

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Autumn 2023 Medium Term Plan**  
**Tudor Tales**

<u>Additional Jobs</u>	<u>Key Dates</u>	<u>Further Enrichment</u>
<ol style="list-style-type: none"> <li>1. Safe adult list</li> <li>2. Sign Home-School Planners</li> <li>3. Class Charter (including 4 school rules/rights)</li> <li>4. School Council</li> <li>5. Subject Ambassadors (inform children)</li> <li>6. Buddy Mentors and Sports Leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. National Coding Week</li> <li>2. Macmillan Coffee Morning</li> <li>3. October Black History Month</li> <li>4. Red, White and Blue Day</li> <li>5. World Mental Health Day</li> <li>6. Harvest Festival</li> <li>7. Christmas</li> </ol>	<ol style="list-style-type: none"> <li>1. Entry point – Scunthorpe Mosque</li> <li>2. Exit point – Double Page Spread</li> <li>3. Class Story – <i>Class to vote</i></li> <li>4. Class Text - Macbeth</li> <li>5. Homework</li> <li>6. PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> </ol>
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p><b><u>Focus:</u></b>  Macbeth by William Shakespeare (VIPERS) – Focus on use of A.P.E for more detailed answers for 3-mark SAT questions.</p> <p><b>Whole school picture books projects:</b></p> <p>My Shadow is Pink – Transition week focus based on personality and feelings.</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?  (continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes</p>	<p><b><u>Focus:</u></b>  <b><u>GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.</u></b>  <b><u>Skill based activities to unpick an expected level piece of writing.</u></b></p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?  Can I identify what makes a WAGOLL expected standard?  Can I up level my vocabulary by investigation connotations of words?  Can I choose a variety of exciting sentences in the right genre context?</p>	<p><b><u>Focus:</u></b>  Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat sentences, weekly spellings, LbQ and phonic lessons/interventions.</p> <p><b><u>Grammar</u></b></p> <p>Can I recognise and use the terms subject and object?  Can I identify the difference between active and passive voice?  Can I write in the active voice?  Can I write in the passive voice?  Can I find synonyms of words to up level my writing?  Can I identify antonyms of words and use them in my writing?</p>

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increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
 recommending books that they have read to their peers, giving reasons for their choices  
 identifying and discussing themes and conventions in and across a wide range of writing  
 making comparisons within and across books  
 learning a wider range of poetry by heart  
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience).

Can I understand what I have read?  
 (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas, identifying how language, structure and presentation contribute to meaning).

**Genres:**

**Narrative – Macbeth**

Can I write a character description for Lady Macbeth?  
 Can I show characterisation through speech?  
 Can I write a detailed setting description?  
 Can I write a cohesive narrative based on Macbeth's story?

**Poetry**

**Single Word Poetry (Joseph Coelho), The Highwayman (Alfred Noyes), Shakespeare Sonnets, The Road Not Taken (Robert Frost)**

Can I imitate the style of Joseph Coelho to create single word poetry?  
 Can I compare poetry from different authors?  
 Can I use a range of influences to draft my own poem?  
 Can I compare features of a poem to song lyrics?

**Handwriting**

*Collins Happy Handwriting scheme.*

Can I write all letters legibly?  
 Can I increase my speed when writing in length ensuring legibility?  
 Can I recognise the needed length for each ascender and descender?  
 Can I recognise where all letters should join?  
 Can I begin to make decisions on which letters need to be left un-joined?  
 Can I recognise when to use an un-joined style?

Can I use vocabulary strategies to identify the meaning of unknown words?  
 Can I use semicolons, colons or dashes to mark boundaries between independent clauses?  
 Can I use a colon to introduce a list?  
 punctuating bullet points consistently?  
 Can I use hyphens to avoid ambiguity?  
 Can I use brackets, dashes or commas to indicate parenthesis?

**Spelling**

***USE OF SPELLING SHED FOR WEEKLY SPELLINGS.***

Can I spell words from the 5/6 statutory spelling list?

Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful

Continue to learn strategies and spelling patterns through root words, prefixes and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.

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Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?  
Can I distinguish between statements of fact and opinion?  
Can I retrieve, record and present information from non-fiction?  
Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?  
Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?  
Can I provide reasoned justifications for my views?

**Speaking and listening:**

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?  
Can I ask relevant questions to extend my understanding and knowledge?  
Can I use relevant strategies to build my vocabulary?  
Can I articulate and justify answers, arguments and opinions?

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<p>Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?          Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?          Can I speak audibly and fluently with an increasing command of Standard English?          Can I participate in discussions, presentations, performances, roleplay/improvisations and debates?          Can I gain, maintain and monitor the interest of the listener(s)?          Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?          Can I select and use appropriate registers for effective communication?</p>		
<b><u>Maths</u></b>		
<p><b><u>Focus:</u></b>          Further develop conceptual knowledge and understanding and start to apply this to SATs based questions.</p> <p><b><u>Place Value -</u></b>          Can I recognise, read and write numbers to 10,000,000?          Can I use powers of 10 accurately?</p>	<p>Can I find square and cubes numbers?          Can I multiply 4-digit numbers by 2-digit numbers?          Can I solve multiplication within problem solving and reasoning?          Can I accurately and confidently solve short division?          Can I divide using factors?          Can I start to use long division?          Can I use long division accurately and confidently?          Can I solve long division include remainders?</p>	<p><b><u>Fractions B –</u></b>          Can I multiply fractions by an integer?          Can I multiply fractions by fractions?          Can I divide a fraction by an integer?          Can I find fractions of an amount?          Can I find the whole when finding fractions of an amount?</p> <p><b><u>Vocabulary:</u></b></p>

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<p>Can I place numbers on a number line up to 10,000,000?          Can I compare and order any integers?          Can I round any integer?          Can I apply my negative number knowledge to problem solving?</p> <p><b><u>Vocabulary:</u></b>  <i>Place value, patterns, partitioning, millions, powers of 10, compare, order, round, negative numbers, number lines</i></p> <p><b><u>Addition, subtraction, multiplication and division –</u></b>          Can I accurately use column method to add and subtract integers?          Can I find common factors?          Can I find common multiples?          Can I understand the difference between factors and multiples?          Can I use different divisibility rules and find the one that best suits me?          Can I define a prime number?          Can I find all prime numbers up to 100?</p>	<p>Can I apply long division to problem solving and reasoning?          Can I apply learnt knowledge to mental calculations and estimation?</p> <p><b><u>Vocabulary:</u></b>  <i>Column methods, factors, multiples, lowest/highest common multiple, lowest/highest common factor, prime numbers, square numbers, cube numbers, multiplication, short and long division, remainders (using decimals)</i></p> <p><b><u>Fractions A –</u></b>          Can I find equivalent fractions?          Can I simplify fractions?          Can I place equivalent fractions on a number line?          Can I compare and order fractions by their denominator and numerator?          Can I add and subtract simple fractions?          Can I add and subtract any two fractions?          Can I add and subtract mixed numbers?          Can I apply my fraction knowledge to multi-step problems?</p>	<p><i>Denominator, numerator, integer, fraction, mixed number, unit fraction, equivalent fraction, simplify</i></p> <p><b><u>Converting Units –</u></b>          Can I recap kilograms and kilometres? (Year 5)          Can I recap millimetres and millilitres? (Year 5)          Can I recap converting units of time? (Year 5)          Can I read and interpret timetables? (Year 5)          Can I understand metric measures?          Can I covert metric measures?          Can I convert miles and kilometres?          Can I understand imperial measures?</p> <p><b><u>Vocabulary:</u></b>  <i>Units, kilograms, kilometres, millimetres, millilitres, metric, imperial, miles</i></p> <p><b><u>Additional Maths Teaching</u></b>          Daily:  <ul style="list-style-type: none"> <li>● (Learning by Questions (LbQ) Activities</li> <li>● Timetables - TT Rockstars</li> <li>● Flashback</li> <li>● Assessment for Learning</li> <li>● Problem-Solving and Reasoning</li> </ul>         Weekly:  <ul style="list-style-type: none"> <li>● Arithmetic test</li> <li>● Timetables interventions</li> <li>● Tailored interventions with Miss Parkinson</li> </ul> </p>
<b><u>Art</u></b>	<b><u>Design and Technology, Cooking and Nutrition,</u></b>	<b><u>Science including STEM</u></b>

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	<u>including STEM (Science Technology, Engineering and Maths)</u>	
<p><b><u>Prior Learning/Knowledge</u></b>            Shading – tones            Primary colours            How to mix secondary colours</p> <p><b><u>Focus:</u></b>            Tudor Art (The Renaissance)            Pencil, Paint and Collage</p> <p><b><u>Vocabulary:</u></b>            Texture, tone, effects, depth, perspective, design, pattern, colour, materials, mosaic</p> <p><b><u>Pencil:</u></b> Artist - Leonardo Da Vinci (Mona Lisa)            Can I draw a Portrait using realistic proportions?            Can I draw a human eye?            Can I recreate the Mona Lisa?            Can I use drawing pencils, charcoal &amp; chalk to create contrasting effects of line, texture &amp; tone?            Can I develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings?            Can I use a view finder to focus on small areas? (Animal skin or trees)            Can I use appropriate pattern in designs to show depth and perspective?</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  <a href="#">See previous planning.</a></p> <p><b><u>Focus:</u></b></p> <p><b><u>Tudors</u></b></p> <p><b><u>Food skills</u></b></p> <p>Can I research Tudor recipes?            Can I prepare a Tudor recipe?</p> <p><b><u>Design, Make, Evaluate</u></b></p> <p>Can I research what Tudor houses looked like?            Can I design my own Tudor house?            Can I build a Tudor house using a range of materials?</p> <p><b><u>Skills:</u></b>            Build frameworks using a range of materials (wood, card, corrugated plastic). Cut internal shapes.            Lynx jointers for strength.            Cut accurately to 1mm (strip wood, dowel etc.)            Glue using jointers.</p>	<p><b><u>Prior Learning/Knowledge:</u></b>            Year 4 – Classifying Living Things            Year 5 – Life cycles of Living Things</p> <p><b><u>Living Things and their Habitats –</u></b>            During this unit of work, children will learn about classification of living things, including microorganisms. They will learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. Children will learn to use a classification key and create their own key using yes/no questions. Children will investigate the question; Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. They will produce a presentation about the life and work of Carolus Linnaeus and understand the importance of his standard classification system.</p> <p><b><u>Vocabulary:</u></b>            Classify, vertebrate, invertebrate, exoskeleton, vascular, non-vascular, taxonomy</p> <p><b><u>Evolution and Inheritance –</u></b>            During this unit of work, children will explore how animals and plants are adapted to the environment</p>

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<p><b>Paint:</b> Artist - Various Tudor Portraits          Can I analyse a range of Tudor paintings?          Can I mix paint to create a range of skin colours?          Can I experience mixing using the colour wheel?          Can I replicate patterns, colours and textures from the style of a well-known artist?          Can I analyse paintings by Giuseppe Arcimboldo?          Can I draw / paint myself in the artistic style of Giuseppe Arcimboldo?</p> <p><b>Expression:</b>          Can I use a sketchbook to store information on colour mixing, brush marks, etc.?</p>	<p>Assemble structure.          Evaluate build.</p>	<p>in which they live. They will learn that adaptations occur over time and that may lead to a species evolving. Children will conduct an experiment to answer the question; which beak is best adapted to pick up a seed? They will consider how certain adaptations occur in response to environmental conditions. They will learn about natural selection and how this links to inheritance and how some characteristics are inherited from parents and some are not. Children will consolidate previous learning on fossilization and understand how studying fossils has helped explain the theory of evolution.</p> <p><b><u>Vocabulary:</u></b>          Adaptation, Environment, Evolution, Gene, Natural selection, Inheritance, Species</p> <p><b><u>Enquiry Skills:</u></b>          Observation over time          Secondary research          Pattern seeking</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• plan several types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and</li> </ul>
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precision, taking repeat readings when appropriate		
<b>French (Modern Foreign Languages)</b>	<b>Geography</b>	<b>History</b>
<p><b>Use of Language Angels Scheme of Work</b>  <b><u>Prior Learning/Knowledge:</u></b>            Colours            Gender verbs</p> <p><b><u>Focus:</u></b>            Phonetics Lesson 4            School            Regular Verbs</p> <p><b><u>School -</u></b>            Can I name ten school subjects?            Can I express an opinion on school subjects?            Can I start to tell the time in the French?            Can I use the verb aller and consolidate school subjects, opinions and time?            Can I create my own school timetable in French? (with Assessment for Learning opportunity)</p> <p><b><u>Vocabulary:</u></b>            À l'école (At School), Le français (French), L'anglais (English), Le dessin (Art), Le sport (P.E), La musique (Music), La géographie (Geography), L'histoire (History), Les maths (Maths), Les sciences (Science), L'informatique (Computing), Quelle heure est-il? (What time is it?), Il est (It is)</p>	<p style="text-align: center;"><u>Our Enquiry Questions:</u></p> <ol style="list-style-type: none"> <li>1. What is globalisation?</li> <li>2. How has globalisation changed the way we live our lives?</li> <li>3. How does globalisation affect trade?</li> <li>4. What is the future of globalisation?</li> </ol> <p style="text-align: center;"><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>• What globalisation is.</li> <li>• When globalisation first started increasing.</li> <li>• How and why globalisation is increasing.</li> <li>• Own part in globalisation.</li> </ul>	<p style="text-align: center;"><u>Our Enquiry Questions:</u></p> <ol style="list-style-type: none"> <li>1. What is the 'Tudor' period?</li> <li>2. Why did the Christian church split in the 16<sup>th</sup> Century?</li> <li>3. What was Henry VIII like as a ruler?</li> <li>4. Were the Elizabethan times 'The Golden Age'?</li> <li>5. What sources tell us about Elizabeth I?</li> <li>6. Why did the Tudor period end?</li> </ol> <p style="text-align: center;"><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> <li>• How the Tudor period began.</li> <li>• Why Henry VIII created the Church of England.</li> <li>• What Henry VIII and Elizabeth I were like as rulers.</li> <li>• What life was like for rich/poor in the Tudor times.</li> <li>• Why the Tudor period ended.</li> </ul>



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**Regular Verbs –**

Can I recognise and understand what a pronoun is in both English and French?  
 Can I say what the key personal pronouns are in French?  
 Can I understand what a verb is in both English and French?  
 Can I conjugate in French a regular -ER verb?  
 Can I conjugate in French a regular – IR verb?  
 Can I conjugate in French a regular -RE verb?

**Vocabulary:**

Je (I), Tu (You), Il (He), Elle (She), Nous (We), Vous (You all), Ils (They – masculine), Elles (They – feminine), Jouer (To play), Habiter (To live), Finir (To finish or end), Vendre (To sell)

Key Vocabulary:

**Globalisation**  
*The increasing connections between people and places on our planet.*

**Communication**  
 Exchanging information.

**Shipping**  
 Movement of goods from one place to another.

**Migration**  
 Settlement of people in different areas.

**Trade**  
 Swapping of goods usually in exchange for money.

**Import**  
 Goods coming into a country.

**Export**  
 Goods being sold from a country.

Key Vocabulary:

**War of the Roses/ Cousins' War**  
 The civil wars that happened in England before the Tudor period began.

**Catholic Church/ Catholicism**  
 Church ran by the Pope in Rome.

**Protestant Church/ Protestantism**  
 Church ran by the leader of the country.

**Purgatory**  
 Catholic belief of a place where you would make amends to get into heaven.

**Indulgences**  
 Something that could be bought to reduce time in purgatory.

**Latin**  
 Language of the bible and prayers in Catholic churches.

**Reformation**  
 Change of churches into The Church of England.

**Heir**  
 Someone who rules after you.

**Primary Sources**  
 Written at the time.

**Secondary Sources**  
 Written after the time.

**Reliable**  
 How trustworthy something is.

**Scapegoating**  
 Blaming others

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	<p style="text-align: center;"><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Investigate places with more emphasis on the larger scale; including contrasting and distant places.</li> <li>• <b>Collect and record evidence unaided.</b></li> <li>• <b>Confidently identify significant places and environments understanding that significance can change dependent on context.</b></li> <li>• Analyse evidence and draw own conclusions.</li> </ul>	<p style="text-align: center;"><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Monarchs can make decisions that can lead to huge changes for all their subjects. These can have a <b>long-lasting legacy and affect us today.</b></li> <li>• Sources can be primary or secondary. Both can be trustworthy or untrustworthy but they <b>each only give us a piece of the story of the past.</b></li> <li>• <b>All sources tell us something about the past – even if unreliable.</b></li> <li>• It is difficult to understand what life was like during a historical period as people experienced life very differently.</li> </ul> <p style="text-align: center; color: red;"><b>Local History Link: Gainsborough Old Hall was once visited by Henry VIII - it is believed he stayed there in 1541 with wife Catherine Howard.</b></p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>  Pitch  Tempo  Singing  Sequence</p> <p><b><u>Charanga Focus:</u></b>  How does music bring us together?</p> <p><b><u>How does music bring us together? –</u></b>  Can I read and write musical notations?</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  <b><u>Focus:</u></b>  Dodgeball (Premier Sport)  Fitness (Mr Somerville)  Gymnastics (Premier Sport)  Handball (Mr Somerville)</p> <p><b><u>Dodgeball –</u></b>  Can I throw under pressure and apply this to a target game?</p>	<p><b>Using JIGSAW Scheme of Work</b>  <b><u>Prior Learning/Knowledge:</u></b>  Year 5 Jigsaw pieces for both modules – Being Me and Celebrating Differences</p> <p><b><u>Focus:</u></b>  Being Me  Celebrating Differences</p> <p><b><u>Being Me –</u></b>  Can I identify my goals for this year?</p>

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<p>Can I understand the difference between duration, pulse, rhythm and pitch?          Can I showcase the difference between duration, pulse, rhythm and pitch?          Can I explain connections that songs have to a social and cultural context?          Can I respond to music with feelings and movements?          Can I learn how to sing a song using the correct pitch?          Can I play an instrument using the correct notes?          Can I improvise and compose my own song?          Can I perform my song in front of an audience?</p> <p><b><u>Vocabulary:</u></b>          Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes</p> <p><b><u>Happy (Pharrell Williams) –</u></b>          Can I analyse the meaning of lyrics based on our topic?          Can I identify rhyming couplets and create my own 4-line couplet?          Can I identify a verse, chorus and bridge in a song?          Can I write my own chorus of 16 beats?          Can I create my own verse and bridge?</p> <p><b><u>Vocabulary:</u></b>          Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes, dynamics, verse, chorus, bridge</p>	<p>Can I select the appropriate dodging skill for the situation?          Can I develop catching with increasing consistency under pressure?          Can I develop defensive techniques and select the appropriate action for the situation?          Can I understand and apply tactics in a game?          Can I develop officiating skills and referee a game?</p> <p><b><u>Key Skills:</u></b>  <i>Physical: throw, catch, dodge, block</i>  <i>Social: collaboration, respect, leadership, communication</i>  <i>Emotional: honesty, determination, confidence</i>  <i>Thinking: make decisions, select and apply tactics</i></p> <p><b><u>Fitness -</u></b>          Can I develop an awareness of what your body is able to do?          Can I develop speed and stamina?          Can I develop strength using my own body weight?          Can I develop co-ordination?          Can I develop agility?          Can I develop balancing with control?</p> <p><b><u>Key Skills:</u></b>  <i>Physical: agility, balance, co-ordination, speed, stamina, strength</i>  <i>Social: support and encourage others, collaboration</i>  <i>Emotional: perseverance, determination</i></p>	<p>Can I understand how people feel welcomed and valued?          Can I show understanding that there are universal rights for all children?          Can I understand my own wants and needs and compare these with children in different communities?          Can I understand that my actions affect other people locally and globally?          Can I make choices about my own behaviour and how these relate to my rights and responsibilities?          Can I understand how an individual’s behaviour can impact on a group?          Can I understand how democracy and having a voice benefits the school community?</p> <p><b><u>Vocabulary:</u></b>  <i>Laws, Democracy, Decisions, Rights, Rewards and Consequences, Legal, Illegal, Lawful, Empathise, Choices, Opportunities, Maslow, Education</i></p> <p><b><u>Celebrating Differences –</u></b>          Can I understand there are different perceptions about what normal means?          Can I understand how being different could affect someone’s life?          Can I explain some of the ways in which one person or a group can have power over another?          Can I know some of the reasons why people use bullying behaviours?          Can I appreciate people for who they are?</p>
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*Thinking: observation, analysis, comprehension*

**Gymnastics -**

- Can I develop the straddle, forward and backward roll?
- Can I develop rolling into sequence work and on apparatus?
- Can I develop counter balance and counter tension?
- Can I develop counter balance and counter tension into sequence work with apparatus?
- Can I develop jumps and explore the effect of height?
- Can I explore jump sequence work with consideration of performance tools?

**Vocabulary:**

*Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight*  
*Social: work safely, collaboration, communication, respect*  
*Emotional: independence, confidence, determination*  
*Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences*

**Handball -**

- Can I use a variety of passes to maintain possession under pressure?
- Can I select the appropriate skill to create space, move towards goal and away from defenders?

Can I explain ways in which difference can be a source of conflict and a cause for celebration?

**Vocabulary:**

*Celebration, difference, conflict, direct, indirect, argument, recipient, courage, fairness, rights, responsibilities, empathy, perception*

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	<p>Can I select and apply the appropriate skill to score goals?          Can I use defending skills to prevent an opponent from scoring?          Can I use the appropriate defensive technique for the situation?          Can I apply rules, skills and principles to play in a tournament?</p> <p><b><u>Vocabulary:</u></b>  <i>Physical: throw, catch, run, dribble, shoot, change direction, change speed</i>  <i>Social: communication, kindness, respect, collaboration</i>  <i>Emotional: confidence, honesty and fair play, determination, perseverance</i>  <i>Thinking: select and apply, decision making, problem solving, comprehension, reflection</i></p>	
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<p><b>Using Lincolnshire agreed syllabus</b>  <b><u>Prior Learning/Knowledge:</u></b>          Christianity – Being Human - How do Christians show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Ø Rites of passage; include other religions, e.g. Amrit in Sikhism  <b><u>Focus:</u></b>          Christianity – Life Journey</p>	<p><b>Using Purple Mash scheme of work</b>  <b><u>Prior Learning/Knowledge:</u></b>          Purple Mash scheme of work ensures that knowledge is built upon every year. The Year 5 scheme of work has built the foundations for the Year 6 modules.</p> <p><b><u>Focus:</u></b>          Unit 6.1 – Coding – 2Code          Unit 6.2 – Online Safety          Unit 6.3 – Spreadsheets – 2Calculate</p>	<p><b>WINK</b>-What I Now Know about Tudor’s and globalisation</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p><b>Process</b>-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p>

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<p><b><u>Christianity – Life Journey -</u></b>          Can I identify and explain the main Christian denominations?          Can I compare the main Christian denominations including, birth, marriage, and death?          Can I explain the importance of worship for Christians and how it makes them feel they belong?          Can I identify the different forms of worship?          Can I explain the importance of sacraments to Christians?          Can I explain the importance of the sacrament of the Eucharist?          Can I explain the main features of a baptism and how these are practiced in different Christian denominations?          Can I apply my knowledge to a scientist who was religious but found things that refuted their ideas?          Can I create a double page spread on my sticky knowledge of Christianity?</p> <p><b><u>Vocabulary:</u></b>  <i>Christian denominations, baptism, sacrament, Eucharist, holy communion, worship, Catholic, Protestant, Orthodox</i></p>	<p><b><u>Unit 6.1 – Coding -</u></b>          Can I design a playable game with a timer and a score?          Can I plan and use selection and variables?          Can I use functions and understand why they are useful?          Can I use flowcharts to test and debug a program?          Can I understand the different options of generating user input?          Can I understand how 2Code can be used to make a text-based adventure game?</p> <p><b><u>Vocabulary:</u></b>  <i>Program, debug, functions, code, flowcharts, variables, user input, design, text-based, possibilities.</i></p> <p><b><u>Unit 6.2 – Internet Safety -</u></b>          Can I identify the benefits and risks of mobile devices broadcasting the location of the user/device?          Can I identify the SMART rules?          Can I review the meaning of a digital footprint and how and why people use their information?          Can I have a clear idea of appropriate online behaviour?          Can I understand the importance of balancing game and screen time with other parts of my life?          Can I identify the positive and negative influences of technology on health and the environment?</p> <p><b><u>Vocabulary:</u></b></p>	<p><b>Use knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Build a model</li> <li>• Create artwork</li> <li>• Collage</li> <li>• Write a poem</li> <li>• Create a map</li> <li>• Write a song</li> <li>• Design a poster</li> <li>• PowerPoint presentation</li> </ul> <p><b>A Double Page Spread (A3) is to also be completed.</b></p>
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*Risks, location, secure websites, spoof websites, phishing, email scams, impact, consequences, screen time, influences, technology*

**Unit 6.3 – Spreadsheets –**

Can I use a spreadsheet to investigate the probability of the results of throwing many dice?

Can I use a spreadsheet to calculate the discount and final prices?

Can I use a spreadsheet to plan and how to spend pocket money?

Can I use a spreadsheet to plan a school charity day?

**Vocabulary:**

*Probability, tool, copy and paste, formula wizard, formulae, spreadsheet, solutions.*