

LEYS FARM JUNIOR SCHOOL
Year 6 – Spring 2024 Medium Term Plan
A New World

<u>Additional Jobs</u>	<u>Key Dates</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Safe adults ● School Rights ● Protected Characteristics ● British Values ● Sports Leaders ● Buddies ● School Council. 	<ul style="list-style-type: none"> ● 15th January – World Religion Day ● 15th January – Martin Luther King Day ● 17th January – Energy Saving Week ● 22nd January – Lunar New Year ● 23rd January – National Handwriting Day ● 25th January – Burns Night ● 28th January – Storytelling Week ● February – LGBTQ+ Month ● 2nd February – NSPCC Number Day ● 6th February – Safer Internet Day ● 10th February – Chinese New Year ● 13th February – Children's Mental Health Week ● 7th March – World Book Day ● 23rd March – World Maths Day. 	<ul style="list-style-type: none"> ● Class Story – George’s Marvellous Medicine ● Class Text – Journey to Jo ’burg ● Reading Plus ● Homework – given on a Monday ● Active Brain Breaks- Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers ● TT Rockstars battles.
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus: Wide range of texts with mixed fluency questioning – Focus on use of A.P.E for more detailed answers for 3-mark SAT questions.</p> <p>Whole school picture books projects:</p>	<p>Focus: <u>GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.</u> <u>Skill based activities to unpick an expected level piece of writing.</u></p>	<p>Focus: 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>Grammar Can I recognise and use the terms subject and object?</p>

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<p>My Class is like a Family.</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 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).</p> <p>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</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><u>Genres:</u> <u>Balanced Argument – Nelson Mandela – Hero?</u></p> <p>Can I write a balanced argument about Nelson Mandela?</p> <p><u>Instruction Writing – Marie Antoinette – How to frame a queen.</u></p> <p>Can I write instructions for framing Marie Antoinette?</p> <p><u>Handwriting</u> <i>Collins Happy Handwriting scheme.</i> 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?</p>	<p>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? 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?</p> <p><u>Spelling</u> <i>USE OF SPELLING SHED FOR WEEKLY SPELLINGS.</i> Can I spell words from the 5/6 statutory spelling list?</p> <p>Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful</p> <p>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.</p>
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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).

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 recognise when to use an un-joined style?

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<p>Can I listen and respond appropriately to adults and my peers?</p> <p>Can I ask relevant questions to extend my understanding and knowledge?</p> <p>Can I use relevant strategies to build my vocabulary?</p> <p>Can I articulate and justify answers, arguments and opinions?</p> <p>Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?</p> <p>Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?</p> <p>Can I speak audibly and fluently with an increasing command of Standard English?</p> <p>Can I participate in discussions, presentations, performances, roleplay/improvisations and debates?</p> <p>Can I gain, maintain and monitor the interest of the listener(s)?</p> <p>Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?</p> <p>Can I select and use appropriate registers for effective communication?</p>		
<u>Maths</u>		
<u>Focus</u>	<u>Fractions, Decimals and Percentages</u>	<u>Converting Units</u>

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<p>Further develop conceptual knowledge and understanding and apply this to SATs based questions.</p> <p><u>Ratio</u></p> <p>Can I decide whether to add or multiply? Can I use ratio language? Can I use the ratio symbol? Can I link ratio to fractions? Can I draw to a scale? Can I explain similar shapes? Can I solve ratio-based problems? Can I solve proportion problems? Can I solve ratio problems with recipes?</p> <p>Vocabulary:</p> <p>Ratio, proportion, scale, scale factor</p> <p><u>Algebra</u></p> <p>Can I solve calculations with two functions? Can I form expressions? Can I use substitution to find unknowns? Can I use algebraic formulae? Can I solve two step equations? Can I find pairs of values?</p> <p>Vocabulary:</p> <p>Expression, substitution, formula, values, inverse</p>	<p>Can I find fraction and decimal equivalences? Can I understand that fractions are division? Can I understand percentages? Can I convert fractions to percentages? Can I find equivalent fractions, decimals and percentages? Can I order mixed fractions, decimals and percentages? Can I find percentages of amounts? Can I find percentages with missing values?</p> <p>Vocabulary:</p> <p>Numerator, denominator, percentage, equivalent, convert</p> <p><u>Area, Perimeter and Volume</u></p> <p>Can I identify shapes with the same area? Can I find area and perimeter of shapes? Can I find the area of a triangle? Can I find the area of a parallelogram? Can I find volume of a cuboid?</p> <p>Vocabulary:</p> <p>Area, perimeter, compound, squared</p> <p><u>Statistics</u></p>	<p>Can I recap kilograms and kilometres? (Year 5) Can I recap millimetres and mililitres? (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>Vocabulary:</p> <p>Units, kilograms, kilometres, millimetres, mililitres, metric, imperial, miles</p> <p><u>Additional Maths Teaching</u></p> <p>Daily:</p> <ul style="list-style-type: none"> ● (Learning by Questions (LbQ) Activities ● Timetables - TT Rockstars ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning <p>Weekly:</p> <ul style="list-style-type: none"> ● Arithmetic test ● Timetables interventions ● Tailored interventions with Miss Parkinson
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<p><u>Decimals</u> Can I understand place value within 1? Can I round decimals? Can I use the four operations with decimals? Can I multiply decimals by 10,100 and 1000? Can I use the four operations with decimals in context?</p> <p>Vocabulary:</p> <p>Place value, tenth, hundredth, thousandth.</p>	<p>Can I interpret line graphs? Can I interpret dual bar charts? Can I interpret pie charts (with and without percentages)? Can I draw pie charts? Can I find the mean?</p> <p>Vocabulary:</p> <p>Interpret, axis, average, mean.</p>	
<p><u>Art</u></p>	<p><u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u></p>	<p><u>Science including STEM</u></p>
<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u> Art through technology, collage.</p> <p>Andreas Gursky/ Charles Rennie Mackintosh Contemporary/Art nouveau Robert Rauschenberg – digital collage</p> <p>Can I research an artist to create a biography? Can I practice the skills of texture and pattern? Can I create an imitation of Mackintosh's artwork? Can I create a unique piece of art in the style of Mackintosh?</p>	<p><u>Prior Learning/Knowledge:</u> Clay knowledge. Measuring ingredients Chopping skills</p> <p><u>Focus:</u> Pottery Dreamcatchers French Food (Year 5 baguettes, Year 6 French Onion soup, Meringues, Macarons)</p> <p><u>Vocabulary:</u> Patisserie</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Animals including Humans (Biology)</u></p> <p>Can I identify and name the main parts of the human circulatory system? Can I identify and name the main parts of the heart? Can I describe how water and nutrients are transported in humans? Can I identify how humans can live a healthy lifestyle?</p> <p><u>Vocabulary:</u></p>

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<p>Can I evaluate my artwork? Can I research artists to create a biography? Can I practice creating scenes/art to photograph? Can I create an imitation of Gursky/Rauschenberg’s artwork? Can I create a unique piece of art in the style of Gursky/Rauschenberg? Can I evaluate my artwork?</p> <p>Skills: Texture, pattern, colour, line, tone</p> <p>Vocabulary: Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed, Under-exposure, Zoom, Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion.</p>	<p>Yeast Gluten Shaping Proving Assemble Pattern Weave</p> <p>STEM</p> <p>Can I design, make and evaluate a dreamcatcher? Can I list the processes involved in creating a dreamcatcher? Can I design, make and evaluate a Hopi pot? Can I understand the processes involved in breadmaking? Can I design, make and evaluate my own baguette? Can I explain what French patisserie is? Can I design, make and evaluate meringues and macarons?</p>	<p>absorb, aorta, arteries, atriums, blood vessels, deoxygenated, nutrients, oxygenated, pulse, veins, vena cava, villi</p> <p>Light (Physics)</p> <p>Can I recognise that light appears to travel in straight lines? Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can I explain how the eye works? Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can I explain how shadows change during the day?</p> <p>Vocabulary:</p> <p>dark, direction, light, light ray, light beam, light source, opaque, reflect, reflective, refraction, see, shadow, transparent, translucent.</p>
French (Modern Foreign Languages)	Geography	History

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Use of Language Angels Scheme of Work

Prior Learning/Knowledge:

Weather – New topic

Family – Numbers 1-20 and basic personal details from the 'Presenting Myself' unit.

Focus:

(Language Angels)

The Weather:

Can I name 9 weather types?

Can I ask what the weather is like in French?

Can I say what the weather is like in French?

Can I read and identify the different weather types?

Can I be a French weather reporter using my knowledge on how to say different weather types?

Vocabulary –

Quel temps fait-il?, Il pleut, Il neige, Il y a un orage, Il y a du soleil, Il y a du vent, Il fait beau, Il fait mauvais, Il fait chaud, Il fait froid

Family:

Can I remember various nouns for family members in French? (Revision)

Can I definite articles/determiners for members of the family?

Can I learn how to use the possessive adjective 'my' with increasing accuracy and understanding?

Can I ask if someone has any brothers or sisters?

Disciplinary Knowledge:

- Migration and invasion within history has caused conflicts due to cultural differences, **we have to look at both sides of the argument and make interpretations that are fair.**
- Sources can be primary or secondary. Both can be reliable, but always include author bias and **our own bias too based on our own experiences.**
- It is difficult to understand what life was like during a historical period as people experienced life very differently.
- Change is often small and develops slowly over time. However there have been times in history when huge changes have happened quickly.

Disciplinary Knowledge:

Draw a variety of thematic maps based on their own data.
Begin to draw plans of increasing complexity.
 Analyse evidence and draw conclusions.
 Use 8 compass points confidently and accurately.
 Use 4 figure co-ordinates **confidently** to locate features on a map.
 Use satellite images and seek patterns, **comparing to physical and OS maps.**

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Can I use the correct verb tense to include family members names into my answers?

Vocabulary –

La famille, Le père, La mère, Le frère, La Sœur, Le grand- père, La grande-mère, Le fils, La fille, Les Parents, As-tu des frères et sœurs?

Our Enquiry Questions:

1. Why did people want to settle America?
2. What were some cultural differences between the indigenous people and European settlers?
3. What is prejudice and discrimination and why has it happened throughout history?
4. What was the transatlantic slave trade and how did it lead to African culture influencing America?
5. What is a revolution and why do they happen?

Our Enquiry Questions:

1. What are the reasons for migration and settlement?
2. How does the geography of the USA change is different regions?
3. What is the culture like in different regions? **Why?**
4. How has the geography of the USA changed over time?

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Key Vocabulary:

Colony

A country or area under the full or partial political control of another country and occupied by settlers from that country.

Expedition

A journey undertaken by a group of people with a particular purpose, especially that of exploration.

Indigenous

People who originate or occur naturally in a place.

Stereotype

Oversimplified ideas of what a person or group is like.

Prejudice

Negative thoughts/opinions towards a certain group.

Discrimination

Acting on prejudice.

Reliability

Whether something is trustworthy.

Bias

We all have it. An inclination for or against a person/group - this affects our judgement.

Plantations

Farms in the Caribbean/Southern states on which slaves were set to work.

Revolution

A big change.

Guillotine

A French slicing killing-machine which killed Louis XVI and his family during the French Revolution.

Key Vocabulary:

Settlement Pattern

How crowded/densely populated a place is.

Immigrant

A person who moves/migrates to a new place.

Refugee

People who need to move in order to seek safety (seek refuge).

Densely Populated

Lots of people living in a set area.

Region

An area within a country which has its own culture.

Culture

The way people live in a certain area.

Watershed

The area influenced by a river.

Tributaries

Smaller rivers which feed into a larger river.

Meanders

The curving of rivers.

River Source

Where the river begins.

River Mouth

Where the river flows to.

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<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p><u>Charanga Focus:</u> Benjamin Britten’s Friday Afternoons - A New Year Carol Carole King - You’ve Got A Friend</p> <p><u>A New Year Carol:</u> Can I interpret what the meaning behind The New Year Carol is? Can I analyse The New Year Carol using music terminology? Can I sing A New Year Carol using the correct pitch and tempo?</p> <p><u>Vocabulary:</u> Texture, Tempo, Dynamics, Pedal Note, Crescendo.</p> <p><u>You’ve Got A Friend:</u></p> <p><u>Composer of the Month</u> Benjamin Britten - 1934 Can I understand what influenced Benjamin Britten’s music?</p> <p>Carole King – 1971</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Hockey</u></p> <p><u>Key Skills:</u> Can I create and use space to help my team? Can I dribble, pass, receive and shoot the ball with increasing control under pressure? Can I select the appropriate action for the situation and make this decision quickly? Can I use marking, tackling and/or interception to improve my defense? Can I use the rules of the game consistently to play honestly and fairly? Can I work collaboratively to create tactics with my team and evaluate the effectiveness of these? Can I work in collaboration with others so that games run smoothly? Can I recognise my own and others strengths and areas for development and can suggest ways to improve?</p> <p><u>Vocabulary:</u> dribble, pass, receive, tackle, intercept, run, shoot, communication, collaboration, respect, support others, perseverance, honesty and fair play, determination</p>	<p><u>Using JIGSAW Scheme of Work</u></p> <p><u>Prior Learning/Knowledge:</u> When I grow up (Dream Lifestyle) Investigating Jobs and Careers Dreams and Goals of Young People in other Cultures How can we support each other? Links to Charity work</p> <p><u>Focus:</u> Dreams and Goals Healthy Me – Links to Science (Animals including Humans)</p> <p><u>Vocabulary:</u></p> <p>Dreams and Goals: Dream, Hope, Goal, Achievement, Suffering, Hardship, Empathy, Motivation</p> <p>Healthy Me: Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Prescribed, Restricted, Illegal, Volatile Substances, Exploited, Vulnerable</p> <p><u>Puzzle 3 – Dreams and Goals:</u> Can I understand what a personal goal is? (Piece 1) Can I set a challenging but realistic goal for myself? (Piece 1)</p>

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<p>Can I research other songs that Carole King composed? Can I reflect on the differences between songs that Carole King composed?</p>	<p><u>Dance</u></p> <p><u>Key Skills:</u> Can I choreograph a dance and work safely using a prop? Can I lead a small group through a short warm-up routine? Can I perform dances confidently and fluently with accuracy and good timing? Can I refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters? Can I use appropriate language to evaluate and refine my own and others' work? Can I use feedback provided to improve the quality of my work? Can I work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances?</p> <p><u>Vocabulary:</u> actions, dynamics, space, relationships, share ideas, collaboration, support, communication, inclusion, respect, leadership, confidence, self-regulation, perseverance, determination, integrity, empathy, creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills</p> <p><u>Basketball</u></p>	<p>Can I list the steps to success to achieve my goal? (Piece 2) Can I identify problems in the world that concern me? (Piece 3) Can I create a dream that I have for the World? (Piece 3) Can I create a project or event to help raise money for a charity? (Piece 4) Can I advertise to raise awareness of my chosen project or event? (Piece 5) Can I reflect to share success and achievement? (Piece 6)</p> <p><u>Puzzle 4 – Healthy Me:</u> Can I have my own opinion of how we can take responsibility for my health and well-being? (Piece 1) Can I understand the difference between legal and illegal drugs? (Piece 2) Can I understand why people want to sell drugs even though it is illegal? (Piece 2) Can I reflect and identify alternative legal options rather than using drugs? (Piece 2) Can I understand that some people can be exploited and made to do things that are against the law? (Piece 3) Can I identify why some people join gangs and the risks this involves? (Piece 4) Can I learn strategies that can be used to avoid being pressurised? (Piece 4)</p>
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Key Skills:

- Can I create and use space to help my team?
- Can I dribble, pass, receive and shoot the ball with increasing control under pressure?
- Can I select the appropriate action for the situation and make this decision quickly?
- Can I use the rules of the game honestly and consistently?
- Can I work collaboratively to create tactics with my team and evaluate the effectiveness of these?
- Can I work in collaboration with others so that games run smoothly?
- Can I recognise my own and others strengths and areas for development and can suggest ways to improve?
- Can I understand when to use different styles of defense in game situations?

Vocabulary: run, jump, throw, catch, dribble, shoot, collaboration, communication, co-operation, respect, honesty and fair play, confidence, persevere, reflection, decision making, select and apply, use tactics, observe, feedback

Yoga

Key Skills:

- Am I confident to lead others, demonstrating poses and teaching them my flow?

- Can I understand what I means to be emotionally well and explore people’s attitudes towards mental health? (Piece 5)
- Can I recognise how drug and alcohol misuse can cause stress? (Piece 6)
- Can I use different strategies to manage stress and pressure? (Piece 6)

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	<p>Can I use feedback provided to improve the quality of my work?</p> <p>Can I use my breath to transition from one pose to another with control?</p> <p>Can I use yoga poses to improve my flexibility, strength and balance?</p> <p>Can I choose poses which link easily from one to the other to help my sequence flow?</p> <p>Can I recognise my own and others strengths and areas for development and can suggest ways to improve?</p> <p>Can I understand that there are different areas of fitness and how this helps me in different activities?</p> <p>Vocabulary: balance, strength, flexibility, co-ordination, respect, co-operate leadership, communication, share ideas, work safely, focus, concentration, confidence, independence, determination, identify, create, select and apply actions, observe and provide feedback</p>	
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p>Using Lincolnshire agreed syllabus</p> <p><u>Prior Learning/Knowledge:</u></p> <p>How Christians show they belong (Autumn Term)</p>	<p>Using Purple Mash scheme of work</p> <p><u>Prior Learning/Knowledge:</u></p> <p>Conversions of measurements Formulae including advanced mode Using text variables</p>	<p>WINK-What I Now Know about America and Population Patterns</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine,</p>

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<p>LAS Compulsory Life Journey – Islam Living – split over Spring/Summer Islam: Can I explain how Muslims show they belong? Rites of passage; compare to Christianity.</p> <p><u>EASTER – Themes of Easter</u> Discuss ideas of sacrifice and forgiveness, and Christian beliefs about Jesus’ death and resurrection, restoring humanity’s broken relationship with God.</p> <p>Can I explain why some people’s relationship with God has dwindled? Can I argue which is more important to Christians - Christmas or Easter?</p>	<p>Purple Mash Focus: Unit 6.3 Spreadsheets Unit 6.4 Blogging</p> <p>Vocabulary: Unit 6.3 Spreadsheets: Spreadsheet, probability, computational model, calculate, formulae, function, format, image toolbar, data</p> <p>Unit 6.4 Blogging: Blog, Search bar, blog title, archive sidebar, blog description, blog post, resize button, edit button, nodes, concepts, audience</p> <p>Unit 6.3 Spreadsheets: Can I create a spreadsheet to explore probability? Can I use spreadsheets in ‘real life’ creating a computational model? Can I use a spreadsheet to plan pocket money spending? Can I use a spreadsheet to plan a school event?</p> <p>Unit 6.4 Blogging: Can I identify the purpose of writing a blog? Can I identify the features of successful blog writing? Can I plan a theme and content for a blog? Can I understand how to write a blog? Can I consider the effect upon the audience of changing the visual properties of the blog?</p>	<p>design, invent, create, propose, combine, develop, improve, construct...</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Write a poem • Create a map • Write a song • Design a poster • PowerPoint presentation <p>A Double Page Spread (A3) is to also be completed.</p>
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	<p>Can I understand the importance of regularly updating the content of a blog?</p> <p>Can I understand how to contribute to an existing blog?</p> <p>Can I understand the importance of commenting on blogs?</p> <p>Can I begin to peer-assess blogs against the steps to success?</p>	
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