**Medium Term Planning: Spring 1 2020**

**Year 6**

| **The topic for this term is:** Are we Damaging our World? | | | **The launch event for this topic will be:** Topic Discovery Grid | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:** Children to design a campaign to tackle an environmental issue. | | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:** Health Professional TBC | | |
| **Class trip/workshop linked to the topic:** Southport Eco Centre (Climate Change Focus) | | | | | | **Other information: N/A** | | |
| **Wk commencing** | **06.01.20** | **14301.20** | | **20.01.20** | **27.01.20** | **03.02.20** | **10.02.20** |
| English | **Poetry –**  **Text analysis:**  Ted Hughes – Warm and the Cold  Ted Hughes – Leaves  Focus on structure and figurative language.  **Comprehension**  Ted Hughes – Warm and the Cold  Ted Hughes – Leaves  Inference and deduction,  exploring figurative language and mood | **Poetry**  **Comprehension**  Comparing poems by Ted Hughes to poems by John Agard  Focus on composition, structure and language used by both poets.  **Composition:**  Developing use of figurative language based on a range of stimuli.  Poems in the style of Ted Hughes | | **Adventure**  Text analysis and short composition tasks of adventure story openings.  **Compare openings with use of:**  Dialogue  Atmosphere  Event  CGP reading comprehension tasks  CGP grammar tasks | **Adventure**  Structure and organisation  **Scaffolded writing:**  Children will develop a series of events based on an opening of their choice.  CGP reading comprehension tasks  CGP grammar tasks | **Assessment Week**  **MOCK SATS**  **Adventure**  **Independent writing:**  Children will plan and develop a series of events for adventure narrative based on a stimulus using story mapping. | **Adventure**  **Composition:**  **Independent writing:**  Children will develop a series of events for adventure narrative based on a stimulus, whilst evaluating and editing their work.  CGP reading comprehension tasks  CGP grammar tasks |
| Mathematics | **MEP** | **MEP** | | **MEP** | **MEP** | **Assessment Week** | **MEP** |
| Science | **The Circulatory System**  Identify and name the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood – **Make a model of blood.** | **The Circulatory System**  Describe and illustrate how oxygen is transported around the body.  Describe the ways in which nutrients and water are transported within animals, including humans. | | **The Circulatory System**  Recognise the impact of diet and exercise on the way our bodies function.  **Heart Rate Investigation** | **The Circulatory System**  **Lung Capacity investigation (Finding patterns)** | **The Circulatory System**  Recognise the impact of drugs and lifestyle on the way our bodies function/Cigarettes & alcohol | **The Circulatory System**  **Heart Dissection** |
| History/Geography | **Are we damaging our world?**  To understand the threats to the health of our planet and some possible solutions. | **Are we damaging our world?**  To understand what minerals are and question if they can be used sustainably. | | **Are we damaging our world?**  To understand the different types of energy available and their advantages and disadvantages. | **Are we damaging our world?**  To understand the importance of protecting the oceans. | **Are we damaging our world?**  To carry out an enquiry into sustainability. | **Are we damaging our world?**  To be able to explain how a particular environmental issue has been caused and suggest some possible solutions. |
| Art / DT | **Collage**  Water scenes in the style of Hannah Hoch. | **Collage**  Creating collage materials with a focus on texture and colour. | | **Collage**  Use a range of media to create collages. | **Collage**  Use a range of media to create collages. | **Collage**  Creating 3D art from prepared collage materials. |  |
| Religious Education World Views |  | **Beliefs and Meaning**  Which items/concepts do you think will last forever? | | **Beliefs and Meaning**  What does eternity mean? | **Beliefs and Meaning**  Christian perspective on forgiveness | **Beliefs and Meaning**  Summarise the Christian teaching of eternal life and  unconditional love. | **Beliefs and Meaning**  What will the world would look like if everyone ‘loved their neighbour’. |
| Computing | **We are Publishers**  To gather a collection of relevant images using the advanced search tool to ensure no copyright infringement. | **We are Publishers**  Sourcing, adding and editing text content into Pages (Apple App). | | **We are Publishers**  Sourcing, adding and editing text content into Pages (Apple App). | **We are Publishers**  To create and add a video into pages. | **We are Publishers**  Reviewing, editing and publishing magazine article. |  |
| Music |  | **Charanga – Benjamin Britten** | | **Charanga – Benjamin Britten** | **Charanga – Benjamin Britten** |  |  |
| PE | **Netball**  To practise three types of passing: overhead, chest pass and bounce pass. | **Netball**  To move into a space that allows a greater chance of receiving the ball. | | **Netball**  To move the ball forward with control while playing against opposition. | **Netball**  To demonstrate understanding of footwork rule during a game | **Netball**  To play a game of high 5 netball staying in the correct positions | **Netball**  To demonstrate a fluent action with accuracy when shooting |
| PSHE/RSE | **Rights & Responsibilities (Freedom) part 1** | **Rights & Responsibilities (Freedom) part 2** | | **Rights & Wrongs (Discrimination) part 1** | **Rights & Wrongs (Discrimination) part 2** | **Scapegoat – Discussing blame part 1** | **Scapegoat - Discussing blame part 2** |
| MFL | **Types of home –** Repetition/ recognition of new vocabulary | **Parts of the house/Furniture**  Repetition/ recognition of new vocabulary | | **Parts of the house /Furniture in the different rooms**  Read a text describing a house and respond to questions about the text in English. | **Parts of the house**  Children to verbally describe their own home, using vocabulary from previous two weeks. | **Parts of the house**  Constructing sentences orally and written to describe their home. |  |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  **Art/Geography –** Creating art work using geography topic as stimulus |

|  |
| --- |
| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool |