**Repton Manor Primary School Medium Term Plan**

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| **Creating**  Use info to create something new | **Evaluating**  Critically examine info and make judgements | **Analysing**  Take info apart and explore relationships |
| **Applying**  Use info in a new situation | | |
| **Understanding**  Understand and make sense of info | | |
| **Remembering**  Remember and recall info | | |

**Greater Depth Skills**

**Expected Skills**

**Emerging Skills**

**Topic: Victorians**

**Year Group: 6**

**Terms: 1 & 2**

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| **Subject - Discrete** | **Maths** | | | | | |
| **Unit** | Place Value | Addition Subtraction  Multiplication Division | Fractions A | Fractions B | Converting Units |  |
| **Small Steps** | Numbers to 1,000,000Numbers to 10,000,000Read and write numbers to 10,000,000Powers of 10Number line to 10,000,000Compare and order any integersRound any integer | Add and subtract integersCommon factorsCommon multiplesRules of divisibilityPrimes to 100Square and cube numbersMultiply up to a 4-digit number by a 2-digit numberSolve problems with multiplicationShort divisionDivision using factorsIntroduction to long divisionLong division with remaindersSolve problems with divisionSolve multi-step problems | Equivalent fractions and simplifyingEquivalent fractions on a number lineCompare and order (denominator)Compare and order (numerator)Add and subtract simple fractionsAdd and subtract any two fractionsAdd mixed numbers | Multiply fractions by integersMultiply fractions by fractionsDivide a fraction by an integerDivide any fraction by an integerMixed questions with fractionsFraction of an amountFraction of an amount - find the whole | Metric measuresConvert metric measuresCalculate with metric measuresMiles and kilometresImperial measures |  |
| **Framework objectives** | I can read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit.  I can solve calculations using negative numbers in context, and calculate intervals across zero.  I can round any whole number up to a required degree of accuracy. | I can multiply multi-digit numbers up to 4 digits by a one-digit whole number using the formal written method of long multiplication.  I can divide numbers up to 4 digits by a one-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders.  I can perform mental calculations, including calculations with mixed operations and large numbers.  I can identify common factors, common multiples and prime numbers.  I can use my knowledge of the order of operations to carry out calculations involving the four operations. | I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.  I can compare and order fractions, including fractions > 1.  I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. | I can multiply simple pairs of proper fractions.  I can divide proper fractions by whole numbers. (e.g., 1/3 ÷ 2= 1/6) | I can convert between different units of metric measure (e.g km and m, cm and m, cm and mm, g and kg, ml and l).  \*Y5 Objective |  |
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| **Subjects - Discrete** | **RE** | **MFL** | **Games** | **PE** | **Music** | **Computing** | **E-Safety** |
| **Unit** | What is the best way for a Muslim to show commitment to God? | On Holiday | Rounders | Athletics | Happy - Charanga | **Computer systems and networks - Communication** | Copyright and ownership  Managing information online |
| **Small Steps** | I can show an understanding of why people show commitment in different ways.  I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.  I can think of some ways of showing commitment to God that would be better than others for Muslims. | Recognise some basic holiday vocabulary.  Understand some sentences about animals at the zoo.  Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.  Be able to translate French words using a bilingual dictionary with assistance. |  |  | Skills:  To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music.  Knowledge  To know five songs from memory, who sang or wrote them, when they were written and why?  To know the style of the songs and to name other songs from the Units in those styles.  To choose three or four other songs and be able to talk about:  The style indicators of the songs (musical characteristics that give the songs their style)  The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  Identify the structure of the songs (intro, verse, chorus etc.)  Name some of the instruments used in the songs  **T**he historical context of the songs. What else was going on at this time, musically and historically?  Know and talk about that fact that we each have a musical identity | Searching the Web  Selecting search results  How search results are ranked  How are searches influenced?  How we communicate  Communicating responsibly  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Unit: Introduction to spreadsheets  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Small steps:  What is a spreadsheet?  Modifying spreadsheets  What’s the formula?  Calculate and duplicate  Event planning  Presenting data | I can demonstrate the use of search tools to find and access online content which can be reused by others.  I can demonstrate how to make references to and acknowledge sources I have used from the internet. |
| **Framework objectives** | I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.  I can show an understanding of why people show commitment in different ways.  .I can think of some ways of showing commitment to God that would be better than others for Muslims.  Key Vocabulary: Five, Pillars, Zakah, Sawm, Qu’ran, Hajj | Know how to conjugate and use the simple past tense in the first and third person singular.  eg: I saw, I went and it had.  Use some simple sentence structures with increasing confidence that differ from English sentence structures in writing. | I can understand and explain the rules in Sports  I can strike a ball with a range of bats for accuracy and distance  Key Vocabulary: Striking, implement, rules, umpire, strategy | I know how different activities promote stamina, power, control and wellbeing.  I can demonstrate stamina  Key Vocabulary: Compete, improve personal best, stamina | To listen to a piece of music and talk about the story it tells, linking their ideas to the musical characteristics (lyrics, instruments, structure)  To identify the groups of instruments that can be heard in a piece of music.  To talk about how the music makes you feel, using musical language to describe the music.  Key Vocabulary:style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. | I know how internet search engines work.  I can identify the benefits and negatives of digital communication  **Key Vocabulary:** Protocols, Domain name, Packets, Public, Private, Collaboration, HTML | Why should you use different passwords for a range of online services?  What effective strategies could you use for managing those passwords? (e.g. password managers, acronyms, stories)  What should you do if your password is lost or stolen?  What are app permissions? Can you give some examples from the technology or services you use?  What simple steps could you do to increase privacy on apps and services that provide privacy settings?  How does some online content target people to gain money or information illegally? How can you identify such content? (e.g. scams, phishing)  Why is it important to keep your software and apps up to date?\*  What are terms and conditions?  Why do online services have terms and conditions?\*  Explain how you would use search tools to find and access online content which can be reused by others?  How do you make references to and acknowledge sources you have used from the internet? |
| **Topic Application** | Victorian Christmas | Christmas Cards |  | Victorian Callisthenics | National Anthem and the values it represents | Linked lessons researching Victorian position piece |  |

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| **Topic** | **Big Questions** | **Subject Coverage**  **(Subject, Context)** | **Learning Opportunities**  **(Lesson order and structure, including small steps)** | **Objectives Covered**  **(from subject Frameworks)** |
| **Class Reader:**  **SS: Victorian day**  **Dress like Victorians, play Victorian games**  **MM: Trip to Folkestone - Victorian museum**  **FF: Victorian Christmas**  **Learning Environment: Star books Cafe to be set up as a joint reading area.**  **Victorian toys and other artefacts to be rotated regularly.** | **BQ1: Who were the Victorians?**  **Big Answer: Present (however the children choose) facts about the Victorians that link to their lifestyle.**  **Each CR different way of presenting BA** | Reading:  Mary Shelley’s Frankenstein  Dracula  The Midnight Hour (CR)  Street Child  Writing:  Horror / suspense  Haiku  Instructions (linked to science)  GPS:  Word Classes  Apostrophes | Stunning Start - Victorian day - Adults dress like Victorians   * Victorian games * Handwriting - Copy lines * Rote learning multiplication facts * Victorian food tasting   Writing - Horror / Suspense - Create your own Monster and recreate the story of Frankenstein.   * Hook - Messy room with blank wanted poster - Children draw their own monster using inspiration. * Model text - HMSS. Create a story map in a creative way. * Features of a suspense story - create a toolkit for a suspense story. * Plan their own crime scene. What is your setting? What makes a good monster? How can we use a monster’s features to create suspense? Draw and annotate both. * Deepening - How do we create a setting that convinces? Create a setting description. Redraft in response to feedback using descriptosaurus. (2 sessions). * Planning (plot matrix and story map of own story). * Write * Edit * Publish   Week 1 -  History - Who was Queen Victoria? - research facts about Queen Victoria, presented as a Mind Map around an image of her. To be added to through Guided Reading lessons as more knowledge is gained.   * When was the Victorian Period? - Children will gain an understanding of key features of the Victorian Period including key events, key figures and relevant artefacts.   Week 2 - History  - Create a timeline of the Victorian era - Place events, people and changes into correct periods of time. (research and clearly model expectations)   * Children make their own Victorian timeline. using knowledge developed in W1 which will be added to as the term progresses.   Week 3 - History   * - Compare modern and Victorian schooling. What was it like going to school at the end of the nineteenth century? Show the children pictures of school life at the end of the nineteenth century and discuss how school appears different from today, e.g. uniforms, architecture and interiors of classrooms. * Compare modern and Victorian houses. - independent - Find similarities and differences.   Week 4 -   * Look at the classes within Victorian Britain. * Compare and contrast the rich and poor lives of the children in Victorian Britain.   Week 5 - Big Answer  Life skills/PSHE - Children to create their own family trees in an assembly slot.  Science: Light (discrete)   * Understand what light is where it comes from * Understand how light travels * Investigate shadows | History: Queen Victoria   * Explore Queen Victoria Family * Day to day living in Victorian time * The industrial revolution * Colonialism   Art: L. S. Lowry  William Morris  **• Describe the work and ideas of William Morris using appropriate vocabulary and referring to historical and cultural contexts**  **• Use techniques, colours, tones and effects in an appropriate way to represent patterns**  **• Refine their use of learnt skills**  **Science: Electricity**  I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  I use recognised symbols when representing a simple circuit in a diagram.  Music: Happy:  To think about the message of songs.  ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● Use musical words when talking about the songs.  RE: What is the best way for a Muslim to show commitment to God?  History:  I can demonstrate knowledge of a key theme or aspect in British History.  I can discuss and debate historical issues,  using contrasting evidence and opinions.  I can use appropriate vocabulary when  discussing and explaining historical events. |
| **BQ2:What was it like for children living in Victorian Britain?**  **Big Answer: Comparative writing.** | Reading:  Mary shelley’s Frankenstein  Dracula  The Midnight Hour (CR)  Playscripts  Writing:  Discussion  GPS:  Clauses -use of commas | Week 5 - Haiku - About Victorian times   * Explore Haikus (features, structure) * Write Haiku * Improve and publish Haiku   Week 6 - Discussion - Compare Victorian London to modern London   * Stimulus on the board - Children research - Class discussion (drama 2 lessons) * Features of a discussion text (toolkit) * Planning (plot matrix)   Week 6 - History   * A timetable of a child's day - Modern and Victorian * What children were allowed to go to school.   Week 7 -   * Writing * Editing * Publishing   Week 5 History   * Workhouses / Expectations of children   Week 6 History   * Towns / Travel (comparative study of Ashford and London in the Victorian times compared to the modern day).   Week 7 - Big Answer.  Life skills/PSHE - Active listening (links to debates/discussions) focusing on resolving disputes/disagreements.  Science Light (discrete)   * Understand reflections * Understand Refractions | **History:**  **- I use dates and a wide range of historical terms in my work to sequence events and periods in time.**  **- I develop a secure knowledge of the events and periods of time I have studied throughout school.**  **Geography**   * **A comparative study of a local area.**   **Life skills**   * **I notice when I am feeling anxious or stressed and know how to deal with these feelings.** * **I know how to ‘read the room’ and act appropriately in different environments.** * **I can self-direct my time independently (knowing when to complete homework/go to bed).**   **Writing**   * **In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).** * **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately** * **Use coordinating and subordinating conjunctions.** * **Apostrophes for possession and omission mostly correctly.** |
| **BQ3: Why is the Victorian age called the golden age?**  **Big Answer: Would you call it the Golden age?**  **Children to independently answer this question.** |  | History -   * Why was it called the golden age? * The expansion of the industrial era. * Smog pandemic.   Geography -   * Starters for this unit - children know the continents and oceans and the names of the 4 capitals of the UK. * Annotate maps to show the spread of the empire * Look at where resources come from within the UK and British empire. * The impact of the British Empire (2 lessons 1 positive 1 negative)   Art -   * Describe the work and ideas of William Morris using appropriate vocabulary and referring to historical and cultural contexts * Use techniques, colours, tones and effects in an appropriate way to represent patterns * Refine their use of learnt skills   PSHE   * What is colonialism * Four features of Colonialism: unequal exchange, external integration and internal disarticulation, drain of wealth, and a foreign political domination   Big Answer - Children answer - Would you call it the Golden age?  Mystery Narrative (Alma) - Finish the story of Alma first person  Lesson 1 Hook - Screenshots from Alma, put into a comic strip and caption the story etc. Watch the video - who got close? Cinema style viewing.  Lesson 2 - I am learning to suggest mood and atmosphere through use of descriptive vocabulary.  Lesson 3 - I am learning to identify and explain how/why writers use imagery.  Lesson 4 - I am learning to express the emotions of a character by tracking moments of suspense and tension in a story  Lesson 5 - I am learning to use short, snappy sentences to build tension and suspense. I am learning to describe micro-expressions.  Lesson 6 - I am learning how writers use figurative language to convey mood and atmosphere (pathetic fallacy).  Lesson 7 - I am learning to use a variety of sentence openers (DADWAVERS).  Lesson 8 - I am learning to plan a piece of narrative.  Lesson 9 - I am learning to write a third person dual narrative featuring a first-person account of events.  Lesson 10 - I am learning to evaluate my writing: proofreading, editing and making improvement where necessary.  Science Electricity (discrete)   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram**.** * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations | **Music: Classroom Jazz number 2**  **Science:**   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram**.** * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations   History:   * I recognise primary and secondary sources. * I can use a range of sources to find out about an aspect of time past. * I suggest omissions and the means of finding out.   Geography   * I can use digital/computer mapping to locate countries and describe features studied.   Art:   * They can talk about great artists, architects and designers in history. * They collect and record visual information from different sources, plan and execute how to join parts of the sculpture and annotate their work. |
| **BQ4: How did the Victorians celebrate Christmas?**  **Big Answer: plan/organise a Victorian Christmas** |  | Writing: Playscript - Convert narrative to playscript  Lesson 1 - Share the Christmas Carol Narrative  Lesson 2 - Understanding playscripts  Lesson 3 - Understanding characters  Lesson 4 - Dialogue in playscripts  Lesson 5 - GPS features of playscripts  Lesson 6 - Planning a playscript  Lesson 7 - Write recycled playscript  Lesson 8 - Performing a play  Instructions (DT) - How to make their science experiment (Burglar alarm/Oliver Twist)   * Research how to make a burglar alarm * Look at features of instructional texts * Write instructions * Make Burglar alarm * Evaluate instructions   History -   * How was Christmas celebrated * Victorian Christmas tradition   Big answer (part 1) -   * Make Christmas decorations and decorate classroom   History   * Compare and contrast * Impact of the British empire and how it changed traditions * Traditions we now have and where they come from.   Big answer (part 2)   * Organise a Victorian Christmas celebration.   Victorian school life drama workshop - Year 6 teach year 5 what life was like. (FF) (3 lessons - 2 planning - 1 deliver) |  |

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| **British Values:** | | | |
| **Democracy** | **Rule of law** | **Individual liberty** | **Mutual respect and tolerance** |
| * A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. * Leadership and accountability * Joint decision making * Team meetings * The right to protest and petition * Receiving and giving feedback | * The need for rules to make a happy, safe and secure environment to live and work. * Legislation * Agreed ways of working, policies and procedures * How the law protects you and others | * Equality and Human Rights * Personal Development * Respect and Dignity * Rights, choice, consent and individuality * Values and principles | * Respecting the values, ideas and beliefs of others whilst not imposing our own others. * Tackling stereotyping, labelling, prejudice and discrimination * Understanding that we all don’t share the same beliefs and values. * Embracing diversity * The importance of religion, traditions, cultural heritage and preferences |