



Stratford upon Avon Primary Planning – Medium Term

Year group: 6

Autumn Term 2021 – 1st half – Islands of Evolution

Lesson/Date	Week 1 30 th August	Week 2 6 th September	Week 3 13 th September	Week 4 20 th September	Week 5 27 th September	Week 6 4 th October	Week 7 11 th October	Week 8 18 th October
Visits/Visitors/ Other Info	INSET – 2 nd Sept INSET – 3 rd Sept	6 th - Children in 9 th – Place2Be staff meeting	13 th – JIGSAW assembly Super Starter: Bell- Boating					Fab Finish: Future Human
Spellings and GPS	SPELLING FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:							
	Spelling rule:	Spelling rule: Lesson 1 Challenge Words	Spelling rule: Lesson 2 Challenge Words	Spelling rule: Lesson 3 Challenge Words	Spelling rule: Lesson 4 Challenge Words	Spelling rule: Lesson 5 Challenge Words	Spelling rule: Lesson 6 Challenge Words	Spelling rule: Lesson 7 Challenge Words
	GPS FOCUS							
		Range of cohesive devices: conjunctions, adverbs and adverbials – time, addition, causal Formal v Informal Formal language – no contractions Subject specific vocabulary Emotive language	Range of cohesive devices: conjunctions, adverbs and adverbials – time, addition, causal Formal v Informal Formal language – no contractions Subject specific vocabulary Emotive language	Revision of word classes: Nouns and adjectives – precise nouns and effective adjectives – Expanded noun phrases	Revision of word classes: Verbs and adverbs – identifying verbs – identifying adverbs and adverbial phrases	Dialogue Revision – punctuation of direct speech using inverted commas	Variety of Sentence Openers – ISPACE Accurate use of commas – to separate fronted adverbial phrases and main/subordinate clauses	Variety of Sentence Openers – ISPACE Accurate use of commas – to separate fronted adverbial phrases and main/subordinate clauses
English	Writing focus/ purpose: Writing to persuade – letter of application Writing to entertain – character descriptions, scene settings and story openers	Writing focus/ purpose: Writing to persuade – letter of application Handwriting – self/peer assessment and target setting	Writing focus/ purpose: Writing to persuade- letter of application	Writing focus/ purpose: Writing to entertain – character descriptions	Writing focus/ purpose: Writing to entertain – character descriptions	Writing focus/ purpose: Writing to entertain – integrating dialogue to convey character and advance the action	Writing focus/ purpose: Writing to entertain – story openers and scene settings – Use of Figurative language (MAPOS) and the impact on reader	Writing focus/ purpose: Writing to entertain – story openers and scene settings – Use of Figurative language (MAPOS) and the impact on reader

Reading	Text title: Kensuke's Kingdom	Reading Baseline 2018	Vocabulary Qns (2a) Explain the meaning of words in context Find and Copy Retrieval Qns (2b)	Vocabulary (2a) Explain the meaning of words in context Find and Copy Retrieval Qns (2b)	Vocabulary (2a) Explain the meaning of words in context Find and Copy Retrieval Qns (2b)	Inference Qns (2d) Retrieval Qns (2b)	Inference Qns (2d) Retrieval Qns (2b)	Inference Qns (2d) Retrieval Qns (2b)
Maths	Mrs Mc Unit: Place Value Addition, Subtraction, Multiplication and Division	<u>Place Value</u> Numbers to one million - recap Numbers to ten million	<u>Place Value</u> Partitioning Place Value and mental methods Compare and order numbers	<u>Place Value</u> Round numbers <u>Four Operations:</u> Multiplication Multiply 4/5 digit by 1 digit Multiply 2 digit by 2 digit Multiply 3 digit by 2 digit Multiply up to 4 digit by 2 digit Multi-step +/- probs	<u>Four Operations:</u> Division Divide 4 digit by 1 digit Divide with remainders Short division	<u>Four Operations:</u> Division Division using factors Long division	<u>Assessment Week</u> 2018 Papers 1, 2 and 3	
	Mrs Fade's Wednesday Maths Unit: Geometry – position and direction Statistics – the mean	Arithmetic Baseline 2018	<u>Geometry</u> Reading and plotting co-ordinates in the first quadrant	<u>Geometry</u> Reading and plotting co-ordinates in all four quadrant	<u>Statistics – cross curricular link</u> Calculate the mean average in a variety of contexts	<u>Statistics – cross curricular link</u> Calculate the mean average in a variety of contexts	<u>Geometry</u> Four quadrants problem solving and reasoning	<u>Four Operations</u> Squares and Cubes
Science	Science focus: Evolution and Inheritance Adaptation	<u>We are learning to understand the concept of inheritance</u> Inheritance detectives – investigating which are inherited and which are environmental characteristics	<u>We are learning to identify how plants and animals are adapted to suit their environment</u> What is adaptation and what are adaptive traits? Recognise that living things have changed over time. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>identify how plants and animals are adapted to suit their environment</u> Extreme Survival - How specific animals have adapted – why the giraffe has a long neck and why the camel has a hump Writing to inform - Camel adaptation	<u>We are learning to understand how animals are adapted to survive in different environments</u> <u>Planning a scientific enquiry, recognising and controlling variables, repeat recordings, making conclusions</u> Battle of the Beaks – The Theory of Evolution and the Galapagos Finches <u>Cross Curricular Maths</u> – calculating the mean in science investigation	<u>We are learning to understand how animals are adapted to survive in different environments</u> <u>Planning a scientific enquiry, recognising and controlling variables, repeat recordings, making conclusions</u> Chocolate Button Island <u>We are learning to identify scientific evidence that has been used to support or refute ideas or arguments</u> Evidence for Evolution - fossils <u>Cross Curricular Maths</u> – calculating the mean in science investigation	The Theory of Evolution – Evolutionary Trees (understanding cladograms)	The Theory of Evolution – Evolution of humans Extracting strawberry DNA

Topic	Title of topic: What We'll Build Islands of Evolution	<u>What We'll Build</u> PSHE/English - Building relationships and our school community. Meeting buddies and applying for jobs in the school community. Hopes and Dreams for the future. DT – building towers focus on team work	<u>Islands of Evolution</u> Big Question: Who was Charles Darwin and why was he so important? History: What was the world like when Darwin was alive? History: Create a timeline of key events in his life	<u>Islands of Evolution</u> Geog: Plotting Darwin's route Map of the World Countries of South America Use tripline to plot both Darwin's journey and Michael's journey in Kensuke's Kingdom.	<u>Islands of Evolution</u> Geog: The Galapagos Islands Research – exploring the physical terrain and human features	<u>Islands of Evolution</u> Geog: The Galapagos Islands Writing to inform/persuade – travel brochure	<u>Islands of Evolution</u> Science: Future Human – how might humans evolve in the future? Advantages and disadvantages of adaptive traits	<u>Islands of Evolution</u> Science: Future Human – how might humans evolve in the future? Advantages and disadvantages of adaptive traits
PE	Hockey Netball	Hockey 1 Netball 1	Hockey 2 Netball 2	Hockey 3 Netball 3	Hockey 4 Netball 4	Hockey 5 Netball 5	Hockey 6 Netball 6	
Music	Charanga Unit: Happy See 6 step pathway planning document	No Music	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
Art	Developing drawing skills – focusing on line and tone	<u>What We'll Build</u> ART – Building our identity – Identity Grids for lockers		<u>Islands of Evolution</u> Using pencil and line techniques to create texture and pattern	<u>Islands of Evolution</u> Darwin's shells – using pencil drawing techniques and lines to create texture	<u>Islands of Evolution</u> Darwin's shells – pen drawing Using fine liners to create tone	<u>Islands of Evolution</u> Final shell for display	
RE Taken from the Warwickshire SACRE	Why do some people believe god exists?	No RE	How many people believe in God?	Is God real? What do Christians think?	How do we know what is true? Why do people believe or not believe in God?	What do Christians believe about how the world began? Do they all share the same idea?	Why were some people upset by Darwin's Theory of Evolution?	Why were some people upset by Darwin's Theory of Evolution?
PSHE	Jigsaw 1 Being Me in My World (BM)	Rights and responsibilities Personal Identity Building a supportive classroom	<u>BM Piece 1</u> My Year Ahead	<u>BM Piece 2</u> Being a Global Citizen 1	<u>BM Piece 3</u> Being a Global Citizen 2	<u>BM Piece 4</u> The Learning Charter	<u>BM Piece 5</u> Our Learning Charter	<u>BM Piece 6</u> Owning our Learning Charter

Computing	Data Handling – spreadsheets Online Safety	No Computing	Skill focus lesson – producing front cover using copying, resizing, rotating, moving, ordering, using picture tools/Word Art		Research – the Galapagos Islands Online safety	Spreadsheets – introduction to using spreadsheets and formulae	Spreadsheets – using spreadsheets to present science results	Spreadsheets – using spreadsheets to present science results
MFL		<u>Revision</u> Count to 20 in French Classroom objects – getting to know where things are in the classroom 'What is it?' 'It is a ...'	<u>Revision</u> Greetings and introductions. My Family – link to Charles Darwin and family tree	My Family and friends Sounds and spelling	Where in the World? Countries and capitals of the UK	Where in the World? Countries of the world	Where in the World? Continents of the world	Where in the World? Points of the compass