

Medium Term Plan – Summer 1 – Year 6

Core Text: Skellig

Topic: Darwin’s Delights

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Maths Teaching and Learning</u>	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets	Interpret and construct pie charts and line graphs and use these to solve problems Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average	SATs	Post-SATs project work
<u>Text Type</u>	Setting description	Setting description	Setting description	Narrative	Narrative	Narrative
<u>T4W Stage</u>	Imitation	Innovation Invention	Imitation	Innovation	Invention	Imitation Innovation

<u>Grammar and Punctuation (Active English)</u>	Building cohesion – synonyms Semi-colon Figurative language	Passive voice Dashes Expanded noun phrases Show, not tell	Passive voice Hyphen Prepositional phrases	Subjunctive mood Logical narrative structure Building cohesion - pronouns	Appropriate register Tenses	Dialogue (direct speech) integration
<u>Spelling</u>	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units
<u>Terminology (technical vocabulary)</u>	Cohesion Repetition Pronouns Synonyms Semi-colon Clause Main clause Simile Metaphor Personification Onomatopoeia	Passive voice Subject Object Verb Active voice Dashes Expanded noun phrases	Passive voice Subject Object Verb Active voice Preposition Phrase Hyphen(ate)	Subjunctive mood Structure – beginning, middle, end Problem Conflict Resolution	Register Formal/informal Colloquial Personal/impersonal Tense Consistent	Dialogue Direct/reported speech Inverted commas Reporting clause
<u>Greater Depth SC</u>	I can vary clause structures within my writing.	I can vary clause structures within my writing.	I can write with flair and originality and with conscious control.	I can achieve effective characterisation within my narrative.	I can vary register appropriately within my narrative.	I can write with flair and originality.
<u>SEND SC</u>	I can find and use appropriate synonyms.	I can use (expanded) noun phrases within my writing.	I can use (expanded) noun phrases within my writing.	I can use pronouns to avoid repetition.	I can use pronouns to avoid repetition.	I can use inverted commas to indicate direct speech.

Handwriting	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit
Rainbow Grammar (where appropriate)						
Cross-curricular Writing Opportunities	Maths: Science: History: Short biography of Darwin/Diary entry of time on HMS Beagle/'discovery' of Galapagos Islands Geography: Description of the Galapagos Islands RE: Art: Design and Technology: PSHE/SMSC: Computing: Music:					
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Science objectives <i>Evolution and inheritance</i> <i>D1, D2, D3</i> <i>Living things and their habitats</i> <i>B1, B2</i> <i>Working Scientifically</i> <i>A1, A2, A3, A4, A5, A6, A7</i>	To understand how animals are adapted to suit their environment. D3, A1, A4, A5	To understand how fossils are formed and what they can tell us about living things from the past. D1, A7	To understand the difference between inherited and environmental characteristics. D2		To understand the process of classifying living things. B1, B2	



<p><u>History objectives</u></p> <p><i>Charles Darwin</i> A1, A2, A3, A4 B3, B4 C1 D1 E2</p>			<p>To develop the skill of using a variety of sources to learn about a significant individual. C1, D1, E2</p>	<p>To understand the significance and impact of the work of Charles Darwin. A1, A2, A3, A4, B3</p>		
<p><u>Geography objectives</u></p> <p><i>Geographical features of the Galapagos Islands</i> A3 B1, B2</p>	<p>To know how to use a range of resources to describe a locality. A3</p>	<p>To develop the skill of describing the human features of a location. B1</p>	<p>To understand the term sustainable development. B2</p>			

<p><u>Religious Education objectives</u></p> <p><i>Islam: Beliefs and Moral Values</i> Personal resonance A5 Knowledge and Understanding B5 Evaluation and Critical Thinking C5</p>	<p>To understand how knowledge of consequences can influence actions. A5</p>	<p>To understand the significance of Akhirah to Muslims. B5</p>	<p>To understand what motivates people to live a good life. C5</p>			
<p><u>Art objectives</u></p> <p><i>Darwin's Sketches</i> A1, A2, A5, A7 F1, F2, F3, F4</p>				<p>To develop the skill of selecting and using a range of tools to create art. A1, A2, A5, A7</p>	<p>To develop the skill of comparing, contrasting and developing ideas within my artwork. F1, F2, F3, F4</p>	



<p><u>Design and Technology objectives</u></p>	N/A	N/A	N/A	N/A	N/A	N/A
<p><u>PSHE objectives</u></p> <p><i>Democracy in Britain</i> <i>Healthy Marriage</i> <i>Behaviour in Peer Groups</i> <i>Stereotypes: Boys</i> <i>Information Sharing</i></p>	<p>British Values Scarf lesson: Democracy in Britain 2- How (most) laws are made <i>LO: To know why and how rules and laws are made and enforced</i></p>	<p>Democracy Scarf lesson: Democracy in Britain 1- Elections <i>LO: To know why and how rules and laws are made and enforced</i></p>	<p>Forced Marriage Scarf lesson 'don't force me' <i>LO: To understand the difference between a healthy and forced marriage</i></p>	<p>Bullying Scarf lesson Behave Yourself <i>LO: To know patterns of behaviour in a peer-group dynamic</i></p>	<p>Gender Scarf Lesson: Boys will be boys? <i>LO: To understand what is meant by the term stereotype</i></p>	<p>Sharing Information Scarf lesson: Traffic lights <i>LO: To know strategies for keeping personal information safe online</i></p>

<p><u>Computing objectives</u></p> <p><i>E-Safety</i> A1, A2, A3, A4, A5, A6</p> <p><i>Communication and Collaboration</i> D1, D2, D3, D4</p>	<p>To know how to use computer networks. D1</p>	<p>To understand how the internet can provide multiple services. D2</p>	<p>To develop the skill of checking the validity of information retrieved from the internet. D3</p>			
<p><u>Music objectives</u> A7, A8, B3, D10, D11</p> <p><u>Class Awards</u></p> <p><u>Musical Focus</u></p> <p><u>Cross-curricular links.</u></p>	<p>To know about music for special occasions. (B3)</p>	<p>To know how to compose a programme from a visual stimulus. (A8)</p>	<p>To know how to sing a verse and chorus song. (D10)</p>	<p>To understand how to perform together. (D11)</p>	<p>To know how to develop the skill of an extended performance. (D11)</p>	<p>To develop the skill of performing with an awareness of an audience. (A7)</p>