

**Medium Term Plan – Spring 1– Year 6**

**Core Text: Oliver Twist**

**Topic: Revolution**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Maths Teaching and Learning</b>	Identify the value of each digit in numbers to 3.d.p. Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3.d.p Multiply one-digit numbers with up to 2.d.p. by whole numbers	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{8}{3}$ ]	Recall and use equivalences between simple f.d.p including in different contexts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Use simple formulae Express missing number problems algebraically	Generate and describe linear number sequences Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables.
<b>Reading Learning Objectives</b>	To develop the skill of exploring the meaning of words in context (2a) (chapter 1)  To develop the skill of explaining the meaning of words in context (2a) (chapter 1)  To develop the skill of justifying inferences with evidence (2d) (chapter 1)	To develop the skill of filtering main points from details (chapter 2)(2c)  To develop the skill of filtering main points from details (chapter 2)(2c)  To develop the skill of summarising across paragraphs, identifying key details to support (chapter 2) (2c)	To develop the skill of retrieving and recording key information (2b) (chapter 3)  To develop the skill of making inferences about characters, justifying them with specific evidence, (2d) (chapter 4)  To develop the skill of making inferences about characters, justifying them with specific evidence, (2d) (chapter 4)	To develop the skill of analysing character development across the novel (2h) (chapter 6)  To develop the skill of analysing character development across the novel (2h) (chapter 6)  To develop the skill of predicting from details stated or implied (chapter 6)(2e)	To develop the skill of retrieving and recording key information from the text (2b) (chapter 7)  To develop the skill of analysing a character's impact on the story (2b) (chapter 7/8)  To develop the skill of retrieving and recording key details from the text (2b) (chapter 7/8)	To understand how a range of literary features contribute to the overall effect (2f) (chapter 8)  To develop the skill of explaining how the author has created a particular overall effect (2f/g) (chapter 8/9)  To develop the skill of analysing the themes present so far in the text (2f) (chapter 1-9)
<b>Text Type</b>	<i>Newspaper Article</i> <i>Exposing Nottingham's workhouse conditions</i>			<i>Formal Letter</i> <i>From Dr. Barnardo to the Queen</i>		
<b>T4W Stage</b>	Imitation	Innovation	Invention	Imitation	Innovation	Invention



<b>Grammar and Punctuation (Active English)</b>	Dialogue integration	Tenses	Dash and Hyphen	Modality Subjunctive Mood	Cohesion	Semi-colons
<b>Spelling</b>	Unit 7 – sh splet si or ssi		Unit 8 – silent letters		Unit 9 – ei and ie	
<b>Terminology (technical vocabulary)</b>	Reported Direct Indirect Inverted commas	Present Perfect Past Participle	Ambiguity Dash Hyphen Parenthesis	Degrees of possibility Formal Informal Subjunctive Tense	Cohesive Adverbials Semantic Repetition Grammatical connections Elision	Subdivision Conjunction Dash Link Join
<b>Greater Depth SC</b>	Writing is carefully structured and organised according to its context Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion. Writing is carefully structured and organised according to its context.			Distinguish between the language of speech and writing and choose the appropriate register Endings are clear and linked to openings dependent on the text type. They also show the individual “voice” and style of the pupil as a writer.		
<b>SEND SC</b>	To use speech punctuation with growing accuracy	Show awareness of subject-verb agreement	To begin hyphenated some simple compound words	To use some verbs of modality with accuracy	To show an increase in the correct use of conjunctions	To use commas to separate items in a list

<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>	<p>Science: History: Victorian Workhouses (in Nottingham) and Dr Barnardo Geography: RE: Art: Design and Technology: PSHE/SMSC: Computing: Music:</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>Science objectives</b></p> <p><i>Working Scientifically</i> A3, A4, A5, A7</p> <p><i>Evolution and Inheritance</i> D3</p>	To know ways in which animals are adapted to suit their environment and that adaptation may lead to evolution D3	To understand one process of evolution, demonstrating this through a simulation A3, A4, A5, A7				



<p><b><u>History objectives</u></b></p> <p>A1, A2, A3, A4</p> <p><i>Knowledge and Understanding</i> B1, B2, B3, B4</p> <p><i>Organise, Evaluate and Communicate Information</i> C1</p> <p>D1 (English)</p> <p><b>Historical Enquiry</b> E1, E2</p>	<p>To know the key dates and events of the Victorian era and the chronology A1, A2, B1</p>	<p>To understand other events in the world during the same time period 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 how the industrial revolution changed Britain and make links with other periods of great change B1, B3, B4</p>	<p>To know the impact Thomas Barnardo and acts passed during the Victorian era had on the lives of children 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><i>Human and Physical</i> B1</p> <p><i>Locational Knowledge</i> C2, C3, C4</p>	<p>To know how to describe human and physical features of countries within the British Empire B1</p>	<p>To understand the appeal of human and physical features of countries colonised by the British Empire B1</p>	<p>To know the countries colonised by the British Empire and where they are in relation to the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles C2</p>	<p>Discrete lesson: To know the names of the main lines of latitude and longitude and how time zones work C3, C4</p>		



<p><b>RE objectives</b></p> <p><i>Personal Resonance</i> A3</p> <p><i>Knowledge and Understanding</i> B3</p> <p><i>Evaluation and Critical Thinking</i> C3</p>			<p><b>Religion:</b> Christianity <b>Theme:</b> Beliefs and Meaning <b>Key Question:</b> Is anything ever eternal? A3, B3, C3</p> <p>To understand the concept of eternity in Christianity and make wider links B3</p>	<p><b>Religion:</b> Christianity <b>Theme:</b> Beliefs and Meaning <b>Key Question:</b> Is anything ever eternal? A3, B3, C3</p> <p>To understand, explore and express my own beliefs and feelings regarding eternity A3, C3</p>		
<p><b>Art objectives</b></p> <p><i>2D Art</i> A3, A5, A8</p> <p><i>Responding to art, artists and designers</i> E2</p> <p><i>Exploring and Developing Ideas</i> F1, F2, F3, F4</p>					<p>To develop the skill of analysing and evaluating the technicalities of an artist's work A5, E2, F1, F2, F4</p>	<p>To develop the skill of drawing with perspective A3, A6, A8, F3</p>

<b><u>Design and Technology objectives</u></b>	N/A	N/A	N/A	N/A	N/A	N/A
<b><u>PSHE objectives</u></b>	<b>British Values</b> Scarf lesson: <b>Respecting differences</b> <i>LO: To know ways of showing respect to others</i>	<b>British Values</b> Scarf lesson: <b>Solve the Friendship Problem</b> <i>LO: To know some of the challenges that arise from friendships</i>	<b>Assertiveness</b> Scarf lesson: <b>Assertiveness skills</b> <i>LO: To understand peer influence and pressure</i>	<b>Rules/Rights and Responsibilities</b> Scarf lesson: <b>Fakebook Friends</b> <i>LO: To know strategies for keeping personal information safe online</i>	<b>Mental Health</b> Scarf lesson: <b>Five Ways to Wellbeing Project</b> <i>LO: To understand what the five ways to wellbeing are</i>	<b>Body Image</b> Scarf lesson: <b>Is this normal?</b> <i>LO: To understand the five ways to wellbeing are</i>
Computing objectives	N/A	N/A	N/A	N/A	N/A	N/A
Music objectives A4, C4,D4,D5,D6,D7 Journeys	To know how to sing in a three-part harmony. (D4)	To know how to explore expressive singing in a part-song with echoes. (D5)	To know how to sing cycles for performance. (D6)	To understand how to sing a pop song with a backing harmony. (D7)	To develop a song cycle performance incorporating mixed media. (C4)	To know how to develop planning, directing and rehearsal skills. (A4)



Musical focus: Song cycle performance Cross-curricular link: PSHE						
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