**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 |
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| **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 ColdTed Hughes – LeavesFocus on structure and figurative language.**Comprehension**Ted Hughes – Warm and the ColdTed Hughes – LeavesInference and deduction, exploring figurative language and mood | **Poetry****Comprehension**Comparing poems by Ted Hughes to poems by John AgardFocus 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:**DialogueAtmosphereEventCGP reading comprehension tasksCGP 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 tasksCGP 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 tasksCGP 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 andunconditional 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. |  |

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| **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 |

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