

Phoenix Year 6 - Medium Term Planning - Term 4 2019

Awesome Amazon

Teachers: Kathryn Merriman TAs: Jan Farnsworth, Leah Alday, Sharon Leakey, Mel Badley

	25.02 - 01.03 All Active Academy - 25 <sup>th</sup> Feb Girls Football - 27 <sup>th</sup> Feb	04.03 - 08.03 SATs & Beacon Meeting Netball Festival - 8 <sup>th</sup> Mar	11.03 - 15.03 Tag-Rugby Festival - 15 <sup>th</sup> Feb Chippenham School Netball/Football Tournaments (Sat 16 <sup>th</sup> Feb)	18.03 - 22.03 Parents' Evenings	25.03 - 29.03 British Values Week	01.04 - 05.04 TD Day - 5/04
<p><b>Literacy</b> (Link with history, geography, art &amp; science)</p> <p><b>Ongoing</b> Spelling logs - individual learning. Guided reading &amp; Grammar Booster groups.</p> <p>See detailed weekly planning</p>	<p><b>Non-fiction - Non-Chronological Reports &amp; Letters</b> Articles for a tourist brochure based on the amazon rainforests, ecology/environmental issues, range of letters, report on the fauna and flora ...</p> <p><b>Fiction</b> - Investigate characters and settings in a story by a significant children's author (Ev Ibbotson - Journey to the River Sea) (link with geography, history, music &amp; art)</p> <p><b>Reading</b> <u>Learning to maintain positive attitudes to reading and understanding</u> I can read age-appropriate books with confidence and fluency (including whole novels). I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text. I can predict what might happen in increasingly complex texts by using evidence from the text. I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution.</p> <p><b>Writing</b> <u>Learning to write for a range of purposes.</u> I can vary my writing, including sentence length and structure, to suit my audience and purpose. I can generate ideas, draft, redraft with a focus and edit written work to ensure the meaning and impact on the reader is clear I can create atmosphere &amp; integrate dialogue to convey character &amp; advance action. I can use organisational &amp; presentational devices to guide my reader e.g. headings, sub-headings, columns, bullets or tables. I can read my work and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.</p> <p><b>Grammar, Punctuation and Vocabulary</b> I can vary the position of clause structures by using fronted adverbials and relative clauses. I can vary between active and passive sentences. I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p><b>Spelling</b> I can spell words with unstressed vowels &amp; words with the letter string <b>ough</b>. I can spell words with the short vowel sound /i/ spelt with y. I can spell I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p><b>Handwriting</b> I can write legibly and fluently and with increasing speed.</p>					
<p><b>Numeracy</b></p> <p><b>Ongoing</b> Mental Maths, Times tables, Maths Games Wilts27 Mathletics</p> <p><b>Whole School Target</b> Multiplication &amp; division facts</p> <p>See detailed weekly planning</p>	<p><b>Number - Fractions</b></p> <ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities</li> <li>Add &amp; subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>Multiply proper fractions and mixed numbers.</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>Divide proper fractions by whole numbers</li> <li>Solve simple problems involving ratio and direct proportion.</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>Use simple formulae.</li> <li>Generate and describe linear number sequences.</li> <li>Express missing number problems algebraically.</li> <li>Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Complete, read and interpret information in tables, including timetables.</li> <li>Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>Connect work on angles, fractions &amp; % to the interpretation of pie charts.</li> </ul> <p><b>Measure - Time</b></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting between units of time.</li> </ul>					

<b>Science</b> Changing & Separating Materials	<b>Changing materials</b> A. Measure temperature and explore heat - link to term 3 B. Explore non-reversible changes; why do materials change forever when heated? C. Explore reversible changes; what is freezing? D. Explore materials that dissolve. <b>Separating materials</b> A. & B. Using what you know about solids, liquids and gases, explain how/why different materials can be separated. C. How/why can you separate different materials by filtering? D. How can you separate different materials by dissolving?
<b>ICT - Skills</b> Spreadsheets	What is a Spreadsheet and how are they used? Recap what the children already know and can remember. Enter labels and numbers into a spreadsheet and then use formulae to carry out a set of mathematical tasks and investigations - create a 12x12 times table grid, show what happens to numbers when they are x and ÷ by 10, 100 & 1000, investigate the areas and perimeters of rectangles, squares, triangles and parallelograms. Use 'Sum' function and formulae to create and use a spreadsheet to produce costings which are within a given budget. <a href="#">(link with maths)</a>
<b>RE</b> Christianity - Beliefs & Meaning	<b>Is anything ever eternal?</b> 1. Engagement - discuss a range of things that has lasted my lifetime so far/I think will last forever/I wish would last forever. 2. Investigation - explore the questions: Is anything ever eternal? Can love last forever? What is meant by unconditional love? Investigate how Jesus portrayed love in the bible. Explore the idea of life after death (eternal life) - Heaven is... Hell is ... 3. Evaluation - Answer the questions: Do Christians believe that anything is eternal? If so, what & why? Do you think anything is eternal & why? 4. Expression - Make a class collage of what the world would look like if everybody 'loved their neighbour'
<b>Geography</b> Rainforests	Learn about the human and physical features of Rainforests <a href="http://www.3dgeography.co.uk/rainforests">http://www.3dgeography.co.uk/rainforests</a> <a href="#">(Link with English, art &amp; history)</a>
<b>History</b> Aztecs	<b>History of the Aztecs</b> <ul style="list-style-type: none"> <li>Identify when the Aztec civilisation existed and where they lived at that time.</li> <li>Recognise the main features of Aztec society, and compare to the modern day styles of living.</li> <li>Distinguish the different roles of <u>wealthy/ impoverished</u> people in the Aztec community, and how these people dressed, lived and worked.</li> <li>Understand how ancient artefacts can provide evidence and help us discover more about the past.</li> <li>Learn who the Aztec people worshipped as their Gods, and what kind of religious festivals were celebrated.</li> <li>Understand how important warfare was to Aztec society</li> </ul> <a href="#">(link with English, geography &amp; history)</a>
<b>Art</b> Rainforest & Aztec Art	Rainforest Art - create a rainforest experimenting with a range of different media to explore colour and texture. Aztec Art - communicate messages through art. Study Aztec art & create designs & paintings in traditional style. 3D art - design, create & evaluate models based on life of the Aztec people <a href="#">(link with English, geography &amp; history)</a>
<b>PE</b> Real PE + Ball Handling Skills	1) PE Skills progression-based learning programme to understand and reinforce the importance of physical activity 2) Football/ Hockey/Lacrosse- a) Perform <b>dribbling/cradling</b> and <b>passing</b> skills with accuracy, confidence and control. b) Defend and attack at different levels. c) Apply skills and tactics to games situations.
<b>Music</b> Multicultural Music	Listen to <b>Multicultural Music</b> from Central America linked with Rainforests and Rivers. <a href="#">(link with literacy &amp; history)</a>
<b>PSHE</b> Living in the Wider World	1. <b>British Values Week</b> - promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs - Coram Life 'The land of the Red People' 'Respecting Differences' 2. <b>Money</b> - Develop an initial understanding of the concepts of interest, loan, debt, and tax (e.g. their contribution to society through the payment of VAT) - Coram Life 'Lend us a Fiver' & 'What's it worth?'
<b>DT (Term 3 &amp; 4)</b> Puppets & theatre + Construction	Toys with Moving Parts - Investigate toys with moving parts & create simple shadow puppet characters from <b>A Midsummer Night's Dream</b> Design & Make a simple Shadow Puppet Theatre with changeable scenery. <a href="#">(link with Literacy &amp; Art)</a>
<b>French</b> Cultural celebrations	<b>How the French celebrate Lent &amp; Easter</b> Recap the Months of the year & the 4 Seasons. Research French traditions for <ul style="list-style-type: none"> <li>Mardi Gras (Shrove Tuesday), Le Mercredi Des Cendres (Ash Wednesday) &amp; Le Carême (Lent)</li> <li>La Semaine Sainte (Holy Week) &amp; Le Jour De Pâques (Easter day)</li> <li>'Les cloches volantes!' - the Flying bells</li> <li>Make an Easter card.</li> </ul>