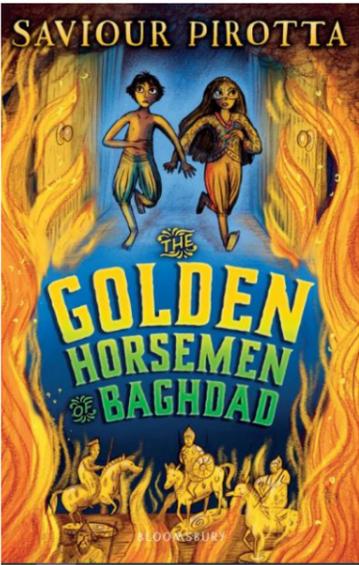
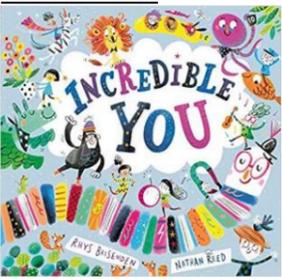
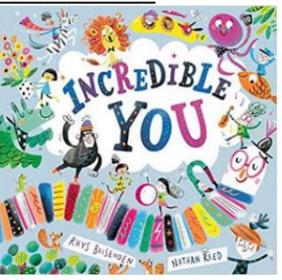


Year Group: Year 6		British Value:			Root of Learning:		Outdoor learning opportunities:	
Theme:		Individual Liberty			Thinking for Ourselves			
Term: Spring 2								
	<b>1</b> 20.2.23	<b>2</b> 27.2.23	<b>3</b> 6.3.23	<b>4</b> 13.3.23	<b>5</b> 20.3.23	<b>6</b> 27.3.23		
		World Book Week		Assessment Week				
<b>English (together)</b>  <b>Text:</b> The Golden Horsemen of Baghdad    <b>Outcome:</b> Narrative	<b>Incredible You</b>   Children to write a poem in the style of the book.  Chalk pastels to create a 'fabulous me' image.	<b>Incredible You</b>   <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.	<b>SAVIOUR PIROTTA</b>   <b>WAGOLL</b>  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	<b>GPS</b>  <u>GPS Skill 1: Adverbs for meaning</u>  <b>Teach the skill</b> <ul style="list-style-type: none"> <li>• What is it, what is the purpose of it</li> <li>• Identify examples within studied novel, discuss the impact</li> <li>• GPS questions linked to the skill</li> <li>• Apply within sentences</li> <li>• Application of the skill, purposefully within a paragraph or extended piece of writing</li> </ul> Teaching of editorial editing  Slow write to support ARE writing  GD writing groups	<b>GPS/Planning of Hot Task</b>	<b>Writing of Hot Task</b>  Children to write and edit their hot task.  Independent writing		
<b>Speaking and Listening Opportunities</b>	Performance of the narrative poem	Performance of the narrative poem						
<b>Spelling</b>  Follow the NoNonsense Spelling Scheme	Revision of last half term's CEW  symbol system sacrifice possession queue physical parliament neighbour recognise	<b>Homophones</b>  <b>Test:</b> symbol system sacrifice possession queue physical parliament neighbour recognise opportunity	<b>Previous homophones from KS2</b>  <b>Test:</b> dessert desert stationery stationary complement compliment principle principal prophet	<b>Generating words from prefixes and root words - focusing on etymology of words</b>  <b>Test:</b> temperature thorough committee occasion(ally) weather whether past passed	<b>Focused work on Y5/6 CEW</b>  <b>Test:</b> environment government communicate shoulder position autobiography binoculars archaeology microscope hydroelectric	<b>Focused work on Y5/6 CEW</b>  <b>Test:</b> embarrass rhyme rhythm secretary knowledge symbol system sacrifice thorough committee		



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	opportunity	<b>Send home:</b> dessert desert stationery stationary complement compliment principle principal prophet profit	profit  <b>Send home:</b> temperature thorough committee occasion(ally) weather whether past passed affect effect	affect effect  <b>Send home:</b> environment government communicate shoulder position autobiography binoculars archaeology microscope hydroelectric	<b>Send home:</b> embarrass rhyme rhythm secretary knowledge symbol system sacrifice thorough committee	
<b>Reading</b>  VIPERS texts	<b>Non-fiction text</b>  Vocabulary Retrieval explanation Summarise  <i>Focus:</i> LO: To prove and disprove using evidence	<b>Fiction text</b>  Vocabulary Inference Prediction  <i>Focus:</i> LO: Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemisms, personification etc.	<b>Poetry</b>  Vocabulary Retrieval explanation Summarise  Focus: guided poetry lesson  'Throwing a Tree.'	<b>Fiction text</b>  Vocabulary Inference Prediction  <i>Reading assessments</i>	<b>Non-fiction text</b>  Vocabulary Retrieval explanation Summarise  Mixed VIPERS questions	<b>Poetry</b>  Vocabulary Inference Prediction  Mixed VIPERS questions
<b>Maths – Miss Webster</b>  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.
<b>Maths – Miss Mountain</b>  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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<p><b>Maths – Miss Allan</b> <b>Shape, space and measure</b></p> <p><i>Fluency</i> <i>Varied Fluency</i> <i>Reasoning</i> <i>Problem solving (test style q's)</i></p>	<p><u>Spiral</u></p> <p><i>Translation and reflection</i></p> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>- What is volume?</li> <li>- Volume – counting cubes</li> </ul>	<p><u>Spiral</u></p> <p><i>Translation and reflection</i></p> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>- Volume of a cuboid</li> </ul>	<p><u>Spiral</u></p> <p><i>Area and perimeter</i></p> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Measure with a protractor</li> <li>- Draw lines and angles accurately</li> <li>-</li> </ul>	<p><u>Spiral</u></p> <p><i>Area and perimeter</i></p> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Angles on a straight line</li> <li>- Angles around a point</li> <li>- Calculate angles</li> <li>- Vertically opposite angles</li> </ul>	<p><u>Spiral</u></p> <p><i>Area and perimeter</i></p> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Angles in a triangle</li> <li>- Angles in a triangle special cases</li> <li>- Angles in a triangle missing angles</li> </ul>	<p><u>Spiral</u></p> <p><i>Area and perimeter</i></p> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- Angles in a triangle</li> <li>- Angles in a triangle special cases</li> <li>- Angles in a triangle missing angles</li> </ul>
<p><b>LBH</b></p>	<p><b>Properties of shapes revision</b></p> <p>Angles around a point</p> <p>Angles along a straight line</p>	<p><b>Properties of shapes revision</b></p> <p>Angles around a point</p> <p>Angles along a straight line</p>	<p><b>Shape knowledge</b></p> <p>2D, 3D and nets</p>	<p><b>Shape knowledge</b></p> <p>2D, 3D and nets</p>	<p><b>Position and direction</b></p> <p>Four quadrants, translation and reflections</p> <p><b>LBH test on purple mash</b></p>	<p><b>Position and direction</b></p> <p>Four quadrants, translation and reflections</p>
<p><b>Science</b></p>	<p><b>Electricity</b></p> <p><b>LO: To give reasons for variations in how components function.</b></p> <p>Children to complete a spiral based on brightness of a bulb.</p> <p>Children to create their own experiment that includes a variable resistor (dimmer switch).</p>  <ul style="list-style-type: none"> <li>Independently set up and carry out fair tests and use results to set up comparative and fair tests</li> </ul>	<p><b>Knowledge review: Electricity</b></p> <p><b>Completed on purple mash</b></p>				
<p><b>Geography</b></p>						
<p><b>History</b></p>						



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



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	<p><b>Tag Rugby</b> I can pass accurately when moving whilst using effective communication. <b>F/E Listening/ talking/ eye contact</b></p> <p>I can confidently carry the ball with two hands whilst using good evasive skills (dodging/weaving/side stepping)</p>	<p><b>Tag Rugby</b> 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 forward pass</p>	<p><b>Tag Rugby</b> 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><b>Tag Rugby</b> 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><b>Tag Rugby</b> I can use my kicking skills effectively in small sided games</p> <p>I can confidently participate in a game of tag rugby with knowledge of most rules and skills</p>	<p><b>Tag Rugby</b> 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><b>Music</b></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><b>Advanced rhythms</b> Exploring rhythmic patterns in order to build the sense of pulse and using this understanding to create a composition.</p>	<p><b>Lesson 1: Try Kodaly</b> Children learn about the work Zoltan Kodaly and develop an understanding of the Kodaly music method</p> <p><b>Learning objective</b> To develop an understanding of the Kodaly music method</p> <p><b>National curriculum</b> - 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><b>Lesson 2: Getting into the groove</b> Learning how to strengthen the feeling of pulse when working with rhythmic patterns through collaborative activities</p> <p><b>Learning objective</b> To strengthen the feeling of pulse when working with rhythmic patterns</p> <p><b>National curriculum</b> - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations</p>	<p><b>Lesson 3: Clapping music</b> 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><b>Learning objective</b> To explore rhythmic patterns in order to build the sense of pulse</p> <p><b>National curriculum</b> - 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><b>Lesson 4: Composing crews</b> 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><b>Learning objective</b> To use knowledge of rhythm to create own composition</p> <p><b>National curriculum</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b>Lesson 5: Let's notate</b> In the final lesson of this unit, children use their knowledge about about rhythmic notation to notate their own composition</p> <p><b>Learning objective</b> To use knowledge of rhythmic notation to notate own composition</p> <p><b>National curriculum</b> - 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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<p><b>PSHE</b></p> <p><b>JIGSAW Unit</b> Relationships</p> <p><b>Sandal Root of Learning</b> Thinking for Ourselves</p> <p><b>ZONES OF REGULATION TAUGHT ALONGSIDE THIS</b></p>	<p><b>What is Mental Health?</b></p> <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><b>My Mental Health</b></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><b>Love and Loss</b></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><b>Power and Control</b></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><b>Being Online: Real or Fake? Safe or Unsafe?</b></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><b>Using Technology Safely</b></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>
<p><b>Computing</b></p>	<p><b>Blogging</b></p> <p>To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p> <p><b>Success criteria:</b></p> <p>Children can comment on and respond to other blogs.</p> <p>Children can assess the effectiveness and impact of a blog.</p>	<p><b>Text Adventures</b></p> <p>To find out what a text adventure is. To plan a story adventure.</p> <p><b>Success criteria:</b></p> <p>Children can describe what a text adventure is.</p> <p>Children can map out a story-based text adventure.</p> <p>Children can use 2Connect to record their ideas.</p>	<p><b>Text Adventures</b></p> <p>To make a story-based adventure.</p> <p><b>Success criteria:</b></p> <p>Children can split their adventure-game design into appropriate sections to facilitate coding it.</p> <p>Children can code, test and debug the sections, using 2Code.</p> <p>Children can use the 'launch' command in 2Code to bring all the sections of their game together into a playable adventure game.</p>	<p><b>Text Adventures</b></p> <p>To introduce map-based text adventures.</p> <p><b>Success criteria:</b></p> <p>Children can map out an existing text adventure.</p> <p>Children can contrast a map-based game with a sequential story-based game.</p>	<p><b>Text Adventures</b></p> <p>To code a map-based text adventure.</p> <p><b>Success criteria:</b></p> <p>Children can create their own text-based adventure based upon a map.</p> <p>Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</p> <p>Children make logical attempts to debug their code when it does not work correctly</p>	
<p><b>RE</b></p> <p>What do Christians believe about Jesus' death and resurrection?</p> <p><i>Christianity</i></p>	<p>Lesson 1: What do the gospels say about Jesus' last days and death?</p> <p>(John12:12-15) What is the significance of Palm Sunday to Christians?</p> <p>Purple mash to create information text about Palm Sunday</p>	<p>Lesson 2: What do the gospels say about the Last Supper?</p> <p>What are the Christian traditions on Maundy Thursday?</p> <p>What do you understand by the term 'betrayal'?</p> <p>What are the qualities of 'kingship'?</p>	<p>Lesson 3: What do the gospels say about Good Friday?</p> <p>What is the significance of the crucifixion to Christians?</p> <p>Why do Christians believe that Jesus' death is so important?</p> <p>What is meant by saying that Jesus was a 'representative'?</p>	<p>Lesson 4: What stories remind you of the Easter story?</p> <p>What is Literal truth?</p> <p>How does the Easter story link to Christian beliefs?</p> <p>What is meant by sacrifice?</p> <p>What is meant by Jesus' death as a sacrifice?</p>	<p>Lesson 5: How did Christians come to believe in the resurrection?</p> <p>What evidence is there?</p> <p>In what different ways do Christians see the resurrection narratives?</p>	<p>Lesson 6: What is important about ascension and Pentecost?</p> <p>How are these celebrated today?</p> <p>How did the church come about?</p>