

**Medium Term Planning Year 6 Term 2 Our Changing World**

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| **English** | **Maths** | **Science** | **History** |
| **How can I create a fable with a moral? (Mouse, Bird, Snake, Wolf)**  **1** To understand texts (I can ask questions to improve understanding)  **2** To understand texts (I can draw inferences and justify them with evidence)  **3** To understand texts (I can discuss and evaluate how authors use language – considering the impact on the reader)  **4** To understand texts (I can identify and discuss themes across a range of writing)  **5** To write with purpose (I can identify the audience and choose the appropriate form)  **6** To write with purpose (I can note, develop and research ideas)  **7** To use sentences appropriately (I can use modal verbs)  **8** To punctuate accurately (I can use apostrophes)  **9** To use imaginative description (I can interweave dialogue)  **10** To write with purpose (I can plan, draft, write, edit and improve)  **How can I persuade the reader? (Tidy)**  **1** To understand texts (I can summarise the main ideas)  **2** To write with purpose (I can note, develop and research ideas)  **3** To use imaginative description (I can use techniques used by authors)  **4** To use sentences appropriately (I can use a mix of simple, compound and complex sentences)  **5** To write with purpose (I can identify the audience and choose the appropriate form)  **6** To write with purpose (I can plan, draft, write, edit and improve)  **How can I create an emotive poem? (a poison tree)**  **1** To understand texts (I can identify how language contributes to meaning)  **2** To understand texts (I can discuss how authors use language)  **3** To use imaginative description (I can use metaphors)  **4** To write with purpose (I can choose the appropriate form)  **5** To organise writing appropriately (I can guide the reader using organisational devices)  **6** To write with purpose (I can plan, draft, edit, write and improve) | **How can I convert units?**  **1** To convert units (I can convert metric measures)  **2/3** To convert units (I can solve problems involving converting measures)  **4** To convert units (I can convert imperial measures)  **5/6/7/8** To convert units (I can solve problems involving converting units and measures)  **How can I work out areas, perimeters and volumes?**  **1** To find area, perimeter and volume (I can understand the difference between area and perimeter)  **2** To find area, perimeter and volume (I can find the area of quadrilaterals)  **3** To find area, perimeter and volume (I can find the perimeter of quadrilaterals)  **4** To find area, perimeter and volume (I can find the area of triangles)  **5** To find area, perimeter and volume (I can find the perimeter of triangles)  **6** To find area, perimeter and volume (I can find the volume)  **7/8** To find area, perimeter and volume (I can solve problems around area, perimeter and volume)  **How can I use Algebra?**  **1** To use algebra (I can find a rule)  **2** To use algebra (I can use a rule by substitution)  **3** To use algebra (I can create formulae)  **4** To use algebra (I can solve problems using formulae)  **5/6** To use algebra (I can solve equations)  **7/8** To use algebra (I can solve problems involving algebra)  **How can I use and apply ratio?**  **1** To use ratio (I can use the language of ratio)  **2** To use ratio (I can link ratio and fractions)  **3/4** To use ratio (I can use the ratio symbol and calculate ratio)  **5/6** To use ratio (I can use scale factors and calculate them using ratio problems)  **7/8** To use ratio (I can solve problems involving ratio in different situations)  **How can I find angles and properties of shapes?**  **1** To understand properties of shape (I can measure with a protractor)  **2** To understand properties of shape (I can find missing angles) On a line  **3** To understand properties of shape (I can find missing angles) around a point  **4** To understand properties of shape (I can find missing angles) quadrilaterals  **5** To understand properties of shape (I can find missing angles) triangles  **6/7/8** To understand properties of shape (I can find missing angles)  **How can I apply my shape knowledge?**  **1** To understand properties of shapes (I can discuss the properties and features of 2D shapes)  **2** To understand properties of shapes (I can discuss the properties and features of 3D shapes)  **3/4** To understand properties of shapes (I can discuss the properties of circles)  **How can I present and interpret data?**  **1** To present and interpret data (I can read and interpret line graphs)  **2** To present and interpret data (I can draw line graphs)  **3** To present and interpret data (I can read and interpret pie charts)  **4** To present and interpret data (I can create pie charts) | **13/14**  **Who used to live on the Earth?**  To understand evolution and inheritance (I can recognise that living things have changed over time)  **15/16**  **How do we know about the past?**  To understand evolution and inheritance (I can recognise that fossils provide information about living things that inhabited the Earth millions of years ago)  **17/18**  **Who currently lives on the Earth?**  **Animals of the world/reproduction**  To understand evolution and inheritance (I can recognise that living things change over time)  **25/26**  **How do animals survive changes on the Earth?**  **Inheritance/adaptation/evolution**  To understand evolution and inheritance (I can recognise that living things produce offspring of the same kind, but normally offspring vary)  **27/28**  **What happens when animals don’t adapt?**  To understand evolution and inheritance (I can recognise that living things change over time) | **1/2**  **How has the Earth changed over time?**  To communicate historically and geographically (I can use appropriate historical and geographical vocabulary to communicate) |

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| Geography | Art | Design | Computing | MFL | RE | PSHE | Music |
| **3**  **What causes the continents to move?**  **Continental Drifts/Plate tectonics**  To communicate geographically (I can describe and understand key aspects of physical geography)  **4**  **What can happen when the continents move? Earthquakes**  To communicate geographically (I can describe and understand key aspects of physical geography)  **5/6**  **What causes the Earth to have a climate?**  **Atmosphere/Water cycle**  To communicate geographically (I can describe and understand key aspects of physical geography)  **7/8**  **What happens to the Earth’s climates?**  **Climates of the past/ice ages**  To investigate patterns (I can identify and describe geographically significant places)  **9/10**  **What are the climates like now?**  To investigate patterns (I can identify and describe geographically significant places)  **11/12**  **What happens if the climate changes?**  **Predictions based on prior learning**  To investigate patterns (I can describe how locations around the world are changing and explain some of the reasons for change)  **29/30**  **What is changing on the Earth right now?**  To investigate patterns (I can describe how locations around the world are changing)  **31/32**  **What is causing the current changes on the Earth?**  To investigate patterns (I can describe how locations around the world are changing and explain some of the reasons for change)  **33/34/35/36**  **How can we stop the Earth changing too much?**  **Animal conservation works/Antarctica conservation works/Conservation projects** | **19/20**  **How can we plan an animal sculpture?**  **Research animal sculptures and create a mood board to choose from and ideas to inspire**  To develop ideas (I can collect information, sketches and present ideas)  **21/22**  **Can we manipulate clay effectively?**  To master techniques (I can use tools to carve, add shapes, texture and pattern my work as well as use frames to provide stability and form)  **23/24**  **Can we create Clay animals?**  To master techniques (I can show lifelike, visual and tactile models) | **37**  **How can we repurpose things to help wildlife?**  **Design/prototype and create birdfeeders from recycled products.**  To design, make, evaluate and improve (I can design with the user in mind)  **38**  To take inspiration from design throughout history (I can create innovative designs, including cross sectional diagrams, that improve upon existing products and evaluate)  **39/40**  To design, make, evaluate and improve (I can make products through stages of prototypes, making refinements and evaluate my design suggesting improvements)  **41/42**  To master practical skills (I can cut materials with precision and show an understanding of the materials I use) | **What risks are found online?**  **How do I report risks?**  **How can we stay safe online?**  Give examples of the risks of online communities and how to report problems  Understand it is illegal to download copyrighted material including music or games without permission from the holder  **How can I use the internet responsibly?**  Understand the effect of online comments and show responsibility and sensitivity when online  **How do I use the internet and other networks?**  Understand how simple networks are set up and used  Collaborate with others online on sites approved and moderated by teachers | Unit 3 of French scheme.  Carried out by PPA cover. | Buddhism  **How do Buddhist worship?**  **What is the origin of the Buddhist faith?**  **When and where do Buddhist worship?**  **What are the fundamentals of the Buddhist faith?**  Learn/understand the big questions asked by religions/belief systems  **How is art used to share beliefs?**  **Why is creating art a type of meditation?**  **How are mandalas used to meditate?**  Learn/understand the diverse ways in which religious and non-religious people express their beliefs through art | **How can I set challenging goals?**  I know my learning strengths and can set challenging but realistic goals for myself  **How can I make goals achievable?**  I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these  **How can I work with others?**  I can identify problems in the world that concern me and talk about them  I can work with others to help make the world a better place  I can describe some ways in which I can work with others to make the world a better place  **How can I recognise my own strengths?**  I know what some people in my class like or admire about me and can accept their praise  Healthy me  **What do different types of food do for my body?**  I know the impact of food on the body  **How do drugs affect my body?**  I know about different types of drugs and their uses  I can evaluate when alcohol is being used responsibly  **How do I look after my own and others well-being?**  I know and can put in to practice basic emergency aid procedures and know how to get help in emergency situations  I understand what it means to be emotionally well and can explore people’s attitudes towards mental health issues  I can recognise when I feel stressed and the triggers that cause this and I understand how this can cause alcohol misuse | Unit 3 of Charanga scheme |