

Repton Manor Primary School Medium Term Plan



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|---|--|---|
| Creating Use info to create something new | Evaluating Critically examine info and make judgements | Analysing Take info apart and explore relationships |
| Applying Use info in a new situation | | |
| Understanding Understand and make sense of info | | |
| Remembering Remember and recall info | | |

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: Victorians

Year Group: 6

Terms: 1 & 2

| Subject - Discrete | Maths | | | | | |
|--------------------|--|--|---|---|---|--|
| Unit | Place Value | Addition Subtraction Multiplication Division | Fractions A | Fractions B | Converting Units | |
| Small Steps | Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 | Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers | Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) | Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer | Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures | |

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|-----------------------------|--|---|---|--|--|--|
| | <p>Compare and order any integers</p> <p>Round any integer</p> | <p>Multiply up to a 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Division using factors</p> <p>Introduction to long division</p> <p>Long division with remainders</p> <p>Solve problems with division</p> <p>Solve multi-step problems</p> | <p>Add and subtract simple fractions</p> <p>Add and subtract any two fractions</p> <p>Add mixed numbers</p> | <p>Mixed questions with fractions</p> <p>Fraction of an amount</p> <p>Fraction of an amount - find the whole</p> | | |
| Framework objectives | <p>I can read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit.</p> <p>I can solve calculations using negative numbers in context, and calculate intervals across zero.</p> <p>I can round any whole number up to a required degree of accuracy.</p> | <p>I can multiply multi-digit numbers up to 4 digits by a one-digit whole number using the formal written method of long multiplication.</p> <p>I can divide numbers up to 4 digits by a one-digit whole number using the formal written method of long division, and interpret remainders as</p> | <p>I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.</p> <p>I can compare and order fractions, including fractions > 1.</p> <p>I can add and subtract fractions with different denominators and mixed</p> | <p>I can multiply simple pairs of proper fractions.</p> <p>I can divide proper fractions by whole numbers. (e.g., $1/3 \div 2 = 1/6$)</p> | <p>I can convert between different units of metric measure (e.g km and m, cm and m, cm and mm, g and kg, ml and l).</p> <p>*Y5 Objective</p> | |

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| | | <p>whole number remainders.</p> <p>I can perform mental calculations, including calculations with mixed operations and large numbers.</p> <p>I can identify common factors, common multiples and prime numbers.</p> <p>I can use my knowledge of the order of operations to carry out calculations involving the four operations.</p> | <p>numbers, using the concept of equivalent fractions.</p> | | | |
| | | | | | | |

| Subjects - Discrete | RE | MFL | Games | PE | Music | Computing | E-Safety |
|----------------------------|--|------------|--------------|-----------|------------------|--|--|
| Unit | What is the best way for a Muslim to show commitment to God? | On Holiday | Rounders | Athletics | Happy - Charanga | Computer systems and networks - Communication | Copyright and ownership Managing information online |

Small Steps

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

Recognise some basic holiday vocabulary.

Understand some sentences about animals at the zoo.

Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.

Be able to translate French words using a bilingual dictionary with assistance.

Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. **S&A**

Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. **E&I**

Develop the consistency of their actions in a number of events.

Increase the number of techniques they use.

Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.

Throw with greater control, accuracy and efficiency.

Perform a range of jumps showing power, control and consistency at both take off and landing. **A&D**

Understand why exercise is good for fitness, health and wellbeing.

Skills:

To identify and move to the pulse with ease.

To think about the message of songs.

To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

Use musical words when talking about the songs.

To talk about the musical dimensions working together in the Unit songs.

Talk about the music and how it makes you feel, using musical language to describe the music.

Searching the Web

Selecting search results

How search results are ranked

How are searches influenced?

How we communicate

Communicating responsibly

Unit: Introduction to spreadsheets

Small steps: What is a spreadsheet?

Modifying spreadsheets

What's the formula?

Calculate and duplicate

Event planning

Presenting data

I can demonstrate the use of search tools to find and access online content which can be reused by others.

I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Knowledge

To know five songs from memory, who sang or wrote them, when they were written and why?

To know the style of the songs and to name other songs from the Units in those styles.

To choose three or four other songs and be able to talk about:

The style indicators of the songs (musical characteristics that give the songs their style)

The lyrics: what the songs are about

Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)

Identify the structure of the

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| | | | | | <p>songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p> | | |
| <p>Framework objectives</p> | <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>.I can think of some ways of showing commitment to God</p> | <p>Know how to conjugate and use the simple past tense in the first and third person singular. eg: I saw, I went and it had.</p> <p>Use some simple sentence structures with increasing confidence that differ from English sentence structures in writing.</p> | <p>I can understand and explain the rules in Sports</p> <p>I can strike a ball with a range of bats for accuracy and distance</p> <p>Key Vocabulary: Striking, implement, rules, umpire, strategy</p> | <p>I know how different activities promote stamina, power, control and wellbeing.</p> <p>I can demonstrate stamina</p> <p>Key Vocabulary: Compete, improve personal best, stamina</p> | <p>To listen to a piece of music and talk about the story it tells, linking their ideas to the musical characteristics (lyrics, instruments, structure)</p> <p>To identify the groups of instruments that can be heard in a piece of music.</p> <p>To talk about how the music makes you feel, using</p> | <p>I know how internet search engines work.</p> <p>I can identify the benefits and negatives of digital communication</p> <p>Key Vocabulary: Protocols, Domain name, Packets, Public, Private, Collaboration, HTML</p> | <p>Why should you use different passwords for a range of online services?</p> <p>What effective strategies could you use for managing those passwords? (e.g. password managers, acronyms, stories)</p> <p>What should you do if your password is lost or stolen?</p> <p>What are app permissions? Can you give some examples from the technology or services you use?</p> |

that would be better than others for Muslims.
Key Vocabulary:
Five, Pillars, Zakah, Sawm, Qu'ran, Hajj

musical language to describe the music.

Key Vocabulary:
style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

What simple steps could you do to increase privacy on apps and services that provide privacy settings?

How does some online content target people to gain money or information illegally? How can you identify such content? (e.g. scams, phishing)
Why is it important to keep your software and apps up to date?*

What are terms and conditions?
Why do online services have terms and conditions?*

Explain how you would use search tools to find and access online content which can be reused by others?

How do you make references to and acknowledge sources you have used from the internet?

Topic Application

Victorian Christmas Christmas Cards

Victorian Callisthenics

National Anthem and the values it represents

Linked lessons researching Victorian position piece

| Topic | Big Questions | Subject Coverage (Subject, Context) | Learning Opportunities (Lesson order and structure, including small steps) | Objectives Covered (from subject Frameworks) |
|--|---|---|--|---|
| <p>Class Reader:</p> <p>SS: Victorian day Dress like Victorians, play Victorian games</p> <p>MM: Trip to Folkestone - Victorian museum</p> <p>FF: Victorian Christmas</p> <p>Learning Environment : Star books Cafe to be set up as a joint reading area. Victorian toys and other artefacts to</p> | <p>BQ1: Who were the Victorians?</p> <p>Big Answer: Present (however the children choose) facts about the Victorians that link to their lifestyle.</p> <p>Each CR different way of presenting BA</p> | <p>Reading: Mary Shelley's Frankenstein Dracula The Midnight Hour (CR) Street Child</p> <p>Writing: Horror / suspense Haiku Instructions (linked to science)</p> <p>GPS: Word Classes Apostrophes</p> | <p>Stunning Start - Victorian day - Adults dress like Victorians</p> <ul style="list-style-type: none"> - Victorian games - Handwriting - Copy lines - Rote learning multiplication facts - Victorian food tasting <p>Writing - Horror / Suspense - Create your own Monster and recreate the story of Frankenstein.</p> <ul style="list-style-type: none"> - Hook - Messy room with blank wanted poster - Children draw their own monster using inspiration. - Model text - HMSS. Create a story map in a creative way. - Features of a suspense story - create a toolkit for a suspense story. - - Plan their own crime scene. What is your setting? What makes a good monster? How can we use a monster's features to create suspense? Draw and annotate both. - Deepening - How do we create a setting that convinces? Create a setting description. Redraft in response to feedback using descriptosaurus. (2 sessions). - Planning (plot matrix and story map of own story). - Write - Edit - Publish <p>Week 1 -</p> | <p>History: Queen Victoria</p> <ul style="list-style-type: none"> - Explore Queen Victoria Family - Day to day living in Victorian time - The industrial revolution - Colonialism <p>Art: L. S. Lowry William Morris</p> <ul style="list-style-type: none"> • Describe the work and ideas of William Morris using appropriate vocabulary and referring to historical and cultural contexts • Use techniques, colours, tones and effects in an appropriate way to represent patterns • Refine their use of learnt skills <p>Science: Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>I can 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.</p> <p>I use recognised symbols when representing a simple circuit in a diagram.</p> <p>Music: Happy: To think about the message of songs.</p> |

be rotated
regularly.

History - Who was Queen Victoria? - research facts about Queen Victoria, presented as a Mind Map around an image of her. To be added to through Guided Reading lessons as more knowledge is gained.

- When was the Victorian Period? - Children will gain an understanding of key features of the Victorian Period including key events, key figures and relevant artefacts.

Week 2 - History

- Create a timeline of the Victorian era - Place events, people and changes into correct periods of time. (research and clearly model expectations)
- Children make their own Victorian timeline. using knowledge developed in W1 which will be added to as the term progresses.

Week 3 - History

- Compare modern and Victorian schooling. What was it like going to school at the end of the nineteenth century? Show the children pictures of school life at the end of the nineteenth century and discuss how school appears different from today, e.g. uniforms, architecture and interiors of classrooms.
- Compare modern and Victorian houses. - independent
 - Find similarities and differences.

Week 4 -

- Look at the classes within Victorian Britain.
- Compare and contrast the rich and poor lives of the children in Victorian Britain.

Week 5 - Big Answer

Life skills/PSHE - Children to create their own family trees in an assembly slot.

Science: Light (discrete)

- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

- Listen carefully and respectfully to other people's thoughts about the music.

- Use musical words when talking about the songs.

RE: What is the best way for a Muslim to show commitment to God?

History:

I can demonstrate knowledge of a key theme or aspect in British History.

I can discuss and debate historical issues, using contrasting evidence and opinions.

I can use appropriate vocabulary when discussing and explaining historical events.

- Understand what light is where it comes from
- Understand how light travels
- Investigate shadows

BQ2:What was it like for children living in Victorian Britain?

Big Answer: Comparative writing.

Reading:

Mary shelley's

Frankenstein

Dracula

The Midnight Hour (CR)

Playscripts

Writing:

Discussion

GPS:

Clauses -use of commas

Week 5 - Haiku - About Victorian times

- Explore Haikus (features, structure)
- Write Haiku
- Improve and publish Haiku

Week 6 - Discussion - Compare Victorian London to modern London

- Stimulus on the board - Children research - Class discussion (drama 2 lessons)
- Features of a discussion text (toolkit)
- Planning (plot matrix)

Week 6 - History

- A timetable of a child's day - Modern and Victorian
- What children were allowed to go to school.

Week 7 -

- Writing
- Editing
- Publishing

Week 5 History

History:

- I use dates and a wide range of historical terms in my work to sequence events and periods in time.
- I develop a secure knowledge of the events and periods of time I have studied throughout school.

Geography

- A comparative study of a local area.

Life skills

- I notice when I am feeling anxious or stressed and know how to deal with these feelings.
- I know how to 'read the room' and act appropriately in different environments.
- I can self-direct my time independently (knowing when to complete homework/go to bed).

Writing

- Workhouses / Expectations of children

Week 6 History

- Towns / Travel (comparative study of Ashford and London in the Victorian times compared to the modern day).

Week 7 - Big Answer.

Life skills/PSHE - Active listening (links to debates/discussions) focusing on resolving disputes/disagreements.

Science Light (discrete)

- Understand reflections
- Understand Refractions

- **In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).**
- **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately**
- **Use coordinating and subordinating conjunctions.**
- **Apostrophes for possession and omission mostly correctly.**

BQ3: Why is the Victorian age called the golden age?

Big Answer: Would you call it the Golden age? Children to independently answer this question.

History -

- Why was it called the golden age?
- The expansion of the industrial era.
- Smog pandemic.

Geography -

- Starters for this unit - children know the continents and oceans and the names of the 4 capitals of the UK.
- Annotate maps to show the spread of the empire
- Look at where resources come from within the UK and British empire.
- The impact of the British Empire (2 lessons 1 positive 1 negative)

Art -

- Describe the work and ideas of William Morris using appropriate vocabulary and referring to historical and cultural contexts
- Use techniques, colours, tones and effects in an appropriate way to represent patterns
- Refine their use of learnt skills

PSHE

- What is colonialism
- Four features of Colonialism: unequal exchange, external integration and internal disarticulation, drain of wealth, and a foreign political domination

Big Answer - Children answer - Would you call it the Golden age?

Music: Classroom Jazz number 2

Science:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- Use recognised symbols when representing a simple circuit in a diagram.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal

Mystery Narrative (Alma) - Finish the story of Alma first person
Lesson 1 Hook - Screenshots from Alma, put into a comic strip and caption the story etc. Watch the video - who got close? Cinema style viewing.
Lesson 2 - I am learning to suggest mood and atmosphere through use of descriptive vocabulary.
Lesson 3 - I am learning to identify and explain how/why writers use imagery.
Lesson 4 - I am learning to express the emotions of a character by tracking moments of suspense and tension in a story
Lesson 5 - I am learning to use short, snappy sentences to build tension and suspense. I am learning to describe micro-expressions.
Lesson 6 - I am learning how writers use figurative language to convey mood and atmosphere (pathetic fallacy).
Lesson 7 - I am learning to use a variety of sentence openers (DADWAVERS).
Lesson 8 - I am learning to plan a piece of narrative.
Lesson 9 - I am learning to write a third person dual narrative featuring a first-person account of events.
Lesson 10 - I am learning to evaluate my writing: proofreading, editing and making improvement where necessary.

Science Electricity (discrete)

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- Use recognised symbols when representing a simple circuit in a diagram.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

History:

- I recognise primary and secondary sources.
- I can use a range of sources to find out about an aspect of time past.
- I suggest omissions and the means of finding out.
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Geography

- I can use digital/computer mapping to locate countries and describe features studied.

Art:

- They can talk about great artists, architects and designers in history.
 - They collect and record visual information from different sources, plan and execute how to join parts of the sculpture and annotate their work.
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- using test results to make predictions to set up further comparative and fair tests
 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

BQ4: How did the Victorians celebrate Christmas?
Big Answer: plan/organise a Victorian Christmas

Writing: Playscript - Convert narrative to playscript
Lesson 1 - Share the Christmas Carol Narrative
Lesson 2 - Understanding playscripts
Lesson 3 - Understanding characters
Lesson 4 - Dialogue in playscripts
Lesson 5 - GPS features of playscripts
Lesson 6 - Planning a playscript
Lesson 7 - Write recycled playscript
Lesson 8 - Performing a play

Instructions (DT) - How to make their science experiment (Burglar alarm/Oliver Twist)

- Research how to make a burglar alarm
- Look at features of instructional texts
- Write instructions
- Make Burglar alarm
- Evaluate instructions

History -

- How was Christmas celebrated
- Victorian Christmas tradition

Big answer (part 1) -

- Make Christmas decorations and decorate classroom

History

- Compare and contrast
- Impact of the British empire and how it changed traditions

- Traditions we now have and where they come from.

Big answer (part 2)

- Organise a Victorian Christmas celebration.

Victorian school life drama workshop - Year 6 teach year 5
what life was like. (FF) (3 lessons - 2 planning - 1 deliver)

British Values:

| Democracy | Rule of law | Individual liberty | Mutual respect and tolerance |
|---|--|--|--|
| <ul style="list-style-type: none"> • A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. • Leadership and accountability • Joint decision making • Team meetings • The right to protest and petition • Receiving and giving feedback | <ul style="list-style-type: none"> • The need for rules to make a happy, safe and secure environment to live and work. • Legislation • Agreed ways of working, policies and procedures • How the law protects you and others | <ul style="list-style-type: none"> • Equality and Human Rights • Personal Development • Respect and Dignity • Rights, choice, consent and individuality • Values and principles | <ul style="list-style-type: none"> • Respecting the values, ideas and beliefs of others whilst not imposing our own others. • Tackling stereotyping, labelling, prejudice and discrimination • Understanding that we all don't share the same beliefs and values. • Embracing diversity • The importance of religion, traditions, cultural heritage and preferences |