**Medium Term Plan – Half Term**

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

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| **Weeks** | **Week 1**  **28/2/22** | **Week 2**  **07/3/22** | **Week 3**  **14/3/22** | **Week 4**  **21/3/22** | **Week 5**  **28/3/22** | **Week 6**  **4/4/22** |  |  |
| **Unusual Timetable Events** | **Paul Stevens Visit**  **St Piran’s Day**  **Sponsored Silence** |  | **Red Nose Day** |  |  | **Celebration Assembly/Learning Hour** |  |  |
| **Maths Intent: To have a secure understanding of measures and be able to problem solve using ratio.** | | | | | | | | |
| **Maths**  **(Arithmetic every Wednesday)** | **Converting Measures** | **Measures/ Area** | **Area and Perimeter** | **Ratio and Scale Factor** | **SATs Practise** | **Time** |  |  |
| **Maths End Points** | * **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** | * **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** | **Flossie’s WW2 Diary**  **Elicitation - Grammar** | **Flossie’s WW2 Diary**  **Grammar – Boxing Up** | **Flossie’s WW2 Diary - Innovate** | **Flossie’s WW2 Diary – Invent, Edit, Publish** | **WW2 Report - Evacuation** | **WW2 Letter from an Evacuee** |  |  |
| **English End Points** | * **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: à** | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS |  |  |
| (Godrevy – Treasure Island) (Lizard – Catapult Kid) (Trevose – Friend or Foe (Pendeen – Kensuke Kingdom) | | | | | | | |
| **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** | **Past SATS words** | **Ant and ent** | **Ancy ency** | **Synonyms and antonyms** | **prefixes** | **Ei after c** |  |  |
| **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** |  |  |  |  | **Unplugged Computing Unit (book a computer day in diary)** |  |  |  |
| **Computing End Points** | * **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** | **Paul Stevens visit** | **How does light travel?** | **Reflection investigation** | **Shadow investigation** | **Sunlight investigation** | **Celebration Assembly on Sci. day** |  |  |
| **Science End Points** | * **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**  **Topic Write Report** | **Battle of Britain** |  |  |  |
| **Topic End Points (KIRFS)** | * **KIRFs for History Topic to be put on Server and on Website** | | | | | | | |
| **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** | **Indoor: World War 2 Dance Sequence**  **Outdoor: Lacrosse (Godrevy and Trevose) Basketball (Lizard and Pendeen)** | | | | | | | |
| **PE End Points** | * **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** | **Henry Moore intro and 1 point perspective background**  **Trevose/Pendeen** | **Henry Moore intro and 1 point perspective background**  **Godrevy/ lizard** | **Henry Moore**  **Figure drawing Trevose/ Pendeen** | **Henry Moore**  **Figure drawing**  **Godrevy/ Lizard** | **Henry Moore**  **Artwork**  **Trevose/ Pendeen** | Henry Moore  Artwork  Godrevy/ Lizard |  |  |
| **Art End Points** | * **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.** | | | | | | | |
| **Jigsaw (RSHE) Intent:**  **Be able to register their own mental health and needs to balance their lives in a healthy manner**  **Know the warning signs of using drugs and be able to make informed decisions**  **Understand the dangers of gangs and the hold they can have over people.** | | | | | | | | |
| **RSHE** | **My health my responsibility** | Drugs | Exploitation | **Gangs** | Emotional and mental health | Managing stress and pressure |  |  |
| **RSHE End Points** | * **Be able to make healthy happy choices for themselves and respecting other choices.** * **Be more aware of the world around them and the dangers that they may come across** | | | | | | | |
| **French Intent: To provide opportunities to express and justify opinions.** | | | | | | | | |
| **French**  **Culture** | **Identifying Famous French Landmarks** | **French Cuisine** | **French Celebrations** |  |  |  |  |  |
| **French End Points** | * **Engage in conversation** * **Present ideas and information orally to a range of audiences** * **Broaden knowledge of French culture/vocabulary** | | | | | | | |
| * **RE Intent: Explore what people believe and what differences this makes to how they live.** | | | | | | | | |
| **RE Unit 2.12**  **Beliefs about life after death** | **Identify beliefs about life after death in different religions.** | **The significance of events of a Christian funeral.** | **Understand Christian beliefs about life after death.** | **Hinduism beliefs about life after death.** | **Humanist beliefs about life after death** | **Discuss and understand various theories about the resurrection of Jesus.** |  |  |
| **RE End Points** | **To know how faith can help people when life gets hard.** | | | | | | | |