit inputs and outputs to the toy Pupils to connect their micro:bit to the toy and use as a controller – ensuring the inputs and outputs work effectively as planned.	
History	Exploring the Arabic language and how this	Understand the different types of food	Explore the One Thousand and One	Explore the One Thousand and One	Understand the demise of the early Islamic	Assessment of topic

<p>(Continuing from Spring 1)</p> <p><i>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</i></p>	<p>compares to other languages the children may be familiar with. Children to explore writing in the Arabic language.</p>	<p>and clothing from both eras.</p>	<p>Nights stories: Scheherazade</p>	<p>Nights stories: other famous texts</p>	<p>history era and how eras in Britain came to an end</p>	
<p>R.E.</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand who is influential in our lives</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand if festivals and symbols show that Christianity is still a strong religion</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand if Christianity was motivating people to do good in the world, would this show it is still a strong religion</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understand where else in British society do we see the influence of Christianity</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understanding the strength of Christianity today (assessment)</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Understanding what guidance people need in order to lead good lives</p>
<p>PSHE</p>	<p><u>Taking Responsibility for my health and well-being</u> I can take responsibility for my health and make choices that benefit my health and well-being</p>	<p><u>Drugs</u> I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p>	<p><u>Exploitation</u> I understand that some people can be exploited and made to do things that are against the law</p>	<p><u>Gangs</u> I know why some people join gangs and the risks this involves</p>	<p><u>Emotional and Mental Health</u> I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>	<p><u>Managing Stress</u> I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p>
<p>Art/DT</p>	<p>Perspective: draw by interpreting forms from direct observation</p>	<p>Perspective: practise different points of view and perspective by using line</p>	<p>Perspective: transform the look of a house in the style of a famous artist</p> <p>research the work of Hundertwasser</p>	<p>Perspective: transform the look of a house in the style of a famous artist</p> <p>research the work of Hundertwasser</p>	<p>Perspective: design a building or street using perspective</p> <p>research design styles by architects</p>	<p>Perspective: design a building or street using perspective</p> <p>research design styles by architects</p>

					share work created, appreciating each other's work & efforts, offering a critique	share work created, appreciating each other's work & efforts, offering a critique
P.E Indoor	<u>Gymnastics</u> To develop the straddle, forward and backward roll. (1)	<u>Gymnastics</u> To develop rolling into sequence work and on apparatus. (2)	<u>Gymnastics</u> To develop counter balance and counter tension into sequence work with apparatus. (3/4)	<u>Gymnastics</u> To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. (5/6)	<u>Gymnastics</u> To develop inverted movements with control. (7/8)	<u>Gymnastics</u> To create a group sequence using formations and apparatus. (11)
P.E. Outdoor	<u>Rounders</u> To develop the bowling action and understand the role of the bowler.	<u>Rounders</u> To develop batting technique.	<u>Rounders</u> To make decisions about where and when to send the ball to stump a batter out.	<u>Rounders</u> To develop a variety of fielding techniques and when to use them in a game.	<u>Rounders</u> To develop long and short barriers in fielding and understand when to use them.	<u>Rounders</u> To apply the rules and skills you have learnt to play in a rounders tournament.
Music	To learn the melody of an Andean piece of music	To accompany an Andean piece of music with triads	To learn about Brazilian music and practise a samba piece	To play a bossa nova piece focusing on rhythm	To learn about Villa-Lobos and recognise features of Latin American music in his compositions	N/a
French	To learn about parts of the body.	To learn about the face, draw and label monster and/or write a description using the verb to have and to be.	To learn how to talk about aches and pains.	To revise how to talk about aches and pains and start learning how to talk about what's wrong at the doctor's.	To learn about doctor's advice and prescriptions.	To use what we've learnt this term to perform a role play at the doctor's and at the chemist's.