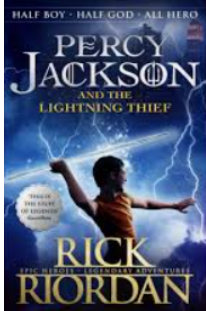
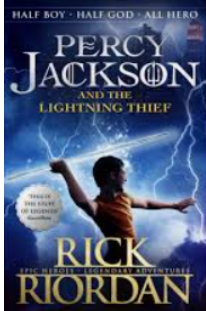
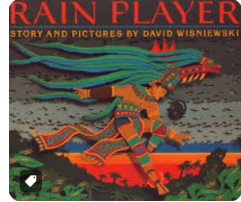
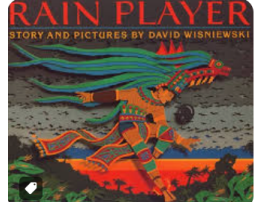
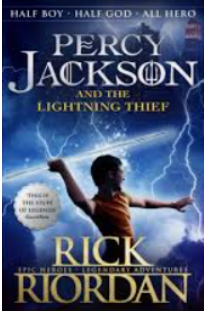
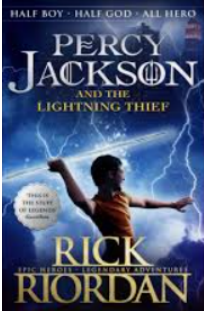
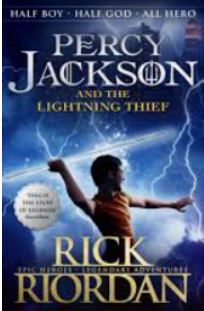
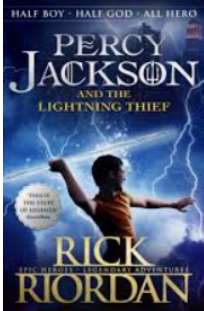
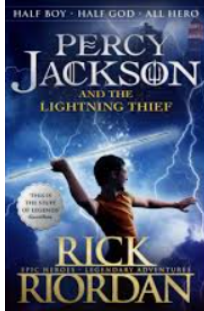
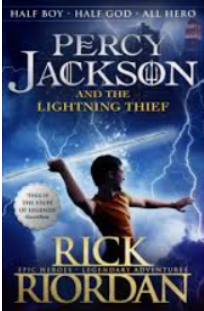




Medium Term Plan - Spring 2						
YEAR 6 Palm Class						
Ancient Wonders						
Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
Writing	SPAG focus week	 <p>Mythical narrative - flashback focusing on characterisation. To interrogate narratives to find features. To explore how an author has used action and dialogue to create a character To identify how an author indicates change in location / mood/ speaker / idea/ emotion between paragraphs To be able to identify and use hyphens to avoid ambiguity To use a variety of authorial devices to</p>	 <p>To use varied clause order including coordinating and subordinating conjunctions and relative pronouns To use a range of devices to write in the style of an author To use a range of cohesive devices To plan an extra chapter. To write a chapter. To edit their own work.</p>	<p>SPAG SAT paper</p> <p>Spelling SAT paper</p> <p>Reading paper</p> <p>Maths x3 papers</p>	 <p>Explanation text - What did the Mayans do for us? To interrogate explanation texts to identify common features. To use causal conjunctions and adverbials. To retrieve and record information from nonfiction source To create an introductory paragraph To develop a consistent argument, supported by evidence</p>	 <p>To write a conclusion to sum up the main points in an argument To use paragraphs for change of time, theme, place. To plan an explanation text. To write an explanation text. To edit an explanation text.</p>



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
		build up a descriptive passage				
Whole Class Reading	Teacher read 	Teacher read 	Teacher read 	Teacher read 	Teacher read 	Teacher read 
Grammar and Punctuation	Synonyms and antonyms Formal and informal vocabulary Building cohesion - paragraphs in fiction Building cohesion - Using devices to build cohesion	Dashes	Hyphens to avoid ambiguity	SATS paper	Colons to mark boundaries	Semicolons to mark boundaries
Handwriting Letter-Join	Lesson 35 Possession Lesson 36 Articles	Lesson 37 Hyphens Lesson 38 Suffixes	Lesson 39 Speech marks Lesson 40 Prefixes	Lesson 41 Parenthesis Lesson 42 Synonyms	Lesson 43 Ellipsis Lesson 44 Antonyms	Lesson 45 Homophones Lesson 46 More homophones
Spelling Shed	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im'	Step 19: Words with the /f/ sound spelled 'ph'	Step 20: Words with origins in other countries and languages	Step 21: Words with unstressed vowel sounds	Step 22: Words with 'cial'/shuhl/ after a vowel	Learn all previous spellings this week



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
Maths	Decimals Multiply by 10,100, 1000 Divide by 10, 100 and 1000. Multiply decimals by integers Divide decimals by integers Multiply and divide by decimals in context.	Decimals EOU assessment Fractions, decimals and percentages Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages	Fractions, decimals and percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount - 1 step Percentage of an amount - 2 step Percentages - missing values	Fractions, decimals and percentages EOU assessment Area, perimeter and volume Shape - same area Area and perimeter Area of triangle - counting squares Area of right-angled triangle	Area, perimeter and volume Area of any triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid EOU assessment	Statistics Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean EOU assessment <i>Extra sessions needed</i>
Humanities - Ancient Greeks	To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. To compare the lives led by the Spartans and the Athenians.	To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. To understand the importance of religion and the gods to the Ancient Greek people	To utilise evidence to know and understand the importance of warfare in Ancient Greece. To communicate my knowledge and understanding of the legacy of the Greeks.			
Humanities - The ancient Maya				To use evidence to reach conclusions about the lives of the Maya in the past and the present. To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.	To know and understand why religion was important to the Maya. To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.	To be able to provide valid reasons why the Maya disappeared around 900 AD. To reach a conclusion about whether the Maya are a significant society and should be remembered.



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
Computing - The history of computers	To tinker with audio recording	To record, edit and add sound effects to a radio play	To understand how computers have changed and the impact this has had on the modern world.	To research one of the computers that changed the world and present information about it to the class.	To design a computer of the future.	Assessment.
Music - Dynamics, pitch and tempo	To appraise the work of a classical composer (Felix Mendelssohn).	To improvise as a group, using dynamics and pitch.	To improvise as a group, using texture.	To use knowledge of dynamics, texture and pitch to create a group composition.	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	
RE - Salvation EP resource What is the great significance of the 'Eucharist' to Christians?	To engage with the idea of thankfulness and thanksgiving.	To enquire into the importance of Eucharist or 'giving thanks' to God for Christians.	To explore Christian ideas about the Eucharist in Biblical Narrative.	To explore Christian ideas about the Eucharist in Church Practice.	To explore Christian ideas about the Eucharist in Christian Living.	To evaluate what pupils have learnt about Christian belief and practice in relation to Eucharist and the key question.
PE - EL - OAA	1. Work as a pair to follow and orient a map 2. Select a correct travelling pace, e.g. running, jogging or brisk walking pace 3. Enjoy competing with each other	1. Run as fast as possible under control 2. Work as part of a pair to complete a scavenger hunt 3. Successfully answer questions while under pressure	1. Balance safely and with control 2. Perform a pyramid balance as part of a small group 3. Suggest adaptations and variations to the balances	1. Work collaboratively to complete a range of paired and group activities 2. Follow instructions to tie a reef knot	1. Recognise key elements needed to make a game enjoyable 2. Using their knowledge of games to design a fun, competitive game 3. Work cooperatively to design, deliver and improve an activity	1. Problem solve as part of a team 2. Refine and adapt ideas 3. Follow task instructions



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
PE - PS - Cricket	1. Demonstrate urgency in acquiring runs in a given time 2. Attempt both attacking and defensive play as a batter 3. Attempt ring field placement, including mid-on, mid-off, midwicket and cover	1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game	1. Bowling the short ball 2. Using the short ball to tempt players to hit high 3. Attempt to catch the high ball off a short delivery	1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict runs scored	1. Demonstrate and describe the features of the on drive 2. Discuss why you would use different types of shot in a game 3. Attempt an on drive	1. Set an attacking field when appropriate 2. Apply a range of known cricketing rules to a new game format 3. Attempt to bowl a variety of balls to get players out
PSHE - Economic well-being	To identify feelings around money and discuss their impact.	To recognise how to safeguard money in digital and physical environments.	To identify how money-related matters develop at secondary school.	To recognise the risks of gambling.	To explore how different careers operate in a workplace.	To explore different career routes and their requirements.
Art: - Mayan masks	To explore the work of Calixte Dakpogan, Romuald Hozume, Jozef Mrva and Bertjan Pot To analyse how art can explore the concept of self in Mayan times.	To develop drawing skills through shades, tones, light, composition and perspective. To explore sculptural techniques.	To explore using clay to create mask shapes. To use historical research to develop ideas and plan a sculpture.	To experiment with using clay to create mask shapes. To apply an understanding of materials and techniques to work in 3D	To investigate Maya masks and design their own. To apply an understanding of materials and techniques to work in 3D	To design and make their own mask To problem solve, evaluate and refine artwork to achieve a chosen outcome..
French - All in a day	O'Clock, Half Past, Quarter Past, Quarter To	a.m. and p.m.	5-Minute Intervals	24-Hour TimesSpeak	At the Airport Read	The School Week Read
Enrichment activities			Handball festival Shrove Tuesday/ Ash Wednesday World Book Day	Science week	The big walk and wheel	Easter services