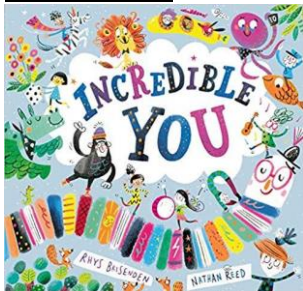
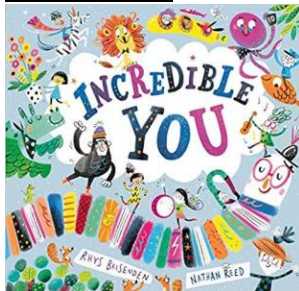




Sandal Primary School Medium Term Planning and Weekly Overview

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| Year Group: Year 6 | | British Value: | | Root of Learning: | | Outdoor learning opportunities: | |
| Theme: | | Individual Liberty | | Thinking for Ourselves | | | |
| Term: Spring 2 | | | | | | | |
| | 1 20.2.23 | 2 27.2.23 | 3 6.3.23 | 4 13.3.23 | 5 20.3.23 | 6 27.3.23 | |
| | | World Book Week | | Assessment Week | | | |
| English (together) | Incredible You  Children to write a poem in the style of the book. Chalk pastels to create a 'fabulous me' image. | Incredible You  <u>LO: To create a persuasive travel guide</u> Explore WAGOLLS Children to create a persuasive travel guide of a place which represents them and offers activities which they enjoy and which make them happy. |  <u>WAGOLL</u> L.O: To analyse the key features, structure and GPS features of a narrative. - Success criteria - Vocabulary explorer – exploring meaning - analysis of adjectives, adverbs and verbs - key GPS features – spotter activity | <u>GPS</u> <u>GPS Skill 1: Adverbs for meaning</u> <u>Teach the skill</u> <ul style="list-style-type: none">What is it, what is the purpose of itIdentify examples within studied novel, discuss the impactGPS questions linked to the skillApply within sentencesApplication of the skill, purposefully within a paragraph or extended piece of writing Teaching of editorial editing Slow write to support ARE writing GD writing groups | <u>GPS/Planning of Hot Task</u> | | |


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| | opportunity | Send home: dessert desert stationery stationary complement compliment principle principal prophet profit | profit Send home: temperature thorough committee occasion(ally) weather whether past passed affect effect | affect effect Send home: environment government communicate shoulder position autobiography binoculars archaeology microscope hydroelectric | Send home: embarrass rhyme rhythm secretary knowledge symbol system sacrifice thorough committee | |
| Reading VIPERS texts | Non-fiction text Vocabulary Retrieval explanation Summarise <i>Focus:</i> LO: To prove and disprove using evidence | Fiction text Vocabulary Inference Prediction <i>Focus:</i> LO: Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemisms, personification etc. | Poetry Vocabulary Retrieval explanation Summarise Focus: guided poetry lesson ‘Throwing a Tree.’ | Fiction text Vocabulary Inference Prediction <i>Reading assessments</i> | Non-fiction text Vocabulary Retrieval explanation Summarise Mixed VIPERS questions | Poetry Vocabulary Inference Prediction Mixed VIPERS questions |
| Maths – Miss Webster Fluency Varied Fluency Reasoning Problem solving (test style q’s) | <u>Area and perimeter and volume</u> Volume | <u>Ratio</u> To find missing values where 2 relative quantities are known. To solve problems involving similar shapes where the scale factor is known or can be found. | <u>Ratio</u> To solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | <u>Properties of shapes</u> Angles in a triangles, quadrilaterals and regular polygons | <u>Algebra</u> Use simple formulae and generate number sequences. Express missing number problems algebraically. | <u>Algebra</u> Express missing number problems algebraically. Satisfy equations with 2 unknowns and enumerate possibilities of combinations of 2 variables. |
| Maths – Miss Mountain Fluency Varied Fluency Reasoning Problem solving (test style q’s) | <u>Decimals</u> Place value | <u>Decimals</u> Place value <u>FDP</u> Recall and use equivalences between simple fractions, decimals. | <u>FDP</u> Recall and use equivalences between simple fractions, decimals. | <u>Percentages</u> % of an amount % missing values | <u>Ratio</u> Introduction to ratio Ratio and fractions Scale drawing | <u>Ratio</u> Use scale factors Ratio problems Recipes |

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| Maths – Miss Allan Shape, space and measure <i>Fluency</i> <i>Varied Fluency</i> <i>Reasoning</i> <i>Problem solving (test style q's)</i> | <u>Spiral</u> <i>Translation and reflection</i> <u>Volume</u> <ul style="list-style-type: none"> - What is volume? - Volume – counting cubes | <u>Spiral</u> <i>Translation and reflection</i> <u>Volume</u> <ul style="list-style-type: none"> - Volume of a cuboid | <u>Spiral</u> <i>Area and perimeter</i> <u>Angles</u> <ul style="list-style-type: none"> - Measure with a protractor - Draw lines and angles accurately - | <u>Spiral</u> <i>Area and perimeter</i> <u>Angles</u> <ul style="list-style-type: none"> - Angles on a straight line - Angles around a point - Calculate angles - Vertically opposite angles | <u>Spiral</u> <i>Area and perimeter</i> <u>Angles</u> <ul style="list-style-type: none"> - Angles in a triangle - Angles in a triangle special cases - Angles in a triangle missing angles | <u>Spiral</u> <i>Area and perimeter</i> <u>Angles</u> <ul style="list-style-type: none"> - Angles in a triangle - Angles in a triangle special cases - Angles in a triangle missing angles |
| LBH | <u>Properties of shapes revision</u> Angles around a point Angles along a straight line | <u>Properties of shapes revision</u> Angles around a point Angles along a straight line | <u>Shape knowledge</u> 2D, 3D and nets | <u>Shape knowledge</u> 2D, 3D and nets | <u>Position and direction</u> Four quadrants, translation and reflections LBH test on purple mash | <u>Position and direction</u> Four quadrants, translation and reflections |
| Science | <u>Electricity</u> <u>LO: To give reasons for variations in how components function.</u> Children to complete a spiral based on brightness of a bulb. Children to create their own experiment that includes a variable resistor (dimmer switch).  <ul style="list-style-type: none"> Independently set up and carry out fair tests and use results to set up comparative and fair tests | <u>Knowledge review: Electricity</u> Completed on purple mash | | | | |
| Geography | | | | | | |
| History | | | | | | |

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| Art | | | | | | |
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| Design Technology Pizza making 4 x lessons due to outdoor learning | Lesson 1: Balanced diet/healthy eating Know the main food groups and can identify nutrients provided within each category. Use knowledge of the Eatwell Plate to make food choices and adapt a recipe to make it healthier. Use work from Year 5 to spiral this Activities: Create a multiple choice quiz Complete food groups 2Do on purple mash | Lesson 2: Origins of food and focused task (cutting and knife skills) Origins pizza Taste pizza Analyse ingredients | | | Lesson 3: Design pizza Children to consider ingredients based on seasonality, locality and nutrients. | Lesson 4: Make and evaluate pizza School to provide base and sauce ALLERGIES NEED TO BE CONSIDERED  |
| Spanish | Lesson 1: Revision of me gusta <ul style="list-style-type: none"> To use gusta(n) confidently. To use gusta (n) with animals | Lesson 2: Me encanta(n) <ul style="list-style-type: none"> To use gusta(n) confidently To begin to use me encanta To use me encanta with food/colour and animals. | Lesson 3: A mi también/a mi tampoco. <ul style="list-style-type: none"> To revise también and tampoco To también and tampoco with encanta | Lesson 4: ¿Que te encanta hacer? <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form. | Lesson 5: ¿Que te encanta hacer? <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form. | Lesson 5: ¿Que te encanta hacer? <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form. |
| P.E White Rose Rugby (Outside provider): Tag Rugby Miss Webster & Miss Allan: Badminton | Badminton 1 The focus of the learning is to explore different forehand and backhand shots that can be played during a game. Pupils will develop their understanding of when, where and why we play these shots during a game. | Badminton 2 The focus of learning is to consolidate pupils understanding of when, where and why we can play different forehand and backhand shots during a game. Pupils will develop their understanding of when, where and why they we play these shots during a game to win a point | Badminton 3 The focus of learning is to consolidate different ways of outwitting an opponent to score a point. Pupils will bring together their learning from suggested sequence of learning part 1 and part 2, applying their understanding of the different forehand and backhand shots that can be played to win a point. | Badminton 4 The focus of the learning is to look at how the game changes when we play in pairs (doubles). Pupils will develop their ability to think tactically about which shot to play during a game, whilst playing with a partner. | Badminton 5 The focus of learning is to continue to refine pupils ability to think tactically about which shot to play during a game, whilst playing with a partner. Pupils will continue to refine their understanding of when, where and why they are playing a shot to win a point. | Badminton 6 The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. |

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| | <p>Tag Rugby I can pass accurately when moving! whilst using effective communication. F/E Listening/ talking/ eye contact</p> <p>I can confidently carry the ball with two hands whilst using good evasive skills (dodging/weaving/side stepping)</p> | <p>Tag Rugby I can expertly carry the ball with two hands whilst using great evasive skills (dodging/weaving/side stepping)</p> <p>I can tag players at the top of the tags and explain why we do that.</p> <p>Explain key words and rule's including offside and a foward pass</p> | <p>Tag Rugby I can explain why we use Teamwork in attack to keep the ball (maintain possession)</p> <p>I can explain why we use teamwork in defense to be successful whilst tagging other players</p> <p>I can develop an understanding of a range of small sided/adapted and mini games</p> | <p>Tag Rugby I can make quick decisions when attacking and defending in our small sided games.</p> <p>I can begin to use my own tactics when attacking and defending in small sided games</p> | <p>Tag Rugby I can use my kicking skills effectively in small sides games</p> <p>I can confidently participate in a game of tag rugby with knowledge of most rules and skills</p> | <p>Tag Rugby Accurately demonstrate and explain our passing/evasive/kicking/catching skills we've learnt through game play.</p> <p>I can develop my individual skills to successfully compete in a competitive small sided/adapted and mini games</p> |
| <p>Music</p> <p>Spring One 6S will have Whole Class Instrumental Lessons on the Ukulele</p> <p>Spring Two 6P will have Whole Class Instrumental Lessons on the Ukulele</p> | <p>Advanced rhythms Exploring rhythmic patterns in order to build the sense of pulse and using this understanding to create a composition.</p> | <p>Lesson 1: Try Kodaly Children learn about the work Zoltan Kodaly and develop an understanding of the Kodaly music method</p> <p>Learning objective To develop an understanding of the Kodaly music method</p> <p>National curriculum - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music</p> | <p>Lesson 2: Getting into the groove Learning how to strengthen the feeling of pulse when working with rhythmic patterns through collaborative activities</p> <p>Learning objective To strengthen the feeling of pulse when working with rhythmic patterns</p> <p>National curriculum - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations</p> | <p>Lesson 3: Clapping music Children use their hands as instruments to explore rhythmic patterns in order to build the sense of pulse, inspired by Steve Reich's 'Clapping Music'</p> <p>Learning objective To explore rhythmic patterns in order to build the sense of pulse</p> <p>National curriculum - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Use and understand staff and other musical notations</p> | <p>Lesson 4: Composing crews Pupils use their knowledge of rhythm to create their own compositions and take on the role of a music critic to invite constructively critical discussions amongst peers</p> <p>Learning objective To use knowledge of rhythm to create own composition</p> <p>National curriculum - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Lesson 5: Let's notate In the final lesson of this unit, children use their knowledge about about rhythmic notation to notate their own composition</p> <p>Learning objective To use knowledge of rhythmic notation to notate own composition</p> <p>National curriculum - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Use and understand staff and other musical notations</p> |

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| PSHE | What is Mental Health? | My Mental Health | Love and Loss | Power and Control | Being Online: Real or Fake? Safe or Unsafe? | Using Technology Safely |
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| JIGSAW Unit Relationships Sandal Root of Learning Thinking for Ourselves ZONES OF REGULATION TAUGHT ALONGSIDE THIS | <p>I know that it is important to take care of my mental health</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> | <p>I know how to take care of my mental health</p> <p>I can help myself and others when worried about a mental health problem</p> | <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> | <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> | <p>I can judge whether something online is safe and helpful for me</p> <p>I can resist pressure to do something online that might hurt myself or others</p> | <p>I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being</p> |
| Computing | Blogging To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. Success criteria: Children can comment on and respond to other blogs. Children can assess the effectiveness and impact of a blog. | Text Adventures To find out what a text adventure is. To plan a story adventure. Success criteria: Children can describe what a text adventure is. Children can map out a story-based text adventure. Children can use 2Connect to record their ideas. | Text Adventures To make a story-based adventure. Success criteria: Children can split their adventure-game design into appropriate sections to facilitate coding it. Children can code, test and debug the sections, using 2Code. Children can use the 'launch' command in 2Code to bring all the sections of their game together into a playable adventure game. | Text Adventures To introduce map-based text adventures. Success criteria: Children can map out an existing text adventure. Children can contrast a map-based game with a sequential story-based game. | Text Adventures To code a map-based text adventure. Success criteria: Children can create their own text-based adventure based upon a map. Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game. Children make logical attempts to debug their code when it does not work correctly | |
| RE What do Christians believe about Jesus' death and resurrection? <i>Christianity</i> | Lesson 1: What do the gospels say about Jesus' last days and death? (John12:12-15) What is the significance of Palm Sunday to Christians? Purple mash to create information text about Palm Sunday | Lesson 2: What do the gospels say about the Last Supper? What are the Christian traditions on Maundy Thursday? What do you understand by the term 'betrayal'? What are the qualities of 'kingship'? | Lesson 3: What do the gospels say about Good Friday? What is the significance of the crucifixion to Christians? Why do Christians believe that Jesus' death is so important? What is meant by saying that Jesus was a 'representative'? | Lesson 4: What stories remind you of the Easter story? What is Literal truth? How does the Easter story link to Christian beliefs? What is meant by sacrifice? What is meant by Jesus' death as a sacrifice? | Lesson 5: How did Christians come to believe in the resurrection? What evidence is there? In what different ways do Christians see the resurrection narratives? | Lesson 6: What is important about ascension and Pentecost? How are these celebrated today? How did the church come about? |