



Year 6 – Spring Medium Term Plan
Topic: Mysterious Mayans



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Scrutinies ● Headteacher’s nominations ● Spring 2 OTrack assessment ● Spring 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● World Religion Day ● Safer Internet Day ● Fairtrade Fortnight ● Women’s History Month ● World Book Day ● Sport Relief ● Science Week 	<ul style="list-style-type: none"> ● Entry point - Mayan workshop ● Exit point - Mayan food tasting and showcasing work to parents ● Class Story - Kensuke’s Kingdom Michael Morpugo, Letters from the Lighthouse Emma Carroll ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I maintain positive attitudes to reading and understanding of what I have read? TLC: Can I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? TLC: Can I increase familiarity with a wide range of books?</p> <p>TLC: Can I discuss my understanding and explore the meaning of words in context? TLC: Can I ask questions to improve my understanding? TLC: Can I draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence? TLC: Can I predict what might happen from details stated and implied?</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● 80:20 rule <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I use evidence to support my ideas and opinions? TLC: Can I expand on and explain ideas and opinions clearly? TLC: Can I use hypothetical language to express possibilities? TLC: Can I perform my own compositions, using appropriate intonation and volume and expression so meaning is made clear? TLC: Can I engage listeners through the variety and liveliness of both vocabulary and expression?</p>	<p>Focus:</p> <p><u>Grammar</u> TLC: Can I use passive verbs to affect the presentation of information in a sentence? TLC: Can I recognise and use subjunctive forms?</p> <p><u>Spelling</u> List coverage: TLC: Can I spell words containing the letter-string ough? (list 13) TLC: Can I spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (list 14 and 15) TLC: Can I spell words with silent letters (list 16, 17 and 18) TLC: Can I spell words using a hyphen? (list 19 and 20) TLC: Can I spell words by adding the suffix -ous? (list 21 and 22)</p>



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TLC: Can I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?
 TLC: Can I identify how language, structure and presentation contribute to meaning?
 TLC: Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?
 TLC: Can I distinguish between statements of fact and opinion?
 TLC: Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously?
 TLC: Can I provide reasoned justifications for my views?

TLC: Can I make contributions to discussions, evaluating others' ideas and responding to them?
 TLC: Can I understand and select the appropriate register according to the context?

English (Writing)

SPRING 1

Focus:

Narrative(historical fiction) - Kensuke's Kingdom

Writing

TLC: Can I plan a story? (Hot)
 TLC: Can I write an adventure story? (Hot)
 TLC: Can I edit and upstage an adventure story? (Hot)

TLC: Can I identify the central character's emotions at key plot points in the story? (Experience day 1 session 1)
 TLC: Can I create effective sentences for a powerful story? (Sessions 2-4,)
 TLC: Can I use repetition for impact? (SS session 2 and 4)
 TLC: Can I use prepositions in my writing?(SS session 2)
 TLC: Can I include ambitious adjectives to improve my sentences? (SS session 2 and 8)
 TLC: Can I use synonyms ? (SS session 3 and 5)
 TLC: Can I use conjunctions? (SS session 3)
 TLC: Can I use collective nouns? (SS session 3)
 TLC: Can I create complex sentences? (SS session 4)

Handwriting

TLC: Can I write legibly, fluently and with increasing speed?



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TLC: Can I incorporate relative clauses in my sentences? (SS session 4)
 TLC: Can I use modal verbs to improve my writing? (SS session 5)
 TLC: Can I use rhetorical questions for impact? (SS session 5)
 TLC: Can I describe sounds in my writing? (SS session 5)
 TLC: Can I explore how poetry and drama can impact my writing? (Experience day 2 session 6)
 TLC: Can I use onomatopoeia in my writing? (SS session 7)
 TLC: Can I use personification? (SS session 7)
 TLC: Can I use pathetic fallacy in my writing? (SS session 7)
 TLC: Can I use alliteration in my writing? (SS session 8)
 TLC: Can I use one word lists for effect? (SS session 8)
 TLC: Can I recognise and use passive voice? (SS session 9)
 TLC: Can I use semicolons to separate two clauses? (SS session 9)
 TLC: Can I use touch, sight and sound in my writing? (SS session 10)
 TLC: Can I use powerful metaphors in my writing? (SS session 10)
 TLC: Can I incorporate dialogue in my writing? (SS session 10)

SPRING 2

Focus:

Recount/interview (non fiction) - Letters from the Lighthouse, Emma Carroll

Writing

TLC: Can I plan a story? (Hot)
 TLC: Can I write a recount? (Hot)
 TLC: Can I edit and upstage a recount? (Hot)

SPRING 2

TLC: Can I understand the emotions and feelings of a child evacuee? (Experience day 1)
 TLC: Can I use the 5W's in my writing to set the scene? (SS session 1)
 TLC: Can I use powerful metaphors in my writing? (SS session 1, 5,)
 TLC: Can I use personification? (SS session 2)
 TLC: Can I use a colon to introduce a list? (SS session 2)
 TLC: Can I use a simile to improve my writing? (SS session 2)
 TLC: Can I use onomatopoeia in my writing? (SS session 3)



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TLC: Can I explore the feelings and emotions around child evacuation? (Experience day 2)
 TLC: Can I use adverbial openers for impact? (SS session 4)
 TLC: Can I use a subordinate conjunction to show a dilemma? (SS session 4)
 TLC: Can I use subjunctive form in my writing? (SS session 4)
 TLC: Can I use expanded noun phrases in my writing? (SS session 5)
 TLC: Can I use pathetic fallacy in my writing? (SS session 5)
 TLC: Can I use a time adverbial? (SS session 6)
 TLC: Can I write a complex sentence using a conjunction? (SS session 7)
 TLC: Can I use parentheses in my sentences? (SS session 7)
 TLC: Can I use repetition to increase the intensity of my sentences? (SS session 7)
 TLC: Can I use adverbs for affect? (SS session 8)
 TLC: Can I use comparative words to emphasise meaning? (SS session 9)
 TLC: Can I use superlatives to emphasise meaning? (SS session 9)

Maths

Focus: Decimals

Decimals Cold Task
 TLC: Can I recognise the place value of decimals up to three decimal places?
 TLC: Can I multiply by 10, 100 and 1000?
 TLC: Can I divide by 10, 100 and 1000?
 TLC: Can I multiply decimals by integers?
 TLC: Can I divide decimals by integers?
 TLC: Can I convert between fractions and decimals and vice versa?

TLC: Can I find the area of triangles? (x3)
 TLC: Can I find the area of a parallelogram?
 TLC: Can I calculate the volume of cuboids?
 Measurement Hot Task

Focus: Ratio
 Ratio Cold Task
 TLC: Can I use the language related to ratio?
 TLC: Can I compare fractions and ratio?
 TLC: Can I use the ratio symbol?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test



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Decimals Hot Task

Focus: Percentages

Percentages Cold Task

TLC: Can I convert fractions to percentages?

TLC: Can I find equivalent fractions, decimals and percentages?

TLC: Can I order fractions, decimals and percentages?

TLC: Can I find simple percentages of amounts?

TLC: Can I find percentages of amounts? (including missing values)

Percentages Hot Task

Focus: Algebra

Algebra Cold Task

TLC: Can I find a rule? (TT lesson function machine)

TLC: Can I find a rule (2 step TT lesson)

TLC: Can I form expressions?

TLC: Can I use substitution to find a value?

TLC: Can I use formulae?

TLC: Can I form expressions?

TLC: Can I form equations?

TLC: Can I solve equations?

TLC: Can I find pairs of values?

Algebra Hot Task

Focus: Measurement- Converting units

Measurement Cold Task

TLC: Can I read, write and recognise metric measures?

TLC: Can I convert between metric measures?

TLC: Can I calculate between metric measures?

TLC: Can I calculate the ratio?

TLC: Can I use scale factors?

TLC: Can I calculate scale factors?

TLC: Can I solve ratio and proportion questions?

Ratio Hot Task

Focus: Statistics

Statistics Cold Task

TLC: Can I read and interpret line graphs?

TLC: Can I draw line graphs?

TLC: Can I recognise the different parts of a circle?

TLC: Can I read and interpret pie charts?

TLC: Can I draw pie charts?

TLC: Can I find and interpret the mean?

Statistics Hot Task

Focus: Properties of shape

Property of shape Cold Task

TLC: Can I measure using a protractor?

TLC: Can I draw lines and angles accurately?

TLC: Can I measure angles on a straight line and around a point?

TLC: Can I calculate angles?

TLC: Can I calculate vertically opposite angles?

TLC: Can I calculate angles in a triangle?

TLC: Can I calculate angles in quadrilaterals?

TLC: Can I calculate angles in regular polygons?

TLC: Can I use measures to draw shapes accurately?

TLC: Can I draw nets of 3-dimensional shapes?

Property of Shape Hot Task

- Rapid recall boards/fact family Problem of the Week



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus: Sculpture and collage</u> TLC: Can I use a range of materials to create a sculpture? TLC: Can I use a range of materials to create a collage? (3D Mayan God)</p>	<p><u>Focus: Text adventures 6.5</u> TLC: Can I understand what a text adventure is and plan one? TLC: Can I create a story adventure? TLC: Can I understand map-based adventures and contrast it with story based adventures? TLC: Can I code a map-based adventure?</p> <p><u>Focus: Spreadsheets 6.3 and 6.9</u> TLC: Can I compare a range of digital content sources and rate them in terms of content quality and accuracy? TLC: Can I use criteria to evaluate my own and others digital solutions? TLC: Can I consider the intended audience carefully when I design and make digital content?</p>	<p><u>Focus:</u> STEM Week TLC: Can I understand how individuals in design and technology have helped shape the world? (David Brewster (Scientist) and/or Jules Carpentier (DT))</p> <p><i>STEM Kaleidoscope/Periscope</i> TLC: Can I use research to design a product? (Research Kaleidoscope patterns or periscopes)</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus: The Weekend</u> TLC: Can I ask what the time is? TLC: Can I say what time it is? TLC: Can I explain what activities I do on the weekend? TLC: Can I identify the correct verb in a sentence? TLC: Can I say what I do at the weekend and at what time? TLC: Can I write a short text using conjunctions to join sentences</p>	<p><u>Focus: Fair Trade</u> Human: TLC: Can I identify economic activity, including trade links? TLC: Can I identify the distribution of some of the world’s natural resources, including food, energy, minerals and water?</p>	<p><u>Focus: Ancient Maya</u> Key Question: Who were the Mayans? Auxiliary Question 1: What was it like living in Ancient Maya? TLC: Can I investigate what life was like in Ancient Maya? Auxiliary Question 2: How important was land and farming to the Mayan Civilisation?</p>



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<p>Focus: Me in the world (Spring 2)</p> <p>TLC: Can I identify the countries that have French as their official language? TLC: Can I locate the countries that have French as their official language on a map of the world? TLC: Can I name and give key facts about two celebrations in French speaking countries? TLC: Can I explain what I can do to help protect our planet? TLC: Can I apply my knowledge of French grammar to write complex sentences? TLC: Can I translate an English passage using familiar phrases?</p>	<p>TLC: Can I identify the distribution of natural resources and the impact this has on fair trade farming and global trade? TLC: Can I identify the UK's manufacturing and industry for trade in the global market? TLC: Can I use geographical terms to describe and compare trade in the local area, UK, Europe, North and South America?</p> <p>Mapwork: TLC: Can I create complex keys? TLC: Can I design and draw distribution/thematic maps? TLC: Can I use careful selections from digital maps to illustrate points verbally? TLC: Can I use linear and area measuring tools accurately?</p> <p>Fieldwork: TLC: Can I carefully select images for a purpose (eg as evidence, or to show reliability)?</p>	<p>TLC: Can I explain what land and farming was important to the Mayans? Auxiliary Question 3: What happened and what remains? TLC: Can I explain what happened during Ancient Maya and what remains?</p> <p><i>Women's History Month:</i> TLC: Can I investigate a significant figure?</p>
<p>Music</p>	<p>Physical Education</p>	<p>Personal, Social and Health Education</p>
<p>Focus: A New Year Carol (Charanga)</p> <p>TLC: Can I research traditional folk songs? (A New Year Carol, listen, research) TLC: Can I appraise the Urban Gospel version of the New Year Carol? (Appraise) TLC: Can I compare different versions of the New Year Carol? (Listen, appraise) TLC: Can I accurately copy the pitch and rhythm? (The New Year Carol, perform) TLC: Can I control my breathing when singing? (perform)</p>	<p>Focus: Hockey (Spring 1)</p> <p>TLC: Can I identify when to use close control and when to use larger touches on the ball? (dribbling skills) TLC: Can I demonstrate a push pass with accuracy and power? TLC: Can I turn quickly and change speed with good close ball control? TLC: Can I identify and run to effective areas to receive the balls?</p>	<p>Focus: Dreams and Goals 6.3 (Spring 1) a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I understand my learning strengths and set myself goals? b) TLC: I can understand that it is important to stretch boundaries?</p> <p>Jigsaw Piece 2:</p>



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TLC: Can I play and perform as part of an ensemble performance of New Year Carol? (Perform)

TLC: Can I identify the strengths and weaknesses of the opposition and apply suitable strategies and tactics?
TLC: Can I play small-sided competitive games and display good sportsmanship?

Focus: Netball (Spring 2)

TLC: Can I control and receive a pass whilst moving?
TLC: Can I land, pivot and pass quickly to speed up play?
TLC: Can I shoot the ball with accuracy?
TLC: Can I use key attacking and defending tactics? (Feint dodge, side step and positional play)
TLC: Can I participate in a game of netball applying key skills and using tactics?

- a) TLC: Can I work out the learning steps I need to take to reach my goal and understand how to motivate myself?
- b) TLC: Can I set success criteria so that I will know whether I have reached my goal?

Jigsaw Piece 3:

- a) TLC: Can I identify problems in the world that concern me and talk to other people about them?
- b) TLC: Can I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations?

Jigsaw Piece 4:

- a) TLC: Can I work with other people to make the world a better place?
- b) TLC: Can I empathise with people who are suffering or living in a difficult situation?

Jigsaw Piece 5:

- a) TLC: Can I describe the ways in which I can work with others to make the world a better place?
- b) TLC: Can I identify why I am motivated to make the world a better place?

Jigsaw Piece 6:

- a) TLC: Can I know what some people in my class like or admire about me, and I can accept their praise?
- b) TLC: Can I give praise and compliments to other people?

Focus: Healthy Me 6.4 (Spring 2)

- a) PSHE
- b) Social and Emotional Development Learning

Jigsaw Piece 1:

- a) TLC: Can I understand the impact of food on the body?



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- b) TLC: Am I motivated to give my body the best combination of food?
- Jigsaw Piece 2:**
- a) TLC: Can I know about different types of drugs and their uses and their effects on the body
- b) TLC: Can I be motivated to find ways to be happy and cope with life's situations without using drugs?
- Jigsaw Piece 3:**
- a) TLC: Can I evaluate when alcohol is being used responsibly?
- b) TLC: Can I tell you how I feel about using alcohol when I am older and the reasons for this?
- Jigsaw Piece 4:**
- a) TLC: Can I understand how to apply basic emergency aid procedures?
- b) TLC: Can I know how to keep myself safe?
- Jigsaw Piece 5:**
- a) TLC: Can I understand what it means to be emotionally well and understand the attitudes around mental health?
- b) TLC: Can I understand how to keep myself emotionally healthy?
- Jigsaw Piece 6:**
- a) TLC: Can I manage stress and can I recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse?
- b) TLC: Can I use different strategies to manage stress and pressure?

Religious Education

Science including STEM

Focus: Life Journey: How do people mark important events in life? (Christianity - Living)

Focus: Light



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TLC: Can I make connections about the origins and purpose of human beings and beliefs from other religions?
TLC: Can I identify how Christians understand God as the Trinity?
TLC: Can I connect the ritual of baptism to the Christian beliefs about God?
TLC: Can I research the Christian sacrament of confirmation and present my findings (rites of passage)?
TLC: Can I research the Christian sacrament of marriage and present my findings (rites of passage)?

TLC: Can I identify that light appears to travel in straight lines? (Explore through play)
TLC: Can I use the idea that light travels in straight lines to explain why shadows have the same shape as objects?
TLC: Can I report and present findings in written form from enquiries using displays and presentations?

Living things and their habitats
TLC: Can I describe how living things are classified into broad groups according to common observable characteristics? (Including microorganisms, plants and animals)
TLC: Can I describe how living things are classified into broad groups according to their similarities and differences? (Including microorganisms, plants and animals)
TLC: Can I give reasons for classifying plants based on specific characteristics?
TLC: Can I give reasons for classifying animals based on specific characteristics?