

Year 6	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Goldilocks: Wrongly Accused?	Reading: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give particular attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • use role-play (using posh voice including the subjunctive) to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: – a formal evidence-based report: understanding form, purpose and audience and writing a concluding opinion – a sensational front-page story for The Grimm Gazette: understanding form, purpose and audience, using different techniques to draw conclusions, comments from witnesses – a narrative of a reimagined traditional fairy tale - Goldilocks and the Three Bears: using structural devices such as end tags and informal vocabulary for effect, in the appropriate context, adapting an existing piece of writing for a different audience • planning, drafting, evaluating and editing writing • proof-read for spelling and punctuation errors • use of formal language, including subjunctive forms (e.g. 'If I were', 'Were they to come') • use of adverbs (perhaps, surely, certainly, definitely, probably) • use of modal verbs (can, might, should, will, must) to indicate degrees of possibility • use formal language, including subjunctive forms (e.g. 'If I were', 'Were they to come') • use adverbials (including fronted adverbials) to structure writing and provide cohesion (however, furthermore, nevertheless, in contrast) • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using dialogue and description to develop characters, add humour and move action forward • using different techniques to draw conclusions: giving an opinion • using inference to develop understanding • understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing • ensuring subject/verb agreement and correct verb tenses					

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	• using brackets, dashes and commas for parenthesis • using a wide range of adverbials of time (eventually, at that moment, after a while) place (inside, near, outside) and cause (however, consequently, therefore) • understanding the difference between the active and passive voice and using the passive voice to affect the presentation of information						
Maths Fractions (including decimals and percentages) Algebra	Children will learn to: • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, $\frac{3}{8}$] • use written division methods in cases where the answer has up to two decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, 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 • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • multiply one-digit numbers with up to two decimal places by whole numbers • compare and order fractions, including fractions > 1 • generate and describe linear number sequences • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables						
Science Healthy Bodies	To find out how scientific ideas about food and diet have contributed to our knowledge of a balanced diet Children will learn to: • describe some examples of how doctors in the past tested ideas about food and diet • explain how these tests in the past have affected our ideas about healthy eating today • understand that in order to be healthy we need a balanced diet which includes different food groups	To investigate some different food groups and find out why a variety of foods is important for a healthy diet Children will learn to: • name some of the different food groups • identify which types of foods are included in different food groups • explain why each different food group is important for a healthy lifestyle Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and labels, classification	To find out how nutrients and water are transported in the human body Children will learn to: • understand that the circulatory system transports blood and nutrients to the different parts of the body • describe how the circulatory system works • record their own resting pulse rate accurately Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and	To investigate what happens to the heart when we exercise and why Children will learn to: • describe the functions of the heart • investigate how the heart is affected through exercise and draw conclusions • understand that hearts need to have exercise to stay healthy Children will learn to work scientifically by: a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	To investigate how muscles move the skeleton and how muscle activity requires increased blood flow Children will learn to: • understand that muscles work in pairs to move different parts of the skeleton • understand that when muscles exercise they need an increased flow of blood because the muscles are working harder • explain why their pulse rate increases when they exercise Children will learn to work scientifically by:	To investigate the effects of tobacco, alcohol and other drugs Children will learn to: • understand that drugs affect the way the mind or body works • describe why some drugs are beneficial even though they may have unpleasant side-effects • identify some of the negative effects of tobacco and alcohol on the body Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and	To evaluate what we can do to keep our bodies healthy Children will learn to: • describe the impact that diet has on the body • describe why exercise is important for a healthy lifestyle • describe the harmful effects some drugs can have on the body Children will learn to work scientifically by: a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

	Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	labels, classification keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	b) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary b) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	labels, classification keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	b) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments
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Computing Web Page Creation	To explore what makes a good website Children will learn to: - review an existing website and consider its structure - discuss the different types of media used on websites - understand that websites are written in HTML	To consider how to lay out a website Children will learn to: - plan the features of a web page - suggest media to include on their page - draw a web page layout that suits their purpose	To understand more about the term 'copyright' Children will learn to: - understand why they should use copyright-free images - find copyright-free images on the internet - describe what is meant by the term 'fair use'	To create our own web pages Children will learn to: - add content to their own web pages - preview what their web pages look like - evaluate what their web pages look like on different devices and suggest/make edits	To plan our own websites Children will learn to: - explain what a navigation path is - describe why navigation paths are useful - make multiple web pages and link them using hyperlinks	To understand the implications of linking to content created by other people Children will learn to: - explain the implication of linking to content owned by others - create hyperlinks to link to other people's work - evaluate the user experience of a website
History Crime and Punishment	To introduce the broad trends of crime and punishment from the Romans to the 21st century Children will learn to: - suggest ways in which crime changes over time - describe basic ways in which punishment for crime changes over time - define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc	To explore crime and punishment in the Roman period Children will learn to: - understand how crime was detected in Roman times - identify how criminals were tried in Roman times - describe some common punishments for criminals in Roman times	To explore and punishment in the Anglo-Saxon and Viking period Children will learn to: - describe how crime would usually be punished in the Anglo-Saxon/Viking world - identify what the most common crime of the time was - describe how people involved gods in the punishment of criminals	To explore crime and punishment in the medieval and Tudor periods Children will learn to: - describe how criminals were caught in the medieval and Tudor periods - explain the three main types of courts in the medieval and Tudor periods - identify what the punishments for theft, treason, murder and heresy were	To explore crime and punishment in the early modern period Children will learn to: - identify which crimes became common during this period and why - understand which aspects of crime and punishment stayed the same between the medieval period and the early modern period - describe which punishments were new during this period	To explore crime and punishment in the Victorian period and compare the history of crime and punishment with today (lessons 6 & 7) Children will learn to: - identify which types of crimes became common in this period and why - describe changes in the way crime was detected - explain the major changes in the way crimes were punished - describe what different types of crimes there have been over the ages - describe how crime prevention and detection has changed over the ages - describe how punishment for criminal activity has changed over the ages
DT Burgers	To explore different types of burgers and their nutrition facts Children will learn to: - explain why nutrition facts are important to read - understand that making better food choices can make us healthier	To explore how to make burger patties Children will learn to: - follow a recipe to prepare and cook patties - measure and mix ingredients correctly	To explore sauces and side dishes for burgers Children will learn to: - make a simple sauce to go with a burger - recognise sauces can be matched to different burger patties	To explore burger buns and their suitability Children will learn to: - make informed decisions about the type of ingredients to use - record information from tests they carried out	To plan and design a burger to make Children will learn to: - write a recipe for a burger - choose appropriate ingredients to make burgers - list the equipment and method needed to cook burgers	To make a burger and evaluate the process Children will learn to: - follow a plan to make a burger - use cooking utensils and equipment correctly - evaluate a cooking session and their own skills

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Benjamin Brittan – New Year Carol	- find and keep an internal pulse - recognise that pulse is different to rhythm - comment on music they are introduced to	- copy back rhythms and pitches - clap / play rhythms used in a song - sing / play musical phrases used in a song - sing in unison with an awareness of being in tune, of other singers in the group and the mood of a song - follow the directions of a musical leader and sing a song from memory	- sing two versions of the same song, demonstrating an understanding of the different styles and be able to represent the feeling and context of each version to an audience (Classical / Urban Gospel) - describe the style indicators and structures of songs (different versions of A New Year Carol) - compare two versions of a song, talking about what stands out musically in each of them, their similarities and differences	- identify instruments and voice types heard in songs - discuss how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting	- take part in a performance through singing or playing an instrumental part - talk about how a song or performance makes them feel using musical vocabulary	- take part in a performance through singing or playing an instrumental part - appraise a performance, discussing what went well and how it could be improved
Games Cricket	Children will learn to: - strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency - continue to work collaboratively in pairs, group activities and small-sided games - continue to use and apply the basic rules consistently and fairly - understand and implement a range of tactics in games with success - deliver a specific warm up to a small group of peers - identify their own and others' strengths and suggest practices to help them improve - understand the importance of warming up and cooling down					
Gym Working Together – Synchronisation and Canon	Children will learn to: - make up longer, more complex sequences, including changes of direction, level and speed - develop their own solutions to a task by choosing and applying a range of compositional principles - combine and perform gymnastic actions, shapes and balances - show clarity, fluency, accuracy and consistency in their movements - say, in simple terms, why activity is good for their health, fitness and wellbeing - show an awareness of factors influencing the quality of a performance and suggest aspects that need improving - link at three different levels - understand how to perform at different levels - link and perform multiple sequential elements e.g. up to ten - adapt an individual sequence to become a group sequence - understand the importance of warming up and cooling down					
French Où habites-tu?	Children will learn to: - use words for different areas/ types of places to live - practise talking about where you live in more detail - use words to say what is in a town - use words to say what is in a town					

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(Where Do
You Live?)

- create sentences to say / write there is / there is not and build a conversation
- explore a French poem, practising memory and performance skills
- create their own version of a famous poem.
- discuss French festivals using the present tense of more 'ER' verbs
- practise using regular verbs in the present tense
- use a writing frame to write a text about a festival in England
- apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)