

 **Medium Term Planning Year 6 Term 2 Our World**

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| **English** | **Maths** | **Science**  | **History** | **Geography** |
| **The Templeton Twins (Adventure narrative)**To discuss, question and justify (I can participate in discussions about books and predict what may happen)To discuss, question and justify (I can express an opinion and justify my inferences with evidence)To comprehend (I can draw inferences about characters)To organise my writing (I can choose the correct structure and features for my purpose and text types)To vary sentence structure (I can vary the way sentences begin)To organise my writing (I can write cohesively at length linking my paragraphs)To write for effect (I can use complex noun phrases)To vary sentence structure (I can use a mix of active and passive)To punctuate accurately (I can use semi colons effectively)To write for a purpose (I can plan, draft, edit and improve)DIRT task**The last wild**To comprehend (I can ask questions to improve my understanding)To write for effect (I can use a variety of noun phrases)To write for effect (I can describe characters)To vary sentence structure (I can use relative clauses to show action)To write for a purpose (I can write purposefully using authorial devices)To write for effect (I can describe characters)To write for effect (I can use complex noun phrases, adverbs and adverbial phrases)To write for a purpose (I can write purposefully using authorial devices)To use word classes accurately (I can use the subjunctive form)To use word classes accurately (I can use the subjunctive form)To write for effect (I can use dialogue to show character using relatives)To write for a purpose (I can note, develop and research ideas)To write for a purpose (I can plan, draft, edit and improve)DIRT  | **Decimals**To manipulate decimals (I can understand decimals to three decimal places)To manipulate decimals (I can multiply by tens, hundreds and thousands)To manipulate decimals (I can divide by tens, hundreds and thousands)To manipulate decimals (I can multiply decimals by integers)To manipulate decimals (I can divide decimals by integers)To manipulate decimals (I can convert decimals to fractions)To manipulate decimals (I can convert fractions to decimals)**Percentages**To manipulate percentages (I can convert fractions to percentages)To manipulate percentages (I can find equivalent fractions, decimals and percentages)To manipulate percentages (I can order fractions, decimals and percentages)To manipulate percentages (I can find percentages of amounts)To manipulate percentages (I can use a percentage to find a whole)**Algebra**To understand algebra (I can find a rule)To understand algebra (I can find a rule with two steps)To understand algebra (I can form an expression)To understand algebra (I can substitute)To understand algebra (I can use formulae)To understand algebra (I can form an equation)To understand algebra (I can solve simple one step equations)To understand algebra (I can solve two step equations)To understand algebra (I can find pairs of values)**Converting Units**To convert measures (I can understand metric measurement)To convert measures (I can convert metric measures)To convert measures (I can calculate with metric measures)To convert measures (I can convert miles and kilometres)To convert measures (I can convert imperial measures)**Area, Perimeter and volume**To understand shape (I can find shapes with the same area)To understand shape (I can find area and perimeter of quadrilaterals)To understand shape (I can find the area of a triangle)To understand shape (I can find the area of a parallelogram)To understand shape (I can find the volume by counting cubes)To understand shape (I can find the volume of a cuboid)**Ratio**To understand and apply ratio (I can use the language of ratio and the symbol)To understand and apply ratio (I can link ratio and fractions)To understand and apply ratio (I can calculate ratio)To understand and apply ratio (I can use scale factors)To understand and apply ratio (I can solve ratio problems) | **b. Explore how we know about creatures that used to exist. Fossils and records.** To understand evolution and inheritance (I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago)**c. Explore the idea of inheritance and that parents pass on genes**To understand evolution and inheritance (I can recognise that living things produce offspring of the same kind but that they vary)**d. explore the idea of adaptation by natural selection and the fact that over time this leads to evolution** To understand evolution and inheritance (I can identify how animals and plants are adapted to their environment in different ways and that adaptation may lead to evolution) | **2. How has science changed the way we view the world?****a. Compare and contrast the idea of creation stories with BB and planet formation**To build an overview of world history (I can describe the social, ethnic, cultural or religious diversity of past societies and the characteristic features)**b. Compare and contrast the idea of flat Earth theory with globes**To investigate and interpret the past (I can understand no single source of evidence will fully answer questions about the past and I can understand propaganda)**4. How has science changed the way we view animals and plants on Earth?****a. Explore creation stories/religions/ideas against and concepts of dinosaurs/extinction and evolution**’To investigate and interpret the past (I can use evidence to deduce information about the past)**b. Explore how we know about creatures that used to exist. Fossils and records.** To investigate and interpret the past (I can use evidence to deduce information about the past) | **3. What is the Earth like to live on?****a. Explore globes… what do the different features/bumps allude to about the Earth?**To communicate geographically (I can describe key aspects of physical geography)**c. Understand tropics/equator/poles and their effect on climates of the Earth**To investigate patterns (I can identify and describe the geographical significance of latitude, longitude, equator, hemisphere, tropics and poles)To investigate patterns (I can understand geographical similarities and differences between countries)To communicate geographically (I can describe key aspects of physical geography)**6. Is the world changing along with the animals on it?**To investigate patterns (I can describe how locations around the world are changing and explain some reasons for change)**7. What can we do to help save the Earth?**To communicate geographically (I can describe key aspects of human geography) |

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| PE | Art | Design | Computing | MFL | RE | PSHE | Music |
| **To play games**I can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a team**To dance**I can compose, creative and imaginative dance sequencesI can perform expressively and hold a precise and strong body postureI can perform and create complex sequencesI can express an idea in original and imaginative waysI can plan to perform with high energy, slow grace of other themes and maintain this throughout a pieceI can perform complex moves that combine strength and stamina gained through gymnastics activities**To pursue outdoor adventures**I can select appropriate equipment for outdoor and adventurous activityI can identify possible risks and ways to manage them, asking for and listening carefully to expert adviceI can embrace both leadership and team roles and gain the commitment and respect of a teamI can empathise with others and offer support without being askedI can remain positive even in the most challenging circumstances, rallying others if need beI can use a range of devices in order to orient myselfI can adapt plans to suit changing conditions ensuring safety comes first | **1. What does the world around us look like?**To use digital media (I can enhance digital media by editing)**3b. Create our own clay gobbles that show geographical features.**To sculpt (I can use frameworks to provide stability and form and use tools to carve, add shapes, textures and patterns combining visual and tactile qualities)**5. What did the evidence of evolution look like? (Darwin sketches)**To draw (I can use a variety of techniques to add interesting effects and depict perspective, shadow and reflection)To draw (I can choose a style of drawing suitable for the work |  **8. Create our own mascot to advertise CC**To master practical skills with textiles (I can employ a seam allowance, join textiles with a variety of stitching techniques and create visual and tactile effects) | **6. Is the world changing around us?**To collect (I can devise and construct databases and present in an effective manner)**9. Code an advert for our mascot and advertising CC**To code (I can add sounds from a file and edit them using effects) | . To read fluently I can read and understand the main points and some detail in short written textsI can show confidence in reading aloud and using reference materialsI can translate phrases I know to EnglishTo write imaginatively I can use my knowledge of grammar to enhance or change the meaning of phrasesI can use connectives to link three phrases togetherI can write a short text on a familiar topicTo speak confidently I give a short prepared talk that includes my opinionsI can take part in conversations to seek and give informationTo understand other cultures I can locate and discuss countries where French is spoken | **To explore how being a Muslim affects how you live your life**I can discuss how the Qur’an teaches Muslims to treat othersI can discuss how beliefs impact on actions and behaviours including examples of contemporary individuals**To explore how being a Hindu affects how you live your life**I can discuss how Hindu’s are taught to treat othersI can discuss how beliefs impact on actions and behaviours including examples of contemporary individuals | **Dreams and goals**I know my learning strengths and can set challenging but realistic goals for myself I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on theseI can identify problems in the world that concern me and talk about themI can work with others to help make the world a better placeI can describe some ways in which I can work with others to make the world a better placeI know what some people in my class like or admire about me and can accept their praise**Healthy me**I know the impact of food on the bodyI know about different types of drugs and their usesI can evaluate when alcohol is being used responsiblyI know and can put in to practice basic emergency aid procedures and know how to get help in emergency situationsI understand what it means to be emotionally well and can explore people’s attitudes towards mental health issuesI can recognise when I feel stressed and the triggers that cause this and I understand how this can cause alcohol misuse | **Charanga** Units 3 and 4 |