

**Medium Term Planning Year 6 Term 1 Plants/Crime and Punishment**

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| **English** | **Maths** | **Science** | **History** |
| **1. What does crime and punishment mean to us?**  To communicate (I can use spoken language to develop understanding and give well-structured descriptions)  **The Unforgotten Coat**  1. To discuss questions and justify (I can predict what may happen)  2. To write for effect (I can use dialogue to move the action forward and create tension)  **Mini write =**  3. To vary sentence structure (I can use a mixture of simple, compound and complex sentences)  4. To write for a purpose (I can edit and improve)  **Mini write =**  5. I can organise my writing (I can choose the correct structure and features for my purpose and text type)  6. To write for a purpose (I can edit and improve)  7. To organise my writing (I can use the appropriate perspective)  8. To discuss, question and justify (I can express an opinion)  **Mini write =**  9. To vary sentence structure (I can use a mix of active and passive to deliberately heighten engagement)  10. To write for a purpose (I can edit and improve)  11. To write for effect (I can use complex noun phrases, adverbs and adverbial phrases)  12. To use word classes accurately (I can use the perfect form)  **End piece =**  13. To write for a purpose (I can plan)  14. To write for a purpose (I can draft, write, edit and improve)  15. To organise my writing (I can write cohesively at length linking my paragraphs using adverbs and adverbial phrases)  16. To organise my writing (I can write cohesively at length linking my paragraphs using past perfect)  17. To organise my writing (I can ensure consistency with tense, using adverbials to mark a change)  18. To write for a purpose (I can draft, write, edit and improve)  **Rainplayer**  1. To organise my writing (I can guide the reader using a range of organisational and presentational devices I have learnt)  2. To use word classes accurately (I can use the subjunctive form)  3. To use word classes accurately (I can identify suffixes and their meanings)  4. To write for effect (I can use dialogue to move the action forward and create tension)  5. To use word classes accurately (I can use the perfect form)  **Mini write =**  6. To discuss, question and justify (I can predict what may happen and express an opinion)  7. To write for purpose (I can edit and improve)  8. To vary sentence structure (I can use a mix of active and passive to deliberately heighten engagement)  **Mini Write=**  9. To organise my writing (I can choose the correct structure and features for my purpose and audience)  10. To write for a purpose (I can edit and improve)  11. To discuss, question and justify (I can participate in discussions about books and recommend books to peers, giving reasons for my choices)  **End Piece=**  12&13 To write for a purpose (I can note, develop and research ideas)  14. To communicate (I can consider and evaluate different viewpoints, attending to and building on the contributions of others)  15. To use word classes accurately (I can choose appropriate and adventurous adjectives for impact)  16. To organise my writing (I can write cohesively at length, linking my paragraphs using adverbs and adverbial phrases)  17. To write for effect (I can use a range of sophisticated conjunctions appropriate for the form, audience and purpose)  18. To write for a purpose (I can plan, draft, edit and improve) | **Place Value**  To use place value (I can read, write and order numbers to ten million)  To use place value (I can compare and order numbers to ten million)  To use place value (I can round numbers to ten, a hundred and a thousand)  To use place value (I can round numbers to ten million)  To use place value (I can use negative numbers)  (Place Value Assessment)  **Four operations**  To master the four operations (I can add whole numbers with more than four digits)  To master the four operations (I can subtract whole numbers with more than four digits)  To master the four operations (I can use the inverse for addition and subtraction problems)  To master the four operations (I can solve multi step addition and subtraction problems)  To master the four operations (I can apply my addition and subtraction knowledge to solve problems)  To master the four operations (I can multiply four digits by one digit)  To master the four operations (I can multiply 2 digits by 2 digits)  To master the four operations (I can multiply 3 digits by 2 digits)  To master the four operations (I can multiply 4 digits by 2 digits)  To master the four operations (I can divide 4 digits by 1 digit) To master the four operations (I can divide with remainders)  To master the four operations (I can divide with decimal remainders)  To master the four operations (I can divide using factors)  To master the four operations (I can decide how to divide)  To master the four operations (I can find factors)  To master the four operations (I can find common factors)  To master the four operations (I can find common multiples)  To master the four operations (I can find primes to 100)  To master the four operations (I can find squares and cubes)  To master the four operations (I can identify the order of operations)  To master the four operations (I can perform mental calculations and estimations)  To master the four operations (I can reason from known facts)  (Four Operations Assessment)  **Fractions**  To manipulate fractions (I can find equivalent fractions)  To manipulate fractions (I can simplify fractions)  To manipulate fractions (I can convert improper fractions to mixed numbers)  To manipulate fractions (I can convert mixed numbers to improper fractions)  To manipulate fractions (I can plot fractions on a number line)  To manipulate fractions (I can compare and order fractions using just the denominator)  To manipulate fractions (I can compare and order fractions using the numerator)  To manipulate fractions (I can add and subtract fractions)  To manipulate fractions (I can add mixed numbers)  To manipulate fractions (I can add fractions)  To manipulate fractions (I can subtract mixed numbers)  To manipulate fractions (I can subtract fractions)  To manipulate fractions (I can solve problems involving adding and subtracting fractions)  To manipulate fractions (I can multiply fractions by integers)  To manipulate fractions (I can multiply fractions by fractions)  To manipulate fractions (I can divide fractions by integers)  To manipulate fractions (I can follow the four rules with fractions)  To manipulate fractions (I can find the fraction of an amount)  To manipulate fractions (I can find the whole from a fraction of an amount)  (Fractions assessment)  **Geometry**  To identify position and direction (I can plot co ordinates in the first quadrant)  To identify position and direction (I can plot co ordiantes in all four quadrants)  To identify position and direction (I can translate)  To identify position and direction (I can reflect)  (Geometry assessment) | **1. What plant life surrounds us and how does it survive?**  To understand Plants (I can relate my knowledge of plants to studies of living things)  **3. How can we support the plants around us?**  To work scientifically (I can plan enquiries and use appropriate techniques and apparatus)  **6. Have we managed to grow our own plants?**  To work scientifically (I can take accurate measurements and record data)  **7. How can we share what we have discovered?**  To work scientifically (I can report my findings and present them in a variety of ways) | **3. What does the idea of crime and punishment come from?**  To investigate and interpret the past (I can understand no single source of evidence will give the full answer to questions about the past)  **4b. What was crime and punishment like in the Roman times?**  To build an overview of world history (I can compare times I am studying to those I have studied in previous years)  **5b. What was crime and punishment like in Norman times?**  To build an overview of world history (I can describe diversity in past societies)  **6. What was crime and punishment like in the Tudor times?**  To build an overview of world history (I can describe the characteristic features of the past)  **7b. What was crime and punishment like during the British Empire**  To understand Chronology (I can describe the main changes in a period of history and identify rapid change)  **8. What can we learn about crime and punishment socially?**  a. Poverty effects  To investigate and interpret the past (I can use evidence to deduce information about the past and suggest suitable sources of evidence)  b. Race effects  To build an overview of world history (I can compare the times I am studying to those I studied previously) |

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| Geography | Art | Design | Computing | MFL | RE | PSHE | Music |
| **2. How do the plants around us help the animals around us survive?**  To investigate places (I can use different types of fieldwork to observe and measure the local area)  **2. What does crime and punishment look like locally?**  **4. What was crime and punishment like in the Roman times?**  To investigate places (I can name and locate some of the countries and cities of the world and their identifying characteristics)  **5. What was crime and punishment like in Norman times?**  To communicate geographically (I can describe key aspects of human geography)  **7a. What was crime and punishment like during the British Empire?**  To investigate patterns (I can identify and describe the geographical significance of latitude, longitude, equator, hemispheres, tropics and time zones) | **How can I express myself through collage?**  To collage (I can mix textures)  To collage (I can combine visual and tactile qualities)  **8. How can we use art to share our new knowledge?**  a. To take inspiration from the greats (I can give details about the style of Andy Warhol)  b. To print (I can create an accurate pattern showing fine details)  c. To take inspiration from the greats (I can create an oridinal piece that shows a range of inspiration) To print (I can build up layers of colours) | **9. How can we support habitats around us?**  Children to plan and create their own mini planter habitat outside to keep their plants in  a. To take inspiration from design throughout history  I can combine elements of design from a range of inspirational designers I can create innovative designs that improve upon existing products b. To master practical skills with materials  I can cut materials with precision and refine the finish with appropriate tools I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape To master practical skills with construction  I can develop a range of practical skills to create products | **4. How can we identify the plants around us?**  To collect (I can use and explore a database)  **5. How can we create a database to help identify plants?**  To collect (I can devise and construct databases and present them in an effective manner)  **7. How can we share what we have discovered?**  To work scientifically (I can report my findings and present them in a variety of ways) – To code (I can use if conditions and specify rotation) | **Let’s visit a French town.**  **1. Who Lives Where?**  To understand basic grammar appropriate to the language being  studied, how to apply these, for instance, to build sentences; and  how these differ from or are similar to English; in the context of  talking about where people live.  • I can show how verbs change depending on the subject.  To appreciate stories, songs, poems and rhymes in the  language; in the context of finding out where people live.  • I can join in a song with familiar structures.  **2. I Go to School to Learn**  To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town, • I can explain to someone why I do something.  3. Where Is the Library? To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of discussing French towns. • I can locate new vocabulary in a bilingual dictionary. To describe people, places, things and actions orally and in writing; in the context of exploring maps. • I can describe the position of places in French towns.  **4. Maths**  To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics • I can use French terms for mathematical activities.  **5. Welcome to My Home!**  To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone’s home. • I can follow and respond to an audio presentation  **6. Ordinal Numbers**  to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers. • I can identify and apply spelling patterns. | **1. What does the Bible teach Christians about how to behave?**  a. Explore the Genesis story and the implications of humans being created in God’s image for how they should treat one another.  To explore how being a Christian affects how you live your life (I can discuss how the bible teaches Christians to treat others)  b. Explore the Old Testament story of the ten commandments – who wrote them? Why? How important are they to Christians and society in general?  To explore how being a Christian affects how you live your life (I can discuss how the bible teaches Christians to treat others)  c. Explore the GREATEST COMMANDMENT (Mark 12.30-31) LOVE How easy is this commandment to follow? Do we see people following it consistently? How is it reflected in society today?  To explore how being a Christian affects how you live your life (I can discuss how the bible teaches Christians to treat others)  2**. How do Christian beliefs reflect on the actions of Christians?**  Look at two famous examples of people who are Christian and how they have shown their belief through their actions.  To explore how being Christian affects how you live your life (I can discuss how beliefs impact on actions and behaviours including examples of contemporary individuals) | **Being me in my world**  a. I can identify my goals for this year, understand my fears and worries about the future and know how to express them  b. I know that there are universal rights for all children but for many children these rights are not met  c. I understand that my actions affect other people locally and globally  d. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities  e. I understand how an individual’s behaviour can impact on a group  f. I understand how democracy and having a voice benefits the school community | **Charanga**  Happy  Classroom Jazz 2 |