

Year 6	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Deserted City	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: – the first, second, third and final chapters of an adventure story, including at least one flashback and ending on a cliff-hanger • planning, drafting, evaluating and editing writing • proof-read for spelling and punctuation errors • use an extended range of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • move action forward using punctuation accurately to show clauses and vary paces, using structural devices such as question tags ('He's your friend, isn't he?', 'You don't believe me, do you?') for effect in informal speech/language • 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: • understanding form, purpose and audience • using more sophisticated narrative devices: flashbacks, future-gazing and cliff-hangers • using dialogue and description to develop characters • exploring more sophisticated narrative devices: using repetition of key words, ideas or themes to structure writing. • providing cohesion, using intonation and expression to engage the listener and add interest • following a narrative writing process – planning, developing, drafting, revising, editing and polishing • précising longer passages of text accurately • using more sophisticated persuasive features: testimonials (i.e. direct quotations)					

Maths Measurement Ratio and Proportion	Children will learn to: • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] • recognise when it is possible to use formulae for area and volume of shapes • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving similar shapes where the scale factor is known or can be found					
Science Seeing Light	To recall facts about how shadows are formed Children will learn to: • identify light sources and describe how light travels • use their knowledge of how light travels to explain how a shadow is created • explain why a shadow takes the shape of the object casting it 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	To investigate how we can change shadow Children will learn to: • provide a clear, scientific description of translucent, transparent and opaque and how these properties affect an object's shadow • describe and explain how an object's shadow can be manipulated • make informed conclusions from their investigations Children will learn to work scientifically by: 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	To understand how our eyes allow us to see Children will learn to: • name the parts of the eye • describe what the main parts of the eye do to help us see • understand that without light, we cannot see 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	To understand how we see objects Children will learn to: • name the parts of the eye and briefly describe what the main parts do • complete a diagram to show how light allows us to see an object • understand that all objects reflect an amount of light Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and 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	To investigate reflection and learn about refraction (lessons 5 & 6) Children will learn to: • give a scientific definition of the word 'reflect' • understand that the angle of incidence is equal to the angle of reflection • identify examples of how angled mirrors can be used in different ways • provide a brief description of what happens to light when it's refracted • differentiate between if an object will reflect or refract light • provide some examples of objects which use refraction in a useful way Children will learn to work scientifically by:	To investigate the colours in white light Children will learn to: a) understand that white light can be split into a spectrum of seven colours b) name the seven colours that light can be split into c) explain how the light is refracted based on the colours' wavelengths Children will learn to work scientifically by: d) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary e) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

		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			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) 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) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs g) using test results to make predictions to set up further comparative and fair tests h) 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 i) identifying scientific evidence that has been used to support or refute ideas or arguments
Computing Data and Information - Spreadsheets	To identify questions which can be answered using data Children will learn to: - explain the relevance of data headings - answer questions from an existing data set - ask simple relevant questions which can be answered using data	To explain that objects can be described using data Children will learn to: - explain what an item of data is - apply an appropriate number format to a cell - build a data set in a spreadsheet application	To explain that formula can be used to produce calculated data Children will learn to: - explain the relevance of a cell's data type - construct a formula in a spreadsheet - identify that changing inputs changes outputs	To apply formulas to data, including duplicating Children will learn to: - recognise that data can be calculated using different operations - create a formula which includes a range of cells - apply a formula to multiple cells by duplicating it	To create a spreadsheet to plan an event Children will learn to: - use a spreadsheet to answer questions - explain why data should be organised - apply a formula to calculate the data I need to answer questions	To choose suitable ways to present data Children will learn to: - produce a graph - use a graph to show the answer to questions - suggest when to use a table or graph

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Geography Water World	To explore water on our planet Children will learn to: - understand that water can be found in different forms around the world - explain where water is found on our planet - explain the different bodies of water found on earth	To understand and explain the water cycle Children will learn to: - understand why the water cycle is an important process on our planet - identify the steps involved in the water cycle - explain the water cycle in their own words	To explore why we need water and how we use it Children will learn to: - identify how water gets to their homes - explain how and why they use water - understand what water conservation is and why it is important	To compare the difference in water availability and usage in the UK and Kenya Children will learn to: - compare water use and availability in two countries - understand water access around the world differs - appreciate that limited access to water causes huge problems in communities	To explore how water can be used for power to contribute to a sustainable future Children will learn to: - understand what a sustainable future is - explain how water contributes to a sustainable future - describe what hydropower is and how it can benefit and be detrimental to the environment	To investigate and explore a local body of water Children will learn to: - observe and record information they see - answer questions about the quality of water - understand that not all water is safe to drink
Art Leonardo da Vinci	To understand who Leonardo da Vinci was and what he was famous for during the Renaissance Children will learn to: - understand what the Renaissance was - explain what topics / mediums Leonardo da Vinci worked with - infer what may have motivated Leonardo da Vinci and how he may have changed people's views	To explore Leonardo da Vinci's portrait paintings and drawings Children will learn to: - explain the type of colours and techniques Leonardo da Vinci used in his paintings - paint a portrait with contrasting colours - explain why drawing and painting techniques are so closely linked	To explore Leonardo da Vinci's use of perspective and composition in his religious paintings Children will learn to: - understand what the terms realism, perspective and composition mean - interpret meaning from a painting	To explore and understand how to use Leonardo da Vinci's drawing techniques Children will learn to: - explain how some of Leonardo da Vinci's drawings may have changed people's views on topics - create shading, hatching and curved hatching in drawings - make some informed inferences as to why Leonardo da Vinci drew images of a range of topics	To explore inventions designed by Leonardo da Vinci Children will learn to: - explain why Leonardo da Vinci may have invented a range of objects - plan, design and evaluate their own inventions - explain and give examples of how inventions can change the world	To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day Children will learn to: - explain who Leonardo da Vinci influenced - articulate why people want to view historical artwork - create an informative and creative leaflet / brochure
RE Big Question: How important are the similarities and differences between and within religions?	What happened on the first Easter Sunday? Children will learn to: - identify what people know about the Easter story and where their ideas might come from - explore how artists show the themes of Jesus' death and resurrection from the gospels - explore what other stories explore Easter themes - create a symbol together which use the themes and symbols of Easter - explore if Easter the end of the story - explore what difference the Easter story makes to people's lives					

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PSHE Global Sustainable Development Goals	Our world – what's the damage? Children will learn to: - understand what improves and harms their local, natural and built environments - develop strategies and skills needed to care for these (including conserving energy)	Global sustainable development goals Children will learn to: recognise there are human rights, that are there to protect everyone	To travel or not to travel? Children will learn to: - identify ways of carrying out shared responsibilities for protecting the environment in school and at home - identify how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	What's the good news? Children will learn to: understand and appreciate the relationship between rights and responsibilities	What can we do to make the world more sustainable? Children will learn to: - identify ways of carrying out shared responsibilities for protecting the environment in school and at home - identify how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) - value the different contributions that people and groups can make to the community	
Music Music and Identity	Children will learn to: - understand and discuss the fact that we each have a musical identity - discuss the musical identities of different female artists. Questions include: - How do they each go about creating music? - How has creating music helped them to build their confidence? - How do you know that making music and performing makes them happy? - What do they say about themselves through their music?	Children will learn to: - compare pieces/songs by different artists, talking about what stands out musically in each of them, their similarities and differences. - identify any instrumental sounds and voice types recognised in different artists' music - talk about how a piece of music makes them feel using musical vocabulary - express opinions about a piece of music and say why they did/didn't like it using musical terms	Children will learn to: - create a composition (a song or RAP lyrics), either independently or working as part of a group, based on the theme of musical identity (Music and Me) - draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing	Children will learn to: - create a composition (a song or RAP lyrics), either independently or working as part of a group, based on the theme of musical identity (Music and Me) - draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing	Children will learn to: - introduce and take part in a group performance of a composition - explain how they have put their own identity into the music	Children will learn to: - introduce and take part in a group performance of a composition - explain how they have put their own identity into the music - appraise their own and others' performances, discussing what went well and how they could be improved
Games Tennis	Children will learn to: - use forehand, backhand and overhead shots with more confidence in games - make appropriate choices in games about the best shot to use - start games with the appropriate serve - begin to use full scoring systems - develop doubles play - apply tactics in games effectively - understand the importance of warming up and cooling down					
Gym Working Together –	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					

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Holes and Barriers	• 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? (Where Do You Live?)	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 • 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)