



# Stratford upon Avon Primary Planning – Medium Term

Year group: 6

Spring Term 2022

Lesson/Date		Week 1 3 <sup>rd</sup> January	Week 2 10 <sup>th</sup> January	Week 3 17 <sup>th</sup> January	Week 4 24 <sup>th</sup> January	Week 5 31 <sup>st</sup> January	Week 6 7 <sup>th</sup> February	Week 7 14 <sup>th</sup> February
Visits/Visitors/ Other Info		Bank Holiday Monday 3 <sup>rd</sup> INSET Tues 4 <sup>th</sup>						
Spellings and GPS	<b>SPELLINGS FOCUS</b> 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:							
		<b>Spelling rule:</b>	<b>Spelling rule:</b> Convert nouns or verbs into adjectives using suffix '-ful.'	<b>Spelling rule:</b> Words which can be nouns and verbs	<b>Spelling rule:</b> Words with an /o/ sound spelled 'ou' or 'ow.'	<b>Spelling rule:</b> Words with a 'soft c' spelled /ce/.	<b>Spelling rule:</b> Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	<b>Spelling rule:</b> Words with the /f/ sound spelled ph
	<b>GPS FOCUS</b>							
		Simple sentences Subject and verb	Simple, compound and complex sentences Main and subordinate clauses Coordinating and subordinating conjunctions	Proof-reading for punctuation errors Comma splicing, how to fix this and using commas accurately Using colons accurately Causal conjunctions/adverbs/adverbials and contrasting conjunctions/adverbs/adverbials	Main clause and subordinate clause, using commas accurately Time adverbs/ adverbials Cause and effect conjunctions/adverbs/adverbials Change of direction conjunctions/adverbs/adverbials Additional conjunctions/adverbs/ adverbials	Relative clauses ISPACE sentences	Synonyms and antonyms Active and Passive	Active and Passive Multi-clause sentences Semi colon lists Main clause and subordinate clause, using commas accurately Time adverbs/ adverbials Cause and effect conjunctions/adverbs/adverbials Change of direction conjunctions/adverbs/adverbials Additional conjunctions/adverbs/ adverbials
English	<b>Writing focus/ purpose:</b> Writing to inform: biographical writing Writing to entertain: winter poems	<b>Writing focus/ purpose:</b> Grammar and Punctuation focus based on writing assessment gap analysis Writing to Explain – Science: Periscopes	<b>Writing focus/ purpose:</b> Writing to Inform: Icebergs non-chronological report	<b>Writing focus/ purpose:</b> Writing to Inform: Icebergs non-chronological report	<b>Writing focus/ purpose:</b> Writing to inform - Biographical writing	<b>Writing focus/ purpose:</b> Writing to inform - Biographical writing	<b>Writing focus/ purpose:</b> Writing to inform - Biographical writing	<b>Writing focus/ purpose:</b> Writing to inform - Biographical writing

Reading	Text title: Week 1 - 2 <b>Macbeth – Andrew Matthews and Tony Ross</b> Week 3 - 6 <b>Survivors – David Long</b> Week 7 <b>Shackleton’s Journey – William Grill</b> Week 8 – 11 <b>Clockwork – Philip Pullman</b>	<b>Macbeth – Andrew Matthews and Tony Ross</b>	<b>Macbeth – Andrew Matthews and Tony Ross</b>	<b>Survivors – David Long</b> Eric Le Marque: The snowboarder who took a deadly wrong turn	<b>Survivors – David Long</b> Roger Chapman and Roger Mallinson: The men who shared a sandwich on the seabed  Aron Ralston: The canyoneer who cut off his own arm	<b>Survivors – David Long</b> Ernest Shackleton: The commander who saved his crew <b>Shackleton’s Journey – William Grill</b>	<b>Survivors – David Long</b> Juliane Koepcke- The Girl Who Fell From The Sky  <b>Shackleton’s Journey – William Grill</b>	<b>Shackleton’s Journey – William Grill</b>
Maths	<b>Mrs Mc Unit: Four Operations Fractions Decimals and Percentages</b>	Equivalent Fractions Simplifying Fractions	Improper fractions to mixed numbers Mixed numbers to improper fractions Compare and order (denominator)	Compare and order (numerator) Add fractions Subtract fractions	Add mixed numbers Subtract Mixed Numbers	Multiplying fractions Dividing fractions Four rules with fractions	Finding fractions of an amount Fraction of an amount – the whole	Decimals – up to 3 places Multiply and divide by 10, 100 and 1000
	<b>Mrs Fade’s Wednesday Maths Unit: Position and Direction Four Operations Statistics Converting Measures</b>	Reflection and translation	Reflection and translation Problem Solving and Reasoning	Square Numbers Cube Numbers	Prime Numbers	Prime Numbers	Statistics – cross curricular link Draw line graphs Interpret Line graphs	Negative Numbers – cross curricular link
Science	<b>Science focus: Why are things classified? Icebergs Electricity</b>	Finish Light – explanatory writing: periscopes	<u>Classification</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	<u>Classification Keys</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Understand how classification keys help us identify living things based on their physical characteristics. Use and construct classification systems to identify animals and plants from a range of habitats.	<u>Polar Adaptations</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution – focus on polar animals	<u>Adaptations: How do animals Keep Warm?</u> Huddling Penguins: Planning and conducting an experiment based on cold climate adaptations and linked to thermal insulation	<u>Adaptations: How do animals Keep Warm?</u> Huddling Penguins: Planning and conducting an experiment based on cold climate adaptations and linked to thermal insulation	Science Enquiry – <u>Investigating Icebergs</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables Plan an investigation to find out what factors change the rate at which an 'iceberg' melts. Consider which variables which could be tested, such as air temperature, 'sea' temperature or 'sea' turbulence

Topic	<p><b>Title of topic:</b>  <b>Frozen Kingdom</b>  <b>Geography - Understand geographical similarities and differences through the study of human and physical geography</b>  <b>History – Polar Discovery; The Titanic</b></p>	Macbeth Whole School Text Work	<p>Geography  Icebergs – memorable starter</p>	<p><u>Geography – Polar climates</u>  Understand geographical similarities and differences by comparing climates; know that climate is the long-term pattern of weather conditions found in a particular place.</p> <p><u>History – Antarctic exploration: Robert Falcon Scott</u>  Describe some of the significant achievements of mankind and explain why they are important – link to polar discovery</p>	<p><u>Geography – Polar day and night</u>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use this to understand polar day and night.</p> <p><u>History – Antarctic exploration: Robert Falcon Scott</u>  Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices</p>	<p><u>Geography – Polar oceans</u>  Describe and understand key aspects of physical geography, including oceans. Explain how the presence of ice makes the polar oceans different to other oceans on Earth</p> <p><u>History – Ernest Shackleton</u>  Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices</p>	<p><u>Geography – Polar landscapes</u></p> <p><u>History – Ernest Shackleton</u>  Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices</p>	<p><u>History – The Titanic</u>  Recognise primary and secondary sources  Use a range of sources to find out about an aspect of the past  Sequencing events during the fatal voyage on a timeline</p>
PE	<p><u>Wednesday PE</u>  <b>Gymnastics – Val Sabin</b>  <b>Counter Balance and Counter Tension Synchronisation and Canon</b>  <u>Friday PE</u>  <b>OAA Outdoor and Adventurous Activities</b></p>	Counter Balance and Counter Tension Lesson 1	<p>Counter Balance and Counter Tension Lesson 2</p> <p>OAA Lesson 1</p>	<p>Counter Balance and Counter Tension Lesson 3</p> <p>OAA Lesson 2</p>	<p>Counter Balance and Counter Tension Lesson 4</p> <p>OAA Lesson 3</p>	<p>Counter Balance and Counter Tension Lesson 5</p> <p>OAA Lesson 4</p>	<p>Counter Balance and Counter Tension Lesson 6</p> <p>OAA Lesson 5</p>	<p>Synchronisation and Canon Lesson 1</p> <p>OAA Lesson 6</p>

Music	Charanga Unit: Classroom Jazz		<u>Classroom Jazz 1</u> <u>Listen and Appraise:</u> Bacharach Anorak <u>Musical Activities:</u> Learn to play the tune/head Learn to play the middle 8 <u>Perform/Share:</u> Play the tune/head and middle 8	<u>Classroom Jazz 2</u> <u>Listen and Appraise:</u> Speaking My Peace Bacharach Anorak <u>Musical Activities:</u> Learn to play the whole tune/head Improvise using instruments <u>Perform/Share:</u> Play the whole tune/head including improvisation	<u>Classroom Jazz 3</u> <u>Listen and Appraise:</u> Take the A Train Bacharach Anorak <u>Musical Activities:</u> Learn to play the whole tune/head Improvise using instruments <u>Perform/Share:</u> Play the whole tune/head including improvisation	<u>Classroom Jazz 4</u> <u>Listen and Appraise:</u> Meet the Blues <u>Musical Activities:</u> Compose your own tune/head Improvise using the notes of the tune/head <u>Perform/Share:</u> Play the composed tune/head, Improvise the tune/head to finish	<u>Classroom Jazz 5</u> <u>Listen and Appraise:</u> Back O' Town Blues Meet the Blues <u>Musical Activities:</u> Continue to compose your own tune/head Improvise using the notes of the tune/head <u>Perform/Share:</u> Play the composed tune/head, improvise then tune/head to finish	<u>You've Got a Friend 1</u> <u>Listen and Appraise:</u> You've Got A Friend by Carole King <u>Musical Activities:</u> Warm-up Games Option: Flexible Games Vocal warm ups/start to learn the song You've Got A Friend <u>Perform/Share:</u> Sing the song
Art/DT	Week 1-2 Macbeth  Week 3 – 11 Inuit Art	Macbeth Whole School Text Art Work	Macbeth Whole School Text Art Work	Inuit Art – introduction lesson Inuit Carvings – soapstone sculptures	Inuit Carvings – animal soap carving	Inuit Printing – stencilling techniques and how to create stencils	Inuit Printing – create an animal stencil and set of prints	Inuit Printing – the Enchanted Owl by Kenojuak Ashevak
RE Taken from the Warwicksh ire SACRE	What matters most to Christians and Humanists?			What can we learn from discussion and drama about good & bad, right & wrong?		What codes for living do Christians try to follow?		What can we learn from a Values Game?
PSHE		Finishing off <u>Celebrating Difference</u> unit	<u>Dreams and Goals:</u> What are my dreams and goals? Steps to Success	<u>Dreams and Goals:</u> Coping when things don't go to plan	<u>Dreams and Goals:</u> Rewarding my Dreams	<u>Dreams and Goals:</u> Intrinsic and extrinsic motivation	<u>Dreams and Goals:</u> Keeping my dreams alive	<u>Dreams and Goals:</u> How dreams and goals change in response to life
MFL		Where in the World? Continents of the world		Let's Visit a French Town Who lives where?		Let's Visit a French Town I go to school to learn		Let's Visit a French Town Where is the Library?

Lesson/Date	Week 8 28 <sup>th</sup> February	Week 9 7 <sup>th</sup> March	Week 10 14 <sup>th</sup> March	Week 11 21 <sup>st</sup> March
Visits/Visitors/ Other Info			Fabulous Finish – Survival Day in the Paddock	
Spellings and GPS	<b>SPELLINGS FOCUS</b> 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:			
	<b>Spelling rule:</b> Words with origins in other countries	<b>Spelling rule:</b> Words with unstressed vowel sounds.	<b>Spelling rule:</b> Words with endings /shuhl/ after a vowel letter.	<b>Spelling rule:</b> Words with endings /shuhl/ after a consonant letter
	<b>GPS FOCUS</b>			
	Synonyms Word class revision – nouns, adjectives, verbs and adverbs Brackets, dashes and commas for parenthesis	Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses	Formal and informal – vocabulary structures appropriate for formal speech and writing, including the subjunctive	Formal and informal - vocabulary structures appropriate for formal speech and writing, including the subjunctive Hyphens to avoid ambiguity
English	<b>Writing focus/ purpose:</b> Writing to Entertain Poetry – Winter Poems	<b>Writing focus/ purpose:</b> Writing to Entertain Poetry – Winter Poems	<b>Writing focus/ purpose:</b> Writing for a range of purposes: Formal letter from Dr Kalmenius	<b>Writing focus/ purpose:</b> Writing for a range of purposes: Formal letter from Dr Kalmenius
Reading	<b>Clockwork – Philip Pullman Preface and Part One</b>	<b>Clockwork – Philip Pullman Part One: Fritz's Story</b>	<b>Clockwork – Philip Pullman Part Two</b>	<b>Clockwork – Philip Pullman Part Three</b>
Maths	Add and subtract decimals Multiply decimals by integers Divide decimals by integers Division problem solving	Decimals as fractions Converting fractions to decimals	Understanding percentages Fractions to percentages Equivalent FDP Ordering FDP	Finding percentages of amounts Percentages: Missing Values - finding the missing whole or a missing percentage when the other values are given
	Metric measures	Converting metric measures	Calculating with metric measures	Miles and kilometres
Science	Science Enquiry – <u>Investigating Icebergs</u> Plan different types of scientific enquiries to answer questions,	<u>Electricity</u> Use recognised symbols when representing a simple circuit in a diagram	<u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	<u>Electricity</u> Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers

	including recognising and controlling variables Plan an investigation to find out what factors change the rate at which an 'iceberg' melts. Consider which variables which could be tested, such as air temperature, 'sea' temperature or 'sea' turbulence	Explain how our understanding of electricity has changed over time and the importance of major discoveries in electricity		and the on/off position of switches
Topic	<u>History – The Titanic</u> Recognise primary and secondary sources Use a range of sources to find out about an aspect of the past Select information from different sources	<u>History – The Titanic</u> Explain the causes of the Titanic disaster Be aware that different evidence will lead to different conclusions Evaluate sources of evidence to reach a conclusion on who was to blame	<u>Geography – Climate Change</u> Explain how climate change affects climate zones and biomes across the world <u>Geography – Natural Resources</u> Understand that natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. Understand which natural resources can be found in the Arctic	<u>Geography – Indigenous people</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Explain how humans function in the place they live – focus on
PE	Synchronisation and Canon Lesson2 OAA Lesson 8	Synchronisation and Canon Lesson 3 OAA Lesson 9	Synchronisation and Canon Lesson 4 OAA Lesson 10 Survival Day in the Paddock	Synchronisation and Canon Lesson 5
Music	<u>You've Got a Friend 2</u> <u>Listen and Appraise:</u> The Loco-Motion sung by Little Eva You've Got A Friend by Carole King <u>Musical Activities:</u> Warm-up Games Option: Flexible Games Vocal warm ups. Continue to learn to sing the song You've Got A Friend Play instrumental parts <u>Perform/Share:</u> Sing the song and play instrumental parts within the song	<u>You've Got a Friend 3</u> <u>Listen and Appraise:</u> One Fine Day sung by The Chiffons You've Got A Friend by Carole King <u>Musical Activities:</u> Warm-up Games Option: Flexible Games Vocal warm ups. Sing the song You've Got A Friend Play instrumental parts Improvise <u>Perform/Share:</u> Sing the song and improvise using voices and/or instruments within the song	<u>You've Got a Friend 4</u> <u>Listen and Appraise:</u> Up On The Roof by The Drifters You've Got A Friend by Carole King <u>Musical Activities:</u> Warm-up Games Option: Flexible Games Vocal warm ups. Sing the song You've Got A Friend Play instrumental parts Compose <u>Perform/Share:</u> Sing the song and perform composition(s) within the song	<u>You've Got a Friend 5</u> <u>Listen and Appraise:</u> Will You Still Love Me Tomorrow by Carole King You've Got A Friend by Carole King <u>Musical Activities:</u> Warm-up Games Option: Flexible Games Vocal warm ups. Sing the song You've Got A Friend Include some instrumental and/or vocal improvisation within the song Play your composition(s) within the song <u>Perform/Share:</u> Choose what to perform today
Art/DT	Inuit Art – My Print Design and develop own print using Kenjuak Ashevak's prints as inspiration	Inuit Art – My Print Design and develop own print using Kenjuak Ashevak's prints as inspiration	<u>DT: Shelter Project</u> Investigate and analyse a range of existing products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<u>DT: Shelter Project</u> Select the most appropriate materials and frameworks for making a shelter to fit the criteria in the design brief Choose the best materials for a task, showing an understanding of their working characteristics

			Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams etc.	Evaluate their ideas and products against the design criteria and consider how they could improve their work.
RE Taken from the Warwickshire SACRE		Can we create a code for living that would help the world?		
PSHE	<u>Healthy Me</u> Healthy choices about my emotional health Managing stress	<u>Healthy Me</u> Managing my choices around substances	<u>Healthy Me</u> Managing my nutritional choices Medicines and immunisation	<u>Healthy Me</u> Healthy choices about physical activity and rest/sleep
MFL	Let's Visit a French Town French Maths		Let's Visit a French Town Welcome to my home!	Let's Visit a French Town Ordinal Numbers