

**Medium Term Plan – Spring 2– Year 6**

**Core Text: Oliver Twist**

**Topic: Revolution**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Maths Teaching and Learning</b>	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3.d.p. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time Convert between miles and kilometers	Recognise when it is possible to use formulae for area and volume of shapes Recognise that shapes with the same areas can have different perimeters and vice versa Calculate the area of parallelograms and triangles	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [for example, mm <sup>3</sup> and km <sup>3</sup> ].	Solve problems involving the relative sizes of two quantities Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Consolidation/misconceptions
<b>Reading Learning Objectives</b>	<p>To develop the skill of predicting from details stated or implied and knowledge of the author (chapter 10)(2e)</p> <p>To develop the skill of explaining the meaning of words and phrases in context (2a) (chapter 11)</p> <p>To develop the skill of explaining how the author’s use of literary devices impact the reader’s understanding of the text (2g) (chapter 12)</p>	<p>To develop the skill of predicting from details stated or implied and knowledge of the author (chapter 12) (2e)</p> <p>To develop the skill of making inferences about characters, justifying them with specific evidence (2d) (chapter 12)</p> <p>To further develop the skill of making inferences, justifying them with specific evidence (2d) (chapter 13)</p>	<p>To further develop the skill of making inferences, justifying them with increasingly specific evidence (2d) (chapter 13)</p> <p>To develop the skill of making opposing inferences, justifying them with specific evidence (2d) (chapter 14)</p> <p>To develop the skill of making opposing inferences, justifying them with increasingly specific evidence (2d) (chapter 12)</p>	<p>To know how to distinguish between fact and opinion (2b) (chapter 13)</p> <p>To develop the skill of summarising information from across the text (2b) (chapter 1-14)</p> <p>To develop the skill of summarising information from across the text (2b) (chapter 1-15)</p>	<p>To develop the skill of retrieving and recording key information from the text (2b) (chapter 16)</p> <p>To develop the skill of retrieving and recording key information from the text (2b) (chapter 17)</p> <p>To develop the skill of retrieving and recording key information from the text (2b) (chapter 17)</p>	<p>To develop the skill of explaining the meaning of words and phrases in context (2a) (chapter 18)</p> <p>To further develop the skill of making inferences, justifying them with increasingly specific evidence (2d) (chapter 19)</p> <p>To further develop the skill of making inferences, justifying them with increasingly specific evidence (2d) (chapter 20)</p>



<b>Text Type</b>	<i>Shifts in Formality: A Personal Recount</i> <i>The Suffragettes – Emily Davison: Derby Day</i>			<i>Balanced Argument</i> <i>The Suffragettes: Can violence ever be justified in the fight against oppression?</i>		
<b>T4W Stage</b>	Imitation	Innovation	Invention	Imitation	Innovation	Invention
<b>Grammar and Punctuation (Active English)</b>	Modality Shift in formality	Subjunctive mood	Passive voice	Tenses	Cohesion	Cohesion
<b>Spelling</b>	Unit 10		Unit 11		Unit 12	
<b>Terminology (technical vocabulary)</b>	Degrees of possibility Modal Adverbs Appropriate register Standard English Informal I Chatty Tone Question tags	Subjunctive Tense Verb Hypothetical	Subject Object Verb	Present Perfect Past Participle	Cohesive Adverbials Semantic Repetition Grammatical connections Elision	Cohesive Adverbials Semantic Repetition Grammatical connections Elision
<b>Greater Depth SC</b>	<ul style="list-style-type: none"> <li>Writers will make their own choices about the purpose and audience.</li> <li>All writing has a clear purpose and audience with the reader successfully engaged.</li> <li>They also show the individual “voice” and style of the pupil as a writer.</li> <li>Word choices are precise and selected for the purpose and audience.</li> <li>The use of sentences is controlled and a range of structures are used to create specific effects.</li> <li>Literary devices are well-chosen and used appropriately to create intended effects.</li> </ul>			<ul style="list-style-type: none"> <li>Writers will make their own choices about the purpose and audience.</li> <li>All writing has a clear purpose and audience with the reader successfully engaged.</li> <li>They also show the individual “voice” and style of the pupil as a writer.</li> <li>Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion.</li> <li>Endings are clear and linked to openings dependent on the text type.</li> </ul>		



<b>SEND SC</b>	Shows some awareness between formal and informal	Shows awareness of subject-verb agreement	Shows awareness of subject-verb agreement	Shows awareness of subject-verb agreement	Uses conjunctions with increasing accuracy	Replaces noun with pronoun with growing accuracy
<b>Handwriting</b>	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling
<b>Rainbow Grammar (where appropriate)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Cross-curricular Opportunities</b>	Science: History: Geography: RE: Art: Design and Technology: PSHE/SMSC: Computing: Music:					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Science objectives</u>	N/A	N/A	N/A	N/A	N/A	N/A



<p><b><u>History objectives</u></b></p> <p>A1, A2, A3, A4</p> <p><b>Knowledge and Understanding</b> B1, B2, B3, B4</p> <p><b>Organise, Evaluate and Communicate Information</b> C1</p> <p>D1 (English)</p>	<p>To know the key dates and events of Women’s Suffrage A1, A2, B1</p> <p>To know about the experiences of women elsewhere in the world during the same time period and make links with today A3, A4</p>	<p>To develop the skill of drawing on a range of historical evidence and evaluate the reliability of information B2 C1, E1, E2</p>	<p>To understand the extent to which Women’s Suffrage affected change in Britain and make links with other periods B1, B3, B4</p>	<p>To understand why contrasting arguments may exist for the same time period in history C1</p>		
<p><b><u>Geography objectives</u></b></p> <p><b>Skills and Fieldwork</b> A1, A3</p>	<p>To know how to use OS maps to answer questions A1</p>	<p>To know how to use a range of to describe Nottingham pre and post industrial revolution A3</p>				
<p><b><u>RE objectives</u></b></p> <p><b>Personal Resonance</b> A4</p> <p><b>Knowledge and Understanding</b> B4</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? A4, B4, C4</p> <p><i>To know about the roles of key Christian leaders from the past and today</i> A4</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? A4, B4, C4</p> <p>To know about and describe existing opinions on whether</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? A4, B4, C4</p> <p><i>To develop the skill of sensitively expressing my own opinion on whether</i></p>			

<p><b>Evaluation and Critical Thinking</b> C4</p>		<p>Christianity is still a strong religion today B4</p>	<p><i>Christianity is still a strong religion today</i> C4</p>			
<p><b>Art objectives</b> A2, A3, A5, A6, A8 <b>3D Art</b> C1, C2  <b>Exploring and Developing Ideas</b> F1, F2, F3, F4</p>				<p>To develop the skill of using my sketchbook to gather ideas and research for my work F1</p>	<p>To develop the skill of refining and adapting my plan, based on feedback F2, F3, F4</p>	<p>To develop the skill of using clay effectively C1, C2</p>
<p><b>Design and Technology objectives</b>  <b>Cooking and Nutrition</b> A1, A2  <b>Design</b> B1, B2  <b>Make</b> C1, (C2)</p>			<p>To understand how to carry out research to ensure designs meet the needs of the target market B1, B2</p>	<p>To develop the skill of creating a recipe, identifying the health benefits and hygiene and safety precautions A1, A2</p>	<p>To develop the skill of explaining and justifying the choices made in the design process C1</p>	
<p><b>PSHE objectives</b></p>	<p>Road Safety Quiz</p>	<p><b>British Values</b></p>	<p><b>British Values</b></p>	<p><b>Money</b></p>	<p><b>Money</b></p>	<p><b>Sharing Information</b></p>

	<i>To understand the importance of being safe around roads</i>	Scarf lesson: <b>Ok to be different</b> <i>LO: To know strategies for dealing with bullying; as a bystander</i>	Scarf lesson: <b>Joe's Story (Part 2)</b> <i>LO: To understand and give examples of conflicting emotions</i>	Scarf lesson: <b>What's it worth?</b> <i>LO: To understand some of the benefits of saving money</i>	Scarf lesson: <b>What's it worth?</b> <i>LO: To understand some of the benefits of saving money</i>	Scarf lesson: <b>Jobs and taxes</b> <i>LO: To understand that different jobs have different levels of pay</i>
Computing objectives	E-Safety A1 I can use technology safely, respectfully and responsibly A5 I understand what personal information should be kept private A6 I know that passwords keep information secure and they should be kept private	E-Safety A2 I can recognise acceptable and unacceptable behaviour A3 I can identify a range of ways to report concerns about content and contact	E-Safety A4 I understand the internet contains fact, fiction and opinions and begin to distinguish between them	Programming C2 I can use sequence, selection and repetition in programs.	Programming C1 I can design, write and debug programs	Programming C4 I can evaluate effectiveness and debug if required Programming C3 I know how to detect and correct errors in algorithms and programs.
Music objectives A5, A6, A7, C5, D8, D9. Roots Musical focus performance Cross-curricular: English	To know how to devise rhythmical actions to music. (A5)	To know how to sing a traditional Ghanaian song. (D8)	To know how to combine playing rhythmic cycles in a percussion piece. (C5)	To know how to sing in call and response songs. (D9)	To know how to plan and structure pieces to make a finale. (A6)	To develop performing to an audience. (A7)