

## Repton Manor Primary School Medium Term Plan

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

**Topic:** The Unexplained

**Year Group:** 6

**Terms:** 3+4

Subject	Maths					
Unit	Decimals (2 weeks)	Percentages (2 weeks)	Algebra (2 weeks)	Converting Units (1 week)	Perimeter, Area & Volume (2 weeks)	Ratio (2 weeks)
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Three decimal places</li> <li>• Multiply by 10, 100, 1000</li> <li>• Divide by 10, 100, 1000</li> <li>• Multiply decimals by integers</li> <li>• Divide decimals by integers</li> <li>• Division to solve problems</li> <li>• Decimals as fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions to percentages</li> <li>• Equivalent FDP</li> <li>• Order FDP</li> <li>• Percentage of an amount (1)</li> <li>• Percentage of an amount (2)</li> <li>• Percentages – missing values</li> </ul>	<ul style="list-style-type: none"> <li>• Find a rule – one step</li> <li>• Find a rule – two step</li> <li>• Forming expressions</li> <li>• Substitution</li> <li>• Formulae</li> <li>• Forming equations</li> <li>• Solve simple one-step equations</li> <li>• Solve two-step equations</li> <li>• Find pairs of values</li> <li>• Enumerate possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Metric measures</li> <li>• Convert metric measures</li> <li>• Calculate with metric measures</li> <li>• Miles and kilometres</li> <li>• Imperial measures</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes – same area</li> <li>• Area and perimeter</li> <li>• Area of a triangle (1)</li> <li>• Area of a triangle (2)</li> <li>• Area of a triangle (3)</li> <li>• Area of parallelogram</li> <li>• Volume – counting cubes</li> <li>• Volume of a cuboid</li> </ul>	<ul style="list-style-type: none"> <li>• Using ratio language</li> <li>• Ratio and fractions</li> <li>• Introducing the ratio symbol</li> <li>• Calculating ratio</li> <li>• Using scale factors</li> <li>• Calculating scale factors</li> <li>• Ratio and proportion problems</li> </ul>

Subjects	Science	French	PE	
Unit	Electricity	School Day	Dance	Netball & Rounders
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Subjects</li> <li>Locations</li> </ul>	<ul style="list-style-type: none"> <li>To perform different styles of dance fluently and clearly</li> <li>To refine &amp; improve dances adapting them to include use of space rhythm &amp; expression</li> <li>To work collaboratively in groups to compose simple dances</li> <li>To recognise and comment on dances suggesting ideas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>To be able to confidently use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills</li> <li>To begin to play effectively in different positions on the pitch in both attack and defence</li> <li>To increase power and strength of passes, moving the ball over longer distances</li> <li>To work as a team to improve group tactics and game play</li> <li>To play within the rules using blocking skills for shots and passes</li> <li>To develop defensive skills</li> </ul>

Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p><b>Class Reader:</b> The Tales of the Peculiar</p> <p><b>SS:</b> Shipwreck re-creation drama (fact and opinion)</p> <p><b>MM:</b> Shaun Tan model and descriptive writing</p> <p><b>FF:</b> Pandora worlds</p>	<p><b>BQ1:</b> <b>What really happened to The Mary Celeste? (3 weeks)</b></p> <p><b>Big Answer:</b> <b>Multi-media presentation - Pupils to create a PowerPoint introducing the M.C. and then their explanation of what happened.</b></p>	<p><b>Reading, The Mary Celeste Jane Yolen, retrieval and inference</b></p> <p><b>Writing, Newspaper reports, tenses and formal language</b></p> <p><b>GPS, Subjunctive form</b> <b>GPS, Tenses</b> <b>GPS, Formal and Informal writing</b></p> <p><b>History, The Mary Celeste, Reliability of historical sources+ fact and opinion</b></p> <p><b>Art, Andrew Davidson, etching</b></p> <p><b>Computing, PowerPoint, internet search engines</b></p> <p><b>Geography, map skills</b></p> <p><b>Life Skills, World knowledge</b></p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

<p><b>Learning Environment:</b> Card board cut outs of peculiar items hanging from ceiling. Classroom door to be backed in black and the quote from the blurb to go on the door. Pupils to create story opener posters for the classroom using the opening of each story from the tales of the peculiar.</p>	<p><b>BQ2: Can you create a peculiar tale? (3 weeks)</b></p> <p><b>Big Answer: Writing of their own peculiar tale accompanied with a Shaun Tan inspired picture of a clay model to create a class book.</b></p>	<p>Reading, The Girl Who Could Tame Nightmares, inference</p> <p>Reading, The Boy who could hold back the sea, Word choice</p> <p>Writing, warning tale with a cliff hanger, setting description</p> <p>GPS, Hyphens GPS, Noun phrases GPS, verb tenses</p> <p>Art, Andrew Davidson, 3D art work</p> <p>Art, Shaun Tan, clay models</p> <p>Computing, Camera work, lighting</p> <p>Life Skills, listening to warnings, morals</p>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
	<p><b>BQ3: Can you write, read and act out a story that keeps your audience on the edge of their seat?</b></p> <p><b>Big Answer: Pupils to form groups and act out one story from their group with suspense music.</b></p>	<p>Music, Mood music, different composers</p> <p>Reading, Eren, revision of all reading skills</p> <p>Writing, Story about entering the attic, suspense writing</p> <p>GPS, Revision</p> <p>Art, listen to music and draw lines, shapes to depict emotions</p> <p>Life Skills, bravery</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</li> </ul>
	<p><b>BQ4: Can you create your own Pandora world?</b></p> <p><b>Big Answer: Pupils to create a 3D model of their own world using</b></p>	<p>Science, Forces, building a structure</p> <p>DT, Research, Plan, Make, Evaluate, Pandora world</p> <p>Reading, Eren, revision of all reading skills</p> <p>Writing, Explanation Text, What is Pandora?</p> <p>GPS, Revision</p>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>

	<p><b>Modroc and write an explanation text to accompany it.</b></p>	<p><b>Geography, Physical features, Compare physical features of Earth to Pandora</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
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<b>British Values:</b>			
<b>Democracy</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Mutual respect and tolerance</b>
<ul style="list-style-type: none"> <li>• Big question 1 – respecting opinions around the Mary Celeste</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Big question 3 – Making choices</li> </ul>	