Medium Term Plan Year 6 Term Spring 2024/2025 Topic Title: Mountains

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	**Genres covered:** Playscript to recreate key scenes from novel. Adventure based narrative. Biography Persuasion Explanation text – survival guides linked to novel. Poetry Diary extracts in role as key characters from class novel. **Key texts/stories:** The Treasure at the Top of The World. **Poetry:** 'If' Rudyard Kipling.	**SPaG:** **Spelling:** Read Write Inc **Grammar:** Bullet points and revision of KS2 punctuation objectives. Layout devices (including headings, tables, columns) Subjunctive form Cohesive devices (including adverbials and ellipsis) Subject and object Active and passive voice **Reading:** Explain the meaning of words in context. Literal Inference Summarise Predict Use of vocabulary Comparisons within and across the text Develop the use of evidence in written responses	Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification. Understand the difference between a fact and opinion. Speak audibly and fluently.	Termly reading and writing assessments. Updating of individual targets to show progress demonstrated during daily tasks. Identify key areas that need further development. Termly assessment.
Maths	**Fractions decimals and percentages.** Use all four operations to calculate with fractions, decimals, and percentages. Understanding the relationship between FDP and calculate percentages of amounts including increase and decrease. **Geometry:** properties of 2D and 3D shapes including measuring and calculating angles. **Statistics:** calculate the mean as an average. Interpret and draw line graphs and pie charts. **Ratio and Proportion** **Measurement:** convert between units of measure for length and weight.	Real life scenarios to calculate percentages including shopping task to calculate percentage increase and decrease. Izac9 - relating FDP. Data handling relating to Everest data. Construct and interpret graphs and pie charts during geography and science.	Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Termly formal assessments. Arithmetic tests to identify gaps and next steps. Daily maths meeting to pre teach and assess understanding. Updating of individual assessment to show progress

	Time: interpret timetables and calculate time differences. **Geometry: position, direction and motion.** Coordinates (4 quadrants) Translation Reflection			demonstrated in daily lessons. Termly assessment.
Science	**All living things** Describe how living things are classified into broad groups. Give reasons for classifying plants and animals based on specific characteristic. **Working scientifically** Taking measurements with increased accuracy. Identifying scientific evidence that has been used to support arguments. Recording data using classification keys, scatter graphs etc.	Use sweets to classify objects into broad groups. Investigate Carl Linnaeus and his classification system. Devise ways of classifying living things e.g. classification keys. Medicines from microbes. Develop understanding of how micro-organisms can be helpful and unhelpful. Mould growing activities. https://www.stem.org.uk/resources/elibrary/resource/30096/medicines-microbes	**Listening and responding** - Maintain attention and participate in collaborative discussion. **Questions** – Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Retrieval practise and ongoing work in books to show understanding and progress. Questioning to check understanding and identify misconceptions. Termly assessment.
STEM	Bridge building competition- weight / paper bridges. Test different materials to build a variety of bridges. Which material will make the strongest bridge? Is there anything that can strengthen your bridge?	Ongoing activities linked with geography fieldwork and computing. Science buddies workshop - renewable energy, focusing on wind farms and conduct a practical experiment designing wind turbine blades.	Articulate and justify answers, arguments and opinions.	
History	**Historical Expeditions** Investigation into the life of Mallory. Use a range of sources of evidence to draw conclusions about the validity of Mallory's expedition. Research previous climbers of major mountains and record breakers. Compare and contrast expeditions to Everest throughout modern history. *(Similarity and difference)*	Al Sylvester virtual visit – discussing expedition to Everest and expedition application task. Artefacts exploration- links with novel. Diary entries, letter writing. Biography. Measurement related to mountains/ time etc. Data analysis. Shape- angles. Research.	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions.

			Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Termly assessment.
Geography	**Mountains- human and physical geography** Learn about the formation of mountains- practical activities to create how mountains are made. Investigate climate conditions in various mountain regions. Investigate tourism in various countries and the implications on the local economy. Sustainability. Use and compose 6 figure grid references for areas of significance. Locate significant mountain ranges using geographical features (longitude, latitude etc) and compare the key physical and human characteristics of regions. **Kapow unit**- *What is life like in the Alps?* Locate and explore the human and physical geography of the Alps. Identify similarities and differences between an Alpine region and the local area.	Scale factors and measurements related to fieldwork. Construct and interpret graphs and data. Al Sylvester virtual visit – discussing expedition to Everest and expedition application task. Fieldwork – observe and gather data about physical and human geography in the local area. Conversion graphs. Create graphs and pie charts related to Everest data. Temperatures linked with global warming. Representing data collected during fieldwork (graphs, charts, tables) Forested visit - activities linked to survival and create survival guides and instructions.	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions. Termly assessment.
Art	**Kapow Unit – Make my voice heard.** Explore expressive drawing techniques and consider how symbolism can be used to convey meaning. Evaluate the context and intention of street art.	Explain chiaroscuro and apply it to create light and form in drawing. Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting, and sculpture, creating artworks with a message. Art appreciation. Similarities and differences between artworks and artists.	Verbal reflections about creative decisions. Reflect on successes. Discuss artists work and explain what they might use in their own work.	Peer assessment. Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

			Articulate and justify answers, arguments and opinions.	
Music	**Kapow Unit - Theme and variation (Pop Art)** Explore the concept of theme and variation. Compare and contrast variations in musical pieces. Explore musical instruments naming them, identifying their orchestral section and discussing what they sound like. Use complex rhythms to perform a theme. **Kapow Unit - Dynamics, pitch and texture- Fingal's Cave** Appraise the work of Felix Mendelssohn. To improvise as a group using dynamics, pitch and texture.	To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. Listening to orchestra performance. Linking instruments to art. Appraisal of music from different countries. Personal response to music.	Listen to feedback and improve performance. Participate in performances, role play and presentations. Use different strategies to gain and maintain the interest of the audience.	Peer and self-assessment to evaluate and improve performances. Recording of sessions to show progression. Termly assessment.
D/T	**Kapow Unit- Structure: Playgrounds** Design and build a model playground with working model equipment. Cut shape and join materials to complete structures using a variety of techniques.	Visits to local parks – linked to geography mapping and fieldwork. Instructions. Evaluation of completed structures. Measurement. Scaling.	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Verbal reflections about creative decisions.	Peer and self-assessment to evaluate finished product. Termly assessment.
PE	**Ball Games**- Develop knowledge of tactics to be applied in a range of team game situations. Focus on football and hockey- develop agility, coordination, pace, stamina. Learn how to pass, control and tackle the ball.	Sporting competitions and events. Instructions. Time- stopwatch for personal best, heart rate. Interactive video usage.	Listen and respond appropriately to adults and peers.	Demonstration of skills in practice and performance situations. Termly assessment.

	Develop an understanding of the rules within the sport.			
RE	**Understanding Christianity - How can following God bring freedom and justice?** Explore connections between the story of Moses and the concept of freedom and salvation. Develop a deeper understanding of the 'big story' of the Bible. **Understanding Christianity - What difference does the resurrection make for Christians?** Explore Christian concepts of Sacrifice, Resurrection, Incarnation and Hope. Look at how Christians put their beliefs into practice.	Open the book assemblies. Visit from reverend Jason and possible visit to Church. Retelling stories of Jesus' life. Written responses.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative.	Retrieval activities and ongoing work to show progress and development of skills. Responses and participation in class discussions. Termly assessment.
PSHCE Me, You and the World	**Operation encompass x3** **Online media** Digital footprint and e safety links. **Relationships** Explore positive relationships. Look at how to maintain good relationships and identify when a relationship is unhealthy. **Friendships/ bullying** Discuss maintaining friendships and different types of bullying.	Links to computing – e safety. Internet safety day activities presented to the rest to the school. Written responses to tasks. Creating posters/ leaflets linking with e safety and anti-bullying. Engage in National awareness days and careers events.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion. Select a variety of words that can be used to talk about similar feelings.	Responses and participation in class discussions. Update floor book after weekly sessions. Termly assessment.
Computing	**Data and information- spreadsheets** Collate data and present using spreadsheets. Format cells and apply formulas to data. **Creating media: 3D Modelling** Design and create a 3D model using computer systems.	Word processing opportunities. Invitations and posters- planning event. Visit to Openzone – Tinkercad and 3D printing. Property of 2D and 3D shapes. Accurate measurements and converting units of length.	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

		Career links.		
French	**French sport and Olympics.** Know and pronounce names of sports. Understand and pronounce words and phrases about sport and construct simple sentences about sports that they like or do not like. Show good understanding of P.E. action verbs and pronounce the words accurately. **French football champions.** Learn and pronounce new words related to football. Deliver an oral presentation. Comprehend and interpret player profiles.	Interactive videos and game. Develop speaking and listening skills through songs and rhymes. Continue to develop an understanding of basic grammar in spoken and written form. Use of online videos and songs.	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Recording of conversations. Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.
Global/Eco links	Explore endangered species- design an awareness campaign involving local radio stations, news boards etc Work with forest school to create bug hotels etc Speak with caretaker about making sure all of our rubbish is 'wildlife friendly' Tourism- Implications of tourism on local areas e.g. economy, environmental factors.	Information posters and non-chronological reports. Letters around awareness campaign. Balanced argument – tourism. Links with Geography.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions.
Career Links	Discuss roles and jobs during educational visits and with visitors in class. Careers linked with tourism and mountain exploration.	Opportunity to discuss expeditions with speakers e.g Rev Jason Forested workshops – interview leader regarding career paths. Nissan visit and workshops. Science buddies workshops – links with STEM and stereotypes and local offers.	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions and events.