

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Spring 2025 Medium Term Plan**  
**The Roof of the World**

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**YEAR 6 – MEDIUM TERM PLANNING – CURRICULUM OVERVIEW – Spring 2025 – The Roof of the World**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Sign Home-School Planners</li> <li>● Recap Class Charter</li> <li>● English, Maths and Standards Scrutiny</li> <li>● Assessment week – 10<sup>th</sup> February</li> <li>● Parent-teacher meetings – 24<sup>th</sup> February</li> <li>● ScholarPack assessment update (end of half term)</li> </ul>	<ul style="list-style-type: none"> <li>● NSPCC Number Day 16<sup>th</sup> January</li> <li>● Bollywood Workshop 17<sup>th</sup> January</li> <li>● Circus Skills 21<sup>st</sup> January</li> <li>● Maths Workshop 23<sup>rd</sup> January</li> <li>● Chinese New Year 29<sup>th</sup> January</li> <li>● Black History Month 1<sup>st</sup> February</li> <li>● Valentines Disco 27<sup>th</sup> February</li> <li>● Ramadan 1<sup>st</sup> March</li> <li>● Science Week 10<sup>th</sup> March</li> <li>● Mother’s Day 30<sup>th</sup> March</li> <li>● Careers Fair 27<sup>th</sup> March</li> <li>● Talent Show 4<sup>th</sup> April</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point – What do I already know?</li> <li>● Exit point – Metacognition Presentation</li> <li>● Class Text – Everest with AJ</li> <li>● Class Story -</li> <li>● DEAR</li> <li>● Homework – TT Rockstars, EdShed (Spellings), Reading Plus, Dyslexia Gold</li> <li>● PE - Daily Mile</li> <li>● Science – Explorify</li> <li>● Booster Sessions – Mr Somerville</li> </ul>
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p><b>Focus:</b>            Everest with AJ (VIPERS) Chapter by chapter</p> <p>A range of texts from Literacy Shed + focusing on all aspects of VIPERS (fiction and non-fiction)</p>	<p><b>Focus:</b>            GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.            Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?</p>	<p><b>Focus:</b>            Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat exciting sentences, weekly spellings, and phonic lessons/interventions.</p> <p><b>Grammar</b>            Can I use Figurative language?</p>

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<p>Echo Reading</p> <p>Reading Plus daily</p> <p>Focus on impressions, explanation of figurative language, inference and 3 mark detailed questions using APE.</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 identify what makes a WAGOLL expected or greater depth than age-related standard?          Can I up level my vocabulary by investigating connotations of words?          Can I choose a variety of exciting sentences in the right genre context?</p> <p><b>Genres:</b>  <u>Poetry</u>  <b><u>The Tyger (William Blake)</u></b>          Can I imitate the style of William Blake to create an animal poem?</p> <p><b><u>Discussion – Is climbing Mount Everest worth the risk?</u></b>          Can I argue both sides of an argument in detail, using contrast? Choose a pro and then a con – contrast.</p> <p><b>Instructions</b>          Can I write instructions on: How to Prepare for a Mountain Expedition?</p> <p><b>Non-chronological Report</b>          Can I write a non-chronological report on Tenzing Norgay?</p> <p><b><u>Handwriting</u></b>  <i>School’s Handwriting Programme.</i></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?          Can I use Commas for lists?          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 colons within sentences to subordinate?          Can I use hyphens to avoid ambiguity?          Can I use brackets, dashes or commas to indicate parenthesis?          Can I recognise types of phrases and clauses?          Can I use Coordinating conjunctions?          Can I use Subordinating conjunctions?</p> <p><b><u>Spelling</u></b>  <b><i>USE OF SPELLING SHED FOR WEEKLY SPELLINGS.</i></b>          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>
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<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 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).</p> <p>Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?</p> <p>Can I distinguish between statements of fact and opinion?</p> <p>Can I retrieve, record and present information from non-fiction?</p> <p>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?</p> <p>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?</p> <p>Can I provide reasoned justifications for my views?</p>	<p>Can I write all letters legibly?</p> <p>Can I increase my speed when writing in length ensuring legibility?</p> <p>Can I recognise the length needed for each ascender and descender?</p> <p>Can I recognise where all letters should join?</p> <p>Can I begin to make decisions on which letters need to be left un-joined?</p> <p>Can I recognise when to use an un-joined style?</p> <p>Can I peer-assess handwriting to provide constructive feedback on how to improve?</p>	<p>Continue to learn strategies and spelling patterns through morphology - 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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**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?

Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?

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, role-play/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

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<p>others?          Can I select and use appropriate registers for effective communication?</p>		
<b>Maths</b>		
<p><b>Focus:</b>          Further develop conceptual knowledge and understanding and apply this to SATs based questions. All units to have AFL and learning pathways to show progression within the concept.</p> <p><b>Ratio:</b>          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><b>Vocabulary</b>  <i>Ratio, proportion, scale, scale factor</i></p> <p><b>Algebra</b>          Can I solve calculations with two functions?          Can I form expressions?</p>	<p>Fractions, Decimals and Percentages          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><b>Vocabulary</b>  <i>Numerator, denominator, percentage, equivalent, convert</i></p> <p><b>Area, Perimeter and Volume</b>  <b>Vocabulary:</b>          Can I identify shapes with the same area?          Can I find the area and perimeter of shapes?          Can I find the area of a triangle?          Can I find the area of a parallelogram?          Can I find the volume of a cuboid?</p>	<p><b>Converting Units –</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 convert metric measures?          Can I convert miles and kilometres?          Can I understand imperial measures?</p> <p><b>Vocabulary:</b>  <i>Units, kilograms, kilometres, millimetres, millilitres, metric, imperial, miles</i></p> <p><b>Projects -</b></p> <p><b>Additional Maths Teaching</b>          Daily:</p> <ul style="list-style-type: none"> <li>● Timetables - TT Rockstars</li> <li>● Flashback</li> <li>● Assessment for Learning</li> <li>● Problem-Solving and Reasoning</li> </ul>

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<p>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><b><u>Vocabulary</u></b>          Expression, substitution, formula, values, inverse</p> <p><b><u>Decimals</u></b>          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><b><u>Vocabulary</u></b>          Place value, tenth, hundredth, thousandth.</p>	<p><i>Vocabulary:</i>  <i>Area, perimeter, compound, squared</i></p> <p><b><u>Statistics</u></b>          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><b><u>Vocabulary:</u></b>  <i>Interpret, axis, average, mean</i></p>	<p>Weekly:</p> <ul style="list-style-type: none"> <li>• Arithmetic test</li> <li>• Timetables interventions</li> <li>• Tailored interventions</li> </ul>
<p><b><u>Art</u></b></p>	<p><b><u>Design and Technology, Cooking and Nutrition, including STEM</u></b></p>	<p><b><u>Science including STEM</u></b></p>
<p><b><u>Prior Learning/Knowledge</u></b>          Children have worked on LKS2 objectives for drawing and painting. They have experienced using a range of media to achieve colour including pencil crayons, pastels and water colours.</p> <p>Children will investigate selected artists this term and focus on using line and colour to represent landscape</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Food hygiene.</p> <p><b><u>Focus:</u></b>          Great Indian Menu.</p> <p>Children will learn the principles of a healthy and varied Indian diet. They will investigate and evaluate Indian food ready for planning and preparing their own</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Animals including Humans (Biology)</u></b></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?</p>

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<p>designs. Use a range of ink patterns to include in their designs.</p> <p><b>Focus:</b> Pencil, Paint and ink.</p> <p><b>Pencil:</b></p> <p>Can I use different grades of pencil shade to create lines and textures?          Can I explore more sophisticated lines and texture in my drawings to produce textures?          Can I experiment with a greater range of textures in my designs?          Can I use shading to create contrast?          Can I design a balanced composition inspired by the Himalayas or Indian landscapes?          Can I discuss my design?</p> <p><b>Ink and Paint: Inspired by Georgia O’Keefe and Jen Aranyi.</b></p> <p>Can I build-up pattern for creating depth?          Can I create mood and effect in my paintings?          Can I build depth in my compositions through layering?          Can I compare colours and decide alternative shades?          Can I use appropriate techniques to create a final piece?          Can I create work in the style of a given artist?</p>	<p>Indian Dish. The children will further develop their knowledge of food safety and hygiene.</p> <p>Can I understand and apply the principles of a healthy and varied Indian diet?          Can I investigate and evaluate existing Indian food products?          Can I understand seasonality and sourcing of ingredients?          Can I develop an understanding of food safety and hygiene?          Can I plan and shop for a traditional Indian meal?          Can I evaluate my meal?</p> <p><b>Vocabulary:</b>          Knead, Whisk, Beat, Grate, Chopping, Baking, Combine, Fold, rubbing in, Spices, traditional, culture, influenced.</p>	<p>Can I identify how humans can live a healthy lifestyle?</p> <p><b>Vocabulary:</b>          absorb, aorta, arteries, atriums, blood vessels, deoxygenated, nutrients, oxygenated, pulse, veins, vena cava, villi.</p> <p><b>Light (Physics)</b></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><b>Vocabulary:</b>          dark, direction, light, light ray, light beam, light source, opaque, reflect, reflective, refraction, see, shadow, transparent, translucent.</p>
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<p>Can I assess my work, discussing technique, colour and design?</p> <p><b>Expression:</b> Can I use a sketchbook to store information on colour mixing, brush marks, artists and art work?</p> <p><b>Vocabulary:</b> Texture, tone, effects, depth, perspective, design, pattern, colour, materials.</p>		
<b>French (Modern Foreign Languages)</b>	<b>Geography</b>	<b>History</b>
<p><b>Use of Language Angels Scheme of Work</b> Prior Learning/Knowledge: Numbers from 1-20</p> <p><b>Focus:</b> (Language Angels) <b>The Date (La date):</b> Can I say what day it is in French? Can I say what month it is in French? Can I learn the numbers 21-31 in French? Can I say the French date in its full form? Can I learn to ask and answer, ‘When is your birthday’? Can I consolidate all my date knowledge?</p> <p><b>Vocabulary</b> – Les jours de la semaine, Aujourd’hui, c’est quel jour? Aujourd’hui c’est, Quel est ton jour</p>	<p><b>Prior Learning/Knowledge:</b> During LKS2, children have been able to understand World Biomes including the Rainforest and desert climates. Children have developed their knowledge of the Rainforest layers and where they are located. They have discovered a variety of Biomes and where these are located.</p> <p><b>Focus:</b> EQ: Where are the world’s most famous mountain ranges? How are different types of mountains formed? What is it like to live in a mountain environment?</p> <p><b>Key Knowledge:</b></p>	<p><b>Prior Learning/Knowledge:</b> During LKS2, children have learnt about the history of locations including Cavemen and Creatures, Rainforests, Vikings, Greece and Italy. They have an understanding of some of the important events from these periods in history.</p> <p><b>Focus:</b> EQ: How is historical significance decided? Is history fair for everyone?</p>



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<p>préfér��?, Mon jour pr��f��r�� c'est le, Les mois, C'est quand ton anniversaire?, Mon anniversaire, c'est le</p> <p><b>Do you have a pet? (As-tu un animal?):</b>          Can I learn 8 different pets in French?          Can I learn to say what pet I have in French?          Can I introduce a pet by its name in French?          Can I say which pet(s) I do not have in French?          Can I say which pet(s) I do and do not have in French?          Can I consolidate all my knowledge about pets?</p> <p><b>Vocabulary –</b>          As-tu un animal ? un, une, et, J'ai, qui s'appelle, Je n'ai pas de, mais.</p>	<p><b>Physical:</b>          Can I locate the World's famous mountains using latitude and longitude?          Can I find out why the mountains of Olympus, Mauna Kea and Everest are so important?          Can I explain how fold mountains are formed?          Can I investigate the structure of a volcano?          Can I describe the climate of a mountain environment?          Can I describe the Himalayan Mountain Range?</p> <p><b>Human:</b>          Can I learn why the legend of Mallory and Irvine is the greatest unsolved mystery of mountaineering?  <i>Can I understand that climate change is such a challenge for locals? (Discussion)</i></p> <p><b>Map work:</b>  <i>Can I find out why the mountains of Olympus, Mauna Kea and Everest are so important?</i></p> <p><b>Fieldwork:</b>  <i>Can I find out what mountain ranges are local to us and why are they so important in terms of Geology and tourism?</i></p> <p><b>Vocabulary:</b>          Mountain, Longitude, Latitude, Tectonic Plates, Adjacent, Collide, Force, Magma, Altitude.</p>	<ol style="list-style-type: none"> <li>1. Cultural links: Nepalese soldiers in WW2 – link to adaptations due to climate.</li> <li>2. Significant Individuals: Hillary and Tenzing Norgay.</li> </ol> <p><b>Key Knowledge:</b>          Can I describe how George Mallory might have been the first to climb Everest, stating arguments for and against this?          Can I describe how Hillary and Norgay reached the peak of Everest and how historical factors influence this achievement?</p> <p><b>Black History</b>  <i>Can I explain the significance Tenzing Norgay?</i>  <i>Can I explain why black history is so important?</i></p> <p><b>Key Vocabulary:</b>          Bias, Exaggerate, Opinion, Decade, Myth, Evaluate, Corroborate, Archaeology, Notoriety, Scapegoat, Significance, Importance, Profundity, Quantity, Durability.</p>
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<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Charanga Focus:</u></b>            Benjamin Britten’s Friday Afternoons - A New Year Carol            Carole King - You’ve Got a Friend</p> <p><b><u>A New Year Carol:</u></b>            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><b><u>Vocabulary:</u></b>            Texture, Tempo, Dynamics, Pedal Note, Crescendo</p> <p><b><u>You’ve Got a Friend:</u></b></p> <p><b><u>Composer of the Month</u></b></p> <p>Benjamin Britten - 1934            Can I understand what influenced Benjamin Britten’s music?</p> <p>Carole King – 1971            Can I research other songs that Carole King composed?</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b></p> <p><b><u>Hockey</u></b></p> <p><b><u>Key Skills:</u></b>            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><b><u>Vocabulary:</u></b> dribble, pass, receive, tackle, intercept, run, shoot, communication, collaboration, respect, support others, perseverance, honesty and fair play, determination</p>	<p><b><u>Using JIGSAW Scheme of Work</u></b></p> <p><b><u>Prior Learning/Knowledge:</u></b>            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><b><u>Focus:</u></b>            Dreams and Goals            Healthy Me – Links to Science (Animals including Humans)</p> <p><b><u>Vocabulary:</u></b></p> <p><b><u>Dreams and Goals:</u></b>  <i>Dream, Hope, Goal, Achievement, Suffering, Hardship, Empathy, Motivation</i></p> <p><b><u>Healthy Me:</u></b>  <i>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Prescribed, Restricted, Illegal, Volatile Substances, Exploited, Vulnerable</i></p> <p><b><u>Puzzle 3 – Dreams and Goals:</u></b>            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 reflect on the differences between songs that Carole King composed?</p>	<p><b><u>Dance</u></b></p> <p><b><u>Key Skills:</u></b>          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><b><u>Vocabulary:</u></b> 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><b><u>Basketball</u></b></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><b><u>Puzzle 4 – Healthy Me:</u></b>          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 other's strengths and areas for development and can suggest ways to improve?</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></p> <p><b><u>Prior Learning/Knowledge:</u></b>  Rites of passage in other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p> <p><b><u>Focus: Hinduism, Life Journey</u></b></p> <p><b><u>Vocabulary:</u></b>  <b>Hinduism:</b>  Samskaras (rites of passage that mark the move from one phase of life to the next):  <b>Using Lincolnshire agreed syllabus</b></p> <p>Can I explain my understanding of God?</p>	<p><b>Using Purple Mash scheme of work</b></p> <p><b><u>Prior Learning/Knowledge:</u></b>  Conversions of measurements  Formulae including advanced mode  Using text variables</p> <p><b><u>Purple Mash Focus:</u></b>  Unit 6.3 Spreadsheets  Unit 6.4 Blogging</p> <p><b><u>Vocabulary:</u></b>  <b>Unit 6.3 Spreadsheets:</b>  <i>Spreadsheet, probability, computational model, calculate, formulae, function, format, image toolbar, data</i></p>	<p><b>WINK-What I Now Know about Mountains</b></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> <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> </ul>

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Spring 2025 Medium Term Plan**  
**The Roof of the World**

<p>Can I explain some core Hindu beliefs? Can I compare them to Christianity?          Can I explain how Hindus show they belong?          Can I express the value religion brings for religious people?          Can I relate to ideas about community, identity and belonging?          Can I explain Hindu rites of passage?</p> <p><b><u>Prior Knowledge:</u></b>          How Christians show they belong (Autumn)</p> <p><b><u>EASTER – Themes of Easter</u></b>          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><b>Unit 6.4 Blogging:</b>  <i>Blog, Search bar, blog title, archive sidebar, blog description, blog post, resize button, edit button, nodes, concepts, audience</i></p> <p><b>Unit 6.3 Spreadsheets:</b>          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><b>Unit 6.4 Blogging:</b>          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?          Can I understand the importance of regularly updating the content of a blog?          Can I understand how to contribute to an existing blog?          Can I understand the importance of commenting on blogs?          Can I begin to peer-assess blogs against the steps to success?</p>	<ul style="list-style-type: none"> <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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