**Medium Term Plan – Half Term**

**Year Group:** 6 **Term:** Spring 1 **Topic:** Who’s the Mummy?

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| **Weeks** | **Week 1**  **4/1/22**  **4 days** | **Week 2**  **10/1/21** | **Week 3**  **17/1/21** | **Week 4**  **24/1/21** | **Week 5**  **31/2/21** | **Week 6**  **7/2/21** | **Week 7**  **14/2/21** |  |
| **Unusual Timetable Events** |  |  | **Pendeen STEM**  **Y6 Height and Weight check** | **Trevose STEM** | **Lizard STEM** | **Godrevy STEM**  **Internet Safety Day** | **Egypt Dress Up Day**  **Aspirations Day** |  |
| **Maths**  **(Arithmetic every Wednesday)** | **WRH Geometry, Position and Direction** | **WRH Number:**  **Percentages** | **WRH Number:**  **Decimals** | **WRH Number:**  **Decimals** | **SATS Practise Papers** | **WRH Number: Algebra** | **WRH Measure: Converting Units** |  |
| **Maths End Points** | * **To reflect, rotate and translate shapes.** * **To understand and use co-ordinates.** * **To calculate percentages of any number.** * **To convert between different units of measurement with accuracy** | | | | | | | |
| **Mathematical Fluency** | **KIRF: (to be sent home)**  To convert between key decimals, fractions and percentages quickly. For example, 0.25 = ¼ = 25% | | | | | | | |
| **Fluency End Points** | * **To improve speed and accuracy of conversion between decimals, fractions and percentages.**   **To increase knowledge of key facts for decimals, fractions and percentages.** | | | | | | | |
| **English** | **Instructional Writing – Step by Step guide to Mummification** | **Instructional Writing – Step by Step guide to Mummification** | **Egyptian Myth – Isis and Osiris**  **Imitate** | **Egyptian Myth – Isis and Osiris**  **Innovate** | **Egyptian Myth – Isis and Osiris**  **Invent** | **Egyptian Myth – Isis and Osiris**  **Publish** |  |  |
| **English End Points** | * **To begin to use new punctuation symbols with accuracy.** * **To write, as a reader, using sophisticated language and vocabulary.**   **To expand sentences using a variety of devices.** | | | | | | | |
| **Reading Skills** | **Allocated Books for this term:**  **à** | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS |  |  |
| (Godrevy – Kensuke’s Kingdom) (Lizard – Cinderella) (Trevose – Egyptian Cat Goddess) (Pendeen – Treasure Island) | | | | | | | |
| **Reading End Points** | * **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** | None this week | SHUN sound  Tion, cian, ssion  **(RS Spr 2)** | **Homophones**  **(RS Spr 3)** | **Homophones**  **(RS Spr 4)** | **Ous words**  **(RS Spr 5)** | **Super, anti and sub words**  **(RS Spr 6)** |  |  |
| **Spelling End Points** | * **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** | No Units in this term. |  |  |  | **Y6 Computing Day – Microsoft ‘Ancient Egypt’ Powerpoints.** |  |  |  |
| **Computing End Points** | * **To insert text and pictures into a document.** * **To add transitions and animations.** * **To improve typing skills.** | | | | | | | |
| **Science** | * To identify the components of blood, describe their functions. | * To explore the structure and function of the human heart | To investigate and understand that heart size and speed relates to age, fitness & activity and can be improved | * To know that nutrients and water are transported around the body in the blood | * To demonstrate how blood transports nutrients, water, gases and waste around the body   To explore and demonstrate how the circulatory system works including the role of the heart | * To identify those aspects of a diet that are healthy and unhealthy and the impact diet can   have on the body, using scientific evidence   * To examine the amount and types of exercise that keep a child and adult body healthy   To note how lifestyle can impact on the body and identify healthy habits | * To identify how drugs impact on the way the human body functions   To understand that certain drugs can be used for positive effect in the form of medicine |  |
| **Science Investigation End Points** | * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans. | | | | | | | |
| **Topic** | **Ellicitation Task**  ***TOPIC WRITE:***  ***Instructions for the process of mummification*** | **Topic Launch:**  **Where is Egypt?**  **Where did the Ancient Egyptians Live?** | **HIST: Find Ancient Egyptian time period and show on a timeline** | **GEOG: Location of Egypt in the World**  **HIST: Howard Carter and the tomb** | **HIST: Hieroglyphics and the Rosetta Stone**  ***TOPIC WRITE: Howard Carter’s diary of discovery.*** | **HIST: Building of the Pyramids**  **Showstopper Task** |  |  |
| **Topic End Points (KIRFS)** | * **Know the key steps of the Mummification Process.** * **Be able to locate Egypt and explain its geographical features** * **Know the names of important Ancient Egyptian sites such as Luxor, the Sphinx, the Pyramids of Giza.** * **Know who Howard Carter was and his discoveries.** | | | | | | | |
| **PE** | Indoor: Vaulting and Tumbling  Outdoor: handball (L and T) Lacrosse (P and G) | | | | | | | |
| **PE End Points** | * **To have tactical awareness in team sports.** * **To pass a ball accurately using correct technique.** * **To play with good sportsmanship and be supportive to teammates.** | | | | | | | |
| **ART** | Design, build and modify an Ancient Egyptian Canopic Jar. | | | | | |  |  |
| **Art End Points** | * **To use a variety of clay building techniques.** * **To mix a range of paints to decorate an object.** | | | | | | | |
| **JIGSAW (RSHE)** | **Personal Learning Goals** | **Steps to Success** | **My Dream for the World** | **Helping to Make a Difference (1)** | **Helping to Make a Difference (2)** | **Recognising our Achievements** |  |  |
| **JIGSAW RSHE**  **End Points** | * I know my learning strengths and can set challenging but realistic goals for myself * 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 * I can identify problems in the world that concern me and talk to other people about them * I can describe some ways in which I can work with other people to help make the world a better place | | | | | | | |
| **French**  **(Then and Now)** | **Rising Stars**  **Introduce theme - Comparing past with the future** | **Rising Stars**  **Getting started animation** | **Rising Stars**  **Visuals/**  **Word banks**  **Present and practice shops** | **Rising Stars**  **Activity sheet – To write sentences** | **Rising Stars**  **Storyboard resource**  **Verb endings** | **Rising Stars**  **Practice pronunciation of letter strings/**  **Rhyming pairs** |  |  |
| **French End Points** | * **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.** * **Understand basic grammar** * **Use key features and patterns of language; how to apply these to build sentences.** | | | | | | | |
| **RE Unit 2.6**  **Christianity**  **(Kingdom of God)** | **Reflect on what the Kingdom of God is like/ values and behaviour.** | **Make connections between KOG and how Christians put beliefs into practice.** | **To reflect on parables used to illustrate commitment to the kingdom** | **To reflect on parables used to illustrate commitment to the kingdom** | **To relate KOG to issues, problems and opportunities in the world today** | **Produce a piece of artwork illustrating how the kingdom of God is for all.** |  |  |
| **RE End Points** | * **To explore what people believe and what difference this makes to how they live** * **Make links between Kingdom values and behaviour.** * **Show understanding of parables; making links with beliefs about the Kingdom and the values people should live by.** | | | | | | | |

**Christian beliefs of problems and issues in the world today.**