**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**
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| **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.**
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| **Spellings** | None this week | SHUN soundTion, 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.**
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| **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.
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| **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.**
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| **PE** | Indoor: Vaulting and TumblingOutdoor: 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.**
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| **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.**
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| **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
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| **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.**
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| **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.**
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**Christian beliefs of problems and issues in the world today.**