**Medium Term Planning: Autumn 1 2019**

**Year 6**

| **The topic for this term is:** Brazil | | | **The launch event for this topic will be:** Samba Drumming Workshop | | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:** To create a travel documentary about Brazil. | | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:** Brazilian Musician | | | |
| **Class trip/workshop linked to the topic:** Liverpool City Centre – Map skills Fieldwork  Liverpool John Moores Careers Aspirations Visit | | | | | | **Other information:** N/A | | | |
| **Wk commencing** | **4.9.19** | **9.9.19** | | **16.9.19** | **23.9.19** | **30.9.19** | **7.10.19** | **14.10.19** | **21.10.19** |
| English | Eye of the Wolf  Reading Comprehensions  Focus : Inference, retrieval & vocabulary focus | Eye of the Wolf  Grammar Focus’:  Expanded noun phrases  Direct & Reported speech  Writing Focus:  Descriptive settings (Atmosphere, events & dialogue) | | Eye of the Wolf  Reading Comprehensions:  Focus: Vocabulary focus/Explore characters’ thoughts and feelings  Writing focus:  Character descriptions from a familiar text | Eye of the Wolf  Writing Focus:  Flashbacks  Immersion:  Exploring features of flashbacks in a range of media  Analysing:  Identifying and evaluating features of a flashback from different medias  Short composition:  To write a range of triggers using senses when writing a flashback | Eye of the Wolf  Writing Focus:  Planning and writing a flashback | Autobiographies  Boy Roald Dahl:  Reading Comprehensions:  Papa and Mama  Kindergarten  LLandaff Cathedral School  The Bicycle and the Sweet shop  Focus : Inference, retrieval, summarising & vocabulary focus | Autobiographies  Boy Roald Dahl:  Reading:  Analysing characters in a narrative  Grammar focus:  Relative pronouns and relative clauses  Writing focus:  Character descriptions from a familiar text | Autobiographies  Boy Roald Dahl:  Immersion:  Looking at descriptive phrases  Analysing:  Text marking and identifying descriptive features  Composition:  Planning and writing a descriptive setting |
| Mathematics | MEP | MEP | | MEP | MEP | MEP | MEP | MEP | MEP |
| Science |  | Light:  Light Specialists Required  Plan and implement an investigation | | Light:  Light travels in Straight Lines  Suggest viable angles based on sight | Light:  Up Periscope  Describe the movement of light beams off reflective surfaces | Light:  Shadow Giants  Note and explain that a shadow has the same shape as the person or thing casting it | Light:  It’s a Rainbow World  Plan and carry out an investigation into the strength of various magnifying lenses | Light:  A Trick of the Colourful Light Filters  Plan and carry out an investigation into light colour mixing |  |
| History/Geography | Brazil:  Map Skills | Brazil:  Where in the world am I? | | Brazil:  Brazilian Climate | Brazil:  Urbanisation | Brazil:  A city of two halves | Brazil:  Indigenous People of the rainforest | Brazil:  What is life like in Brazil? | Brazil:  What is life like in Brazil? |
| Art / DT |  |  | | MC Escher:  Self Portrait Sketching Skills | MC Escher:  Self Portrait Sketching Skills | MC Escher:  Stencil Making for Tessellating Patterns | MC Escher:  Stencil Making for Tessellating Patterns | MC Escher:  Layering Art Work | MC Escher  Adding Paint to a Sketch |
| Religious Education World Views |  | Beliefs and Practices: Islam  Engagement | | Beliefs and Practices: Islam  Investigation | Beliefs and Practices: Islam  Investigation | Beliefs and Practices: Islam  Investigation | Beliefs and Practices: Islam  Evaluation | Beliefs and Practices: Islam  Expression |  |
| Computing | We are Travel Writers:  Exploring Brazil and the Amazon Rainforest with VR headsets | We are Travel Writers:  Using a range of tools to find out about Brazil. | | We are Travel Writers:  Use online tools to plan a route their destination. | We are Travel Writers:  Collect a range of digital content. | We are Travel Writers:  Collect a range of digital content. | We are Travel Writers:  Add markers to a digital map | We are Travel Writers:  Use green screen technology to document their research. | We are Travel Writers:  Present documentary to class (Mini Project) |
| Music |  | Samba Drumming Workshop | |  |  | An introduction to samba – Rhythm focus | Experimenting with a range of ‘samba grooves’ | Creating an ensemble | Performing to an audience |
| PE |  | Beth Tweddle  Gymnastics | | Beth Tweddle  Gymnastics | Beth Tweddle  Gymnastics | Beth Tweddle  Gymnastics | Beth Tweddle  Gymnastics | Beth Tweddle  Gymnastics | Beth Tweddle  Gymnastics |
| PSHE/RSE |  | Brexit:  What is the EU?  What does Brexit mean? | | Brexit:  The EU Debate | Brexit:  Challenges in Leadership | Brexit:  Negotiations |  |  |  |
| MFL | Sports and Hobbies:  Key Vocabulary | Sports and Hobbies:  Masculine and Feminine | | Sports and Hobbies:  Sentence Structure (oral and written) | Sports and Hobbies:  Describe when hobbies/sports take place | Sports and Hobbies:  Give opinions of our interests and preferences relating to sports and hobbies | Sports and Hobbies:  To read and respond about others’ preferences relating to hobbies/sports | Sports and Hobbies:  Write a request for a specific Children’s University club |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  Science/Maths – converting feet and inches to cm  Music/Geography – Samba (Brazilian cultural drumming workshop)  Geography/Computing – Travel writing based on Brazil  Spanish/Children’s University |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Map Skills fieldwork visit to Liverpool City Centre |