**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 FieldworkLiverpool 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 WolfReading ComprehensionsFocus : Inference, retrieval & vocabulary focus  | Eye of the WolfGrammar Focus’:Expanded noun phrasesDirect & Reported speechWriting Focus:Descriptive settings (Atmosphere, events & dialogue) | Eye of the WolfReading Comprehensions:Focus: Vocabulary focus/Explore characters’ thoughts and feelingsWriting focus:Character descriptions from a familiar text | Eye of the WolfWriting Focus:FlashbacksImmersion: Exploring features of flashbacks in a range of mediaAnalysing: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 WolfWriting Focus:Planning and writing a flashback  | Autobiographies Boy Roald Dahl:Reading Comprehensions:Papa and MamaKindergartenLLandaff Cathedral SchoolThe Bicycle and the Sweet shopFocus : Inference, retrieval, summarising & vocabulary focus | Autobiographies Boy Roald Dahl:Reading:Analysing characters in a narrativeGrammar focus:Relative pronouns and relative clausesWriting focus:Character descriptions from a familiar text | Autobiographies Boy Roald Dahl:Immersion:Looking at descriptive phrases Analysing:Text marking and identifying descriptive featuresComposition:Planning and writing a descriptive setting |
| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP | MEP | MEP |
| Science |   | Light:Light Specialists RequiredPlan and implement an investigation | Light:Light travels in Straight LinesSuggest viable angles based on sight | Light:Up PeriscopeDescribe the movement of light beams off reflective surfaces | Light:Shadow GiantsNote and explain that a shadow has the same shape as the person or thing casting it | Light:It’s a Rainbow WorldPlan and carry out an investigation into the strength of various magnifying lenses | Light:A Trick of the Colourful Light FiltersPlan 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 EscherAdding Paint to a Sketch |
| Religious Education World Views |  | Beliefs and Practices: IslamEngagement | Beliefs and Practices: IslamInvestigation | Beliefs and Practices: IslamInvestigation | Beliefs and Practices: IslamInvestigation | Beliefs and Practices: IslamEvaluation | Beliefs and Practices: IslamExpression |  |
| 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 TweddleGymnastics | Beth TweddleGymnastics  | Beth TweddleGymnastics | Beth TweddleGymnastics | Beth TweddleGymnastics | Beth TweddleGymnastics | Beth TweddleGymnastics |
| 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 subjectsScience/Maths – converting feet and inches to cmMusic/Geography – Samba (Brazilian cultural drumming workshop)Geography/Computing – Travel writing based on BrazilSpanish/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 LiverpoolMap Skills fieldwork visit to Liverpool City Centre |