

Carbeile Junior School

Medium Term Plan – Half Term

Year Group: 6 **Term:** Spring 2 **Topic:** Bombs, Battles and Bravery

| Weeks | Week 1 24/2/20 | Week 2 02/3/20 | Week 3 9/3/20 | Week 4 16/3/20 | Week 5 23/2/20 | | | |
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| Unusual Timetable Events | NSPCC Day (time in hall) | Thurs 5 th March Paul Stevens in I PUPILs to library World Book Day | Tues 10 th March Core Magic Day Thurs 12 th March Assembly | | Fri 27 th March Wear a Hat day | | | |
| Maths Intent: To have a secure understanding of measures and be able to problem solve using ratio. | | | | | | | | |
| Maths (Arithmetic every Wednesday) | Area, Perimeter and Volume Unit | Area, Perimeter and Volume Unit | Ratio Unit | Ratio Unit | Consolidation and Assessments | | | |
| Maths End Points | <ul style="list-style-type: none"> To calculate area and perimeter of a range of shapes. To solve problems involving volume, as well as a range of other measures. To use ratio to solve a word problem. | | | | | | | |
| Mathematical Fluency | KIRF: (to be sent home) Prime Numbers, Composite Number, Factors and Multiples + TT Rockstars | | | | | | | |
| Fluency End Points | <ul style="list-style-type: none"> To know all the prime numbers up to 50 To quickly find the factors and multiples of numbers. To increase speed of times table facts. | | | | | | | |
| English Intent: To write, for a variety of genres, using the correct level of formality and style. | | | | | | | | |
| English | Report: Evacuation of Children | Report: Letter Home from an Evacuee Child Topic Write | Diary Writing Flossie's Diary | Diary Writing Flossie's Diary | Diary Writing Flossie's Diary | | | |

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| English End Points | <ul style="list-style-type: none"> To write, using empathy, from another viewpoint To use correct formality for a diary. To create atmosphere and description. | | | | | | | |
| Reading Intent: To read a new text with fluency and understanding, having the ability to retrieve and infer information and discuss themes in the text. | | | | | | | | |
| Reading Skills | Allocated Books for this term: → | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS | | |
| (Godrevy – The Catapult Kid Greatest Show) (Lizard – Treasure Island) (Trevoise – Velvet Thief) (Pendeen – Cinderella) | | | | | | | | |
| Reading End Points | <ul style="list-style-type: none"> To use a text and recall facts to find information. To make inferences and deductions based upon a character’s actions. To read with increased fluency, and have a greater knowledge of vocabulary. | | | | | | | |
| Spellings | RE / IL/ IM (RS Spr 7) | AUTO/ UN/ DIS (RS Spr 8) | OU makes the U (RS Spr 9) | Y makes the I (RS Spr 10) | High Frequency Words | | | |
| Spelling End Points | <ul style="list-style-type: none"> To spell words accurately using the spelling rules above. To be able to apply the spelling rule to other words that are encountered. To know exception words which need to be learned using a range of methods. | | | | | | | |
| Computing | | | | | Unplugged Computing Unit (book a computer day in diary) | | | |
| Computing End Points | <ul style="list-style-type: none"> To follow instructions and algorithms to solve problems | | | | | | | |
| Science Intent: To have a secure understanding of how light travels, how shadows are formed and can plan an independent test that investigates how to block light. (nc) | | | | | | | | |
| Science Investigation (x2) | How Light travels | Shadows | | Blocking Light Investigation | | | | |

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| Science Investigation End Points | <ul style="list-style-type: none"> To understand how light travels from light source to eyes To understand how and shadow is formed To create an investigation into how a shadow can change size. | | | | | | | | |
| History Intent: Children to understand the impacts of World War Two at a local, national and international level. | | | | | | | | | |
| Topic | Topic Launch Elicitation Task | Why did WW2 Begin? | How did Britain prepare for War? | The Blitz <u>Topic Write Report</u> | Battle of Britain | | | | |
| Topic End Points (KIRFS) | <ul style="list-style-type: none"> <u>KIRFs for History Topic to be put on Server and on Website</u> | | | | | | | | |
| PE Intent: Compose an original (WW2 themed) group dance, incorporating a variety of movements, levels and techniques. Learn a brand new game's rules and tactics in order to play competitively. | | | | | | | | | |
| PE/ Games | <p>Indoor: World War 2 Dance Sequence</p> <p>Outdoor: Lacrosse (Godrevy and Trevose) Basketball (Lizard and Pendeen)</p> | | | | | | | | |
| PE End Points | <ul style="list-style-type: none"> To contribute to a whole class dance performance To link three movements together in different ways. To use body to create different shapes, levels and speeds of dance movements. To refine dance technique. | | | | | | | | |
| Art Intent: To develop Art skills that will enable the children to create Art work that reflects World War 2. | | | | | | | | | |
| ART | World War 2 Silhouette Pictures | World War 2 Silhouette Pictures | World War 2 Silhouette Pictures | Propaganda Posters | Propaganda Posters | | | | |
| Art End Points | <ul style="list-style-type: none"> To use a range of materials to create a final piece of Art. To use paint to create different shades of colour. To replicate a style of Art used in World War 2. | | | | | | | | |
| French Intent: To provide opportunities to express and justify opinions. | | | | | | | | | |

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| French Ici et là (Out and about) | Rising Stars Introduce theme – Leisure activities and develop the ability to use high numbers. | Rising Stars Getting started animation. Brainstorm words expressing likes/dislikes | Rising Stars Use the Storyboard to encourage children to repeat characters' lines. | Rising Stars Use wordbank flashcards to present numbers above 70. | Rising Stars Make an advert for a theme park ride – describe using positive opinions. | | | |
| French End Points | <ul style="list-style-type: none"> Engage in conversation Present ideas and information orally to a range of audiences Broaden vocabulary | | | | | | | |
| RE Intent: To know how Christian belief in resurrection and life after death makes a difference in their lives. | | | | | | | | |
| RE Christianity (Kingdom of God) | The Easter Story | Discuss and understand various theories about the resurrection of Jesus. | Recognise connections between Christian belief in the resurrection and how they worship at Easter. | To be able to recall and explain the significance of the events of a Christian funeral. | Understand Christian beliefs about life after death. | | | |
| RE End Points | <ul style="list-style-type: none"> What difference does the resurrection make for Christians? | | | | | | | |