

Medium Term Plan

Spring Term 2024 - Year 6

Foundation Subjects

	Humanities	Art / D&T	R.E	Spanish	Music	P.E	PHSE / Life Skills	Computing
<p>W1</p> <p>WC 8.1.24</p>	<p><u>History</u></p> <p><u>Ancient Greece</u></p> <p>To know the location and time period of Ancient Greece and draw a comparison to present day.</p>	<p><u>Frida Kahlo</u></p> <p>To learn about Frida Kahlo and analyse some of her work.</p>	<p><u>What does it mean to be Sikh?</u></p> <p>To investigate the life of Guru Nanak</p> <p>How he taught and why others followed him.</p>	<p><u>Clothes (La Ropa)</u></p> <p>Objective 1: To learn 11 nouns and their determiners for items of clothing.</p>	<p><u>A New Year Carol by Benjamin Britten</u></p> <p>Appraise</p> <p>To confidently identify and move to the pulse</p> <p>To think about what the words of a song mean.</p> <p>To take it in turns to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><u>Gymnastics - : Matching & Mirroring</u></p> <p>To apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p> <p><u>Tag Rugby</u></p> <p>The focus of the learning is to consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p>	<p><u>Dreams and Goals</u></p> <p>To know about a person who has faced difficult challenges and found success.</p> <p><u>Life Skills:</u></p> <p>To read a novel independently (English)</p> <p>To learn First Aid</p>	<p><u>Online safety</u></p> <p><u>We are good social networkers.</u></p> <p>Discussing the positives and negatives of social media and how it can impact our self esteem.</p>
<p>W2</p> <p>WC 15.1.24</p>	<p><u>History - Ancient Greece</u></p> <p>To compare the lives led by the Spartans and Athenians</p>	<p><u>Frida Kahlo</u></p> <p>To study the self portraits of Frida Kahlo.</p>	<p><u>What does it mean to be Sikh?</u></p> <p>To understand the importance of God to Sikh believers.</p>	<p><u>Clothes (La Ropa)</u></p> <p>Objective 2: To learn 10 more nouns and their determiners for items of clothing.</p>	<p><u>A New Year Carol by Benjamin Britten</u></p> <p>Sing</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the</p>	<p><u>Gymnastics - : Matching & Mirroring</u></p> <p>To transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.</p> <p><u>Tag Rugby</u></p> <p>The focus of the learning is to consolidate pupils' ability to use</p>	<p><u>Dreams and Goals</u></p> <p>To identify a dream or ambition that is important to me.</p> <p><u>Life Skills:</u></p> <p>To read a novel independently (English)</p> <p>Learn to cross the road safely and independently</p>	<p><u>We Are Advertisers</u></p> <p>To shoot content for an advert or a promotional film (Healthy lifestyle linked to science and PSHE)</p>

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					pulse internally when singing.	passing and moving to create attacking opportunities to score a try.		
W3 WC 22.1.24	<u>Ancient- Greece</u> <p>To understand the importance of Olympic Games to the Ancient Greeks</p>	<u>Frida Kahlo</u> <p>To explore how Kahlo drew on her cultural background for her artwork.</p>	<u>What does it mean to be Sikh?</u> <p>To investigate the importance of the Gurdwara And compare it to other places of worship (link to trip to Gudwara in Spring 2)</p>	<u>Clothes (La Ropa)</u> <p>Objective 3: To learn how to say what I am wearing in Spanish using the verb 'llevo...' (I wear) plus the item of clothing.</p>	<u>A New Year Carol by Benjamin Britten</u> <p>Play instruments To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation. To rehearse and perform a part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<u>Gymnastics - : Matching & Mirroring</u> <p>To focus on mirroring partners to create a sequence of movements.</p> <p><u>Tag Rugby</u> Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.</p>	<u>Dreams and Goals</u> <p>To enjoy facing new challenges and to work out the best ways to achieve these.</p> <p><u>Life Skills:</u> To read a novel independently (English). To learn First Aid</p>	<u>We Are Advertisers</u> <p>To source other media for use in an advert or promotional film (Healthy lifestyle linked to science and PSHE)</p>
W4 WC 29.1.24	<u>Ancient- Greece</u> <p>To understand the importance of religion and the gods to the Ancient Greek people</p>	<u>Frida Kahlo</u> <p>To understand what surrealism is in artwork.</p>	<u>What does it mean to be Sikh?</u> <p>To learn about the stories of Guru Hargobind and the link to Diwali</p>	<u>Clothes (La Ropa)</u> <p>Objective 4: To learn more about adjectival agreement in Spanish by describing items of clothing by colour.</p>	<u>A New Year Carol by Benjamin Britten</u> <p>Improvisation Listen and sing back. Listen and play your own answer using one note. Take it in turns to improvise using one note.</p>	<u>Gymnastics - : Matching & Mirroring</u> <p>Pupils will perform the sequence of mirroring on apparatus. Rolls, leaps and bounds.</p> <p><u>Tag Rugby</u> To consolidate the pupils</p>	<u>Dreams and Goals</u> <p>To be motivated and enthusiastic about achieving our new challenge.</p> <p><u>Life Skills:</u> To read a novel independently (English) To learn First Aid</p>	<u>We Are Advertisers</u> <p>To assemble a rough cut of an advert or promotional film (Healthy lifestyle linked to science and PSHE)</p>

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						understanding of attacking tactics, applying them into game situations.		
W5 WC 5.2.24	<u>Ancient- Greece</u> To utilise evidence to know and understand the importance of warfare in Ancient Greece	<u>Frida Kahlo</u> To explore how Kahlo painted moments in her life and expressed emotion through her work.	<u>What does it mean to be Sikh?</u> To understand the meaning behind the Khalsa and the 5 K's of Sikhism.	<u>Clothes (La Ropa)</u> Objective 5: To use all my new knowledge in Spanish to describe what I am packing in my suitcase for a holiday.	<u>A New Year Carol by Benjamin Britten</u> Composition Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol.	<u>Gymnastics - : Matching & Mirroring</u> To apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence. <u>Tag Rugby</u> The focus of the learning is to consolidate the pupils' understanding of defensive tactics, applying them into game situations..	<u>Dreams and Goals</u> I can recognise obstacles that might hinder my achievements and take steps to overcome them. <u>Life Skills:</u> To read a novel independently (English) To learn First Aid	<u>We Are Advertisers</u> To edit and publish final advert (Healthy lifestyle linked to science and PSHE)
W6 WC 12.2.24	<u>Ancient- Greece</u> To communicate my knowledge and understanding of the legacy of the Greeks.	<u>Frida Kahlo</u> Create my own self portrait in the style of Frida Kahlo	<u>What does it mean to be Sikh?</u> To understand the meaning behind the Khalsa and the 5 K's of Sikhism.	<u>Clothes (La Ropa)</u> Objective 5: To use all my new knowledge in Spanish to	<u>A New Year Carol by Benjamin Britten</u> Performance To choose what to perform and create	<u>Gymnastics - : Matching & Mirroring</u> To perform their completed sequences.	<u>Dreams and Goals</u> I can recognise obstacles that might hinder my achievements and take steps to	<u>We Are Advertisers</u> To edit and publish final advert (Healthy lifestyle

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				describe what I am packing in my suitcase for a holiday.	a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with and what they would change and why	<u>Tag Rugby</u> The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	overcome them. <u>Life Skills:</u> To read a novel independently (English) To learn First Aid	linked to science and PSHE)
W7 WC 26.2.24	<u>Volcanoes and Earthquakes</u> Find out about the structure of the Earth and label a diagram.	<u>Chinese Inventions</u> To understand how the four great inventions of China shaped the world.	<u>2.16 What will make our city/town a more respectful place?</u> • What it means to be part of the Christian community • Role of places of worship as a place of prayer, teaching and centre to support the community	<u>At School</u> I will learn the nouns and determiners for 10 subjects in Spanish.	<u>You've Got A Friend by Carole King</u> <u>Appraise</u> To confidently identify and move to the pulse To think about what the words of a song mean. To take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	<u>Dance - Titanic</u> Pupils will create different movements that replicate the ship arriving at a port. Pupils will be able to use their bodies to perform technical movements with control and rhythm. Cricket The focus of the learning is to consolidate pupils' understanding of batting.	<u>Healthy Me</u> To recognise how different friendship groups are formed, how I fit into them and the friends I value the most. <u>Life Skills:</u> To compete in a competition. To learn how to tie a tie.	<u>Online Safety</u> We are respectful to others. <u>We Are Connected</u> To introduce yourselves while having regard for online safety
W8	<u>Volcanoes and Earthquakes</u>	<u>Chinese Inventions</u>	<u>2.16 What will make our city/</u>	<u>At School</u>	<u>You've Got A Friend by Carole</u>	<u>Dance - Titanic</u>	<u>Healthy Me</u>	<u>We Are Connected</u>

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<p>WC 4.3.24</p>	<p>Describe and explain the key features of a volcano.</p>	<p>To understand how the four great inventions of China shaped the world.</p>	<p><u>town a more respectful place?</u></p> <p><u>What is respect, and how much or little respect is there in our local communities?</u></p> <ul style="list-style-type: none"> • Recognise diversity within faiths in my local community. • Describe the impact of religion locally. • Explain the impact of religion in my local community. 	<p>I will learn how to create a short phrase in Spanish about a subject I like and do not like.</p>	<p><u>King</u></p> <p>Sing To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p>The focus of learning is to create movements that represent the different social classes in 1912</p> <p>Pupils will continue to rehearse and perform their dance sequences incorporate emotion, expression and characterisation.</p> <p>Cricket</p> <p>To consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</p>	<p>To understand there are those who take the roles of leaders and followers in a group.</p> <p><u>Life Skills:</u></p> <p>To compete in a competition.</p> <p>To learn how to tie a tie.</p>	<p>To research the topic for discussion</p>
<p>W9 WC 11.3.24</p>	<p><u>Volcanoes and Earthquakes</u></p> <p>Locate a range of famous volcanoes and where earthquakes have occurred. Find out some key facts, including when the volcanoes last erupted.</p>	<p><u>Chinese Inventions</u></p> <p>To investigate water-powered machines.</p>	<p><u>2.16 What will make our city/town a more respectful place?</u></p> <p><u>Key question: What are the Golden and Silver Rules and why are they found in so many religions and worldviews?</u></p> <ul style="list-style-type: none"> • Use religious vocabulary to show understanding of teachings and practice 	<p><u>At School</u></p> <p>I will learn how to answer the question '¿Qué hora es?' (What time is it?) on the hour in Spanish.</p>	<p><u>You've Got A Friend by Carole King</u></p> <p>Play instruments To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation. To rehearse and perform a part within the context</p>	<p><u>Dance - Titanic</u></p> <p>The focus of the learning is to recreate through controlled movement, The Titanic hitting an iceberg.</p> <p>Pupils will learn to create movements from a stimulus creating dances that use compositional principles.</p> <p>Cricket</p>	<p><u>Healthy Me</u></p> <p>To understand the facts about smoking and the effects on health. To know some of the reasons why some people choose to smoke.</p> <p><u>Life Skills:</u></p> <p>To compete in a competition.</p> <p>To learn how to tie a tie.</p>	<p><u>We Are Connected</u></p> <p>To write a reasoned argument for a view of the topic</p>

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			<p>regarding respect and how to live responsibly in the community in at least 2 religions</p> <ul style="list-style-type: none"> • Describe similarities and differences between teachings about how to live respectfully in different religions. 		<p>of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p>To consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</p>		
<p>W10 WC 18.3.24</p>	<p><u>Volcanoes and Earthquakes</u></p> <p>To identify the effects of earthquakes on land and people.</p>	<p><u>Chinese Inventions</u></p> <p>To test materials to build a kite.</p>	<p>2.16 What will make our city/town a more respectful place?</p> <p><u>Key question: What do teachings from Christianity, Islam and Sikhism tell us about respect for one another?</u></p> <ul style="list-style-type: none"> • Use religious vocabulary to show understanding of teachings and practice regarding respect and how to live responsibly in • Describe similarities and differences between teachings about how to live respectfully in 	<p>At School</p> <p>I will learn how to say at what time I study a particular subject in Spanish.</p>	<p><u>You've Got A Friend by Carole King</u></p> <p>Improvisation Listen and sing back. Listen and play your own answer using one note. Take it in turns to improvise using one note.</p>	<p><u>Dance - Titanic</u></p> <p>The focus of the learning is to demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking.</p> <p>Cricket</p> <p>To bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games.</p>	<p><u>Healthy Me</u></p> <p>To understand the facts about alcohol and its effects on health, particularly the liver and why some people choose to drink it.</p> <p><u>Life Skills:</u></p> <p>To compete in a competition.</p> <p>To learn how to tie a tie.</p>	<p><u>We Are Connected</u></p> <p>To comment on others' posts responsibly and respectfully</p>

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			different religions.					
<p>W11</p> <p>WC</p> <p>25.3.24</p>	<p><u>Volcanoes and Earthquakes</u></p> <p>Evaluate the advantages and disadvantages of living near a volcano. Extended writing opportunity: Write a report about a volcanic eruption.</p>	<p><u>Chinese Inventions</u></p> <p>To design a kite based on a set of design criteria.</p>	<p>2.16 What will make our city/town a more respectful place?</p> <p>Key question: How do the teachings of Christians, Muslims and Sikhs about respect influence people's daily lives?</p> <ul style="list-style-type: none"> • Ask questions to followers of faiths about Living respectfully, identify similarities and differences in answers. • Describe why places of worship and religious communities are important to believers 	<p>At School</p> <p>I will use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>	<p><u>You've Got A Friend by Carole King</u></p> <p>Composition</p> <p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol</p>	<p><u>Dance - Titanic</u></p> <p>Pupils will rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p> <p>Cricket</p> <p>The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games.</p> <p>During this sequence of learning. "defensive" means ways of not losing the game.</p>	<p><u>Healthy Me</u></p> <p>To recognise when people are putting me under pressure and can explain ways to resist this.</p> <p><u>Life Skills:</u></p> <p>To compete in a competition.</p> <p>To learn how to tie a tie.</p>	<p><u>We Are Connected</u></p> <p>To check online information for reliability</p>