
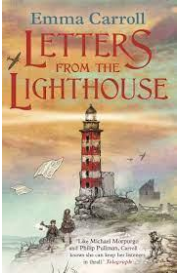


AUTUMN 2 2022							
SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7 <b>CHRISTMAS</b>
<b>READING</b>  	<p><b>WW2 READING COMPREHENSION – Letters from World War Two</b></p> <p>Differentiated letters/question types so that all children can access.</p> <p><b>Fact retrieval and word meaning ONLY for SEND/LA.</b></p> <ul style="list-style-type: none"> <li>- retrieve, record and present information from non-fiction</li> <li>-draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph</li> </ul>	<p><b>Letters from the Lighthouse by Emma Carroll</b></p> <p>Children to look at the front cover and make predictions about what the text will be about whilst justifying their reasons.</p> <p>They will then progress to the blurb and find out if they were correct and add any further predictions that they have with reasoned justification.</p> 	<p><b>WW2 READING COMPREHENSION</b></p> <p>Children to read a differentiated non-fiction text about D-Day.</p> <p>CONTINUATION OF NON-FICTION FOCUS.</p> <p><b>Fact retrieval and word meaning ONLY for SEND/LA.</b></p> <ul style="list-style-type: none"> <li>- retrieve, record and present information from non-fiction</li> <li>-draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph</li> </ul>	<p><b>Letters from the Lighthouse by Emma Carroll</b></p> <p>LO: to draw inferences and justify these using what I have read.</p> <p>Children will collect quotes and ideas from the book to infer what Queenie and Ephraim may be up to. They will provide justifications for their opinions, based on what they have read.</p> <p><b>THIS LINKS TO/INTRODUCES THE WRITING TASK THIS WEEK</b></p>	<p><b>Letters from the Lighthouse by Emma Carroll</b></p> <p>Lo: to predict what might happen from details stated and implied.</p> <p>Children will piece together the information that they have found out, inferred and predicted so far about Queenie and Ephraim's plan. They will look for clues as to how Sukie may or may not be involved. They will write what they believe this plan is.</p> <p><b>THIS LINKS TO/INTRODUCES THE WRITING TASK THIS WEEK</b></p>	<p><b>Reading Assessment for Data Collection: 2018 PAPER</b></p>	<p><b>The Best Christmas Present in the World by Michael Morpurgo</b></p> <p>No specific reading lesson due to Christmas writing activities. Children will spend the Monday lesson ready and planning the story that they are focussing on this week.</p>

## WRITING



### INCLUDING GENRE(S)

**Beyond Enemy Lines WWI/WWII**  
**GENRE : SETTING DESCRIPTION**  
**PURPOSE: WRITING TO ENTERTAIN**

Children to write a setting description of a battlefield scene from the short film, *Beyond Enemy Lines*.

**Text features to include:**

- Detailed description
- Use paragraphs to organise in time sequence

**Grammar and sentences learning to include:**

- Use subordinate clauses to add detail or context, including in varied positions.
- Use relative clauses to add detail or context
- Use a wide range of sentence structures to add interest

**Punctuation content to include:**

**LETTERS FROM THE LIGHTHOUSE by EMMA CARROLL: WWII**  
**GENRE : LETTER**  
**PURPOSE: WRITING TO INFORM**

Children to write a letter home to their Mum about their experiences as an evacuated child (using the text as stimuli).

**Text features to include:**

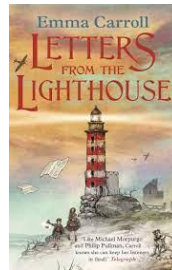
- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

**Grammar and sentences learning to include:**

- Use subordinating conjunctions in varied positions.
- Use expanded noun phrases to inform.
- Use relative clauses to add further detail.
- Begin to use passive voice to remain formal or detached.
- Begin to use colons to link related clauses.

**Punctuation content to include:**

- Use brackets or dashes to mark relative clauses.
- Secure use of commas to mark clauses, including opening subordinating clauses.
- Begin to use colons & semi-colons to mark clauses.



**LETTERS FROM THE LIGHTHOUSE by EMMA CARROLL: WWII**  
**GENRE :DIARY**  
**PURPOSE: WRITING TO INFORM**

**Week 4:** Children to explore the possible motives of the character of Ephraim, considering what he may be hiding and his possible motives, based on inferences made from the text.

They will then collect quotes and ideas from the book to infer what Queenie and Ephraim may be up to. From this, they will write a diary entry in role in role as Ephraim, explaining what he is up to.

**SEE PREVIOUS COLUMN FOR FEATURES.**

**GENRE : NEWSPAPER ARTICLE**  
**PURPOSE: WRITING TO INFORM/DISCUSS**

**Week 5 and 6:** Children to identify the features of a newspaper and then write their own newspaper article about the rescue of the refugee boat.

**Text features to include:**

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

**Grammar and sentences learning to include:**

- Use subordinating conjunctions in varied positions
- Use of expanded noun phrases to inform
- Use relative clauses to add further
- Begin to use passive voice to remain formal or detached
- Begin to use colons to link related clauses

**Punctuation content to include:**

**THE BEST CHRISTMAS PRESENT IN THE WORLD**  
**GENRE :NARRATIVE STORY**  
**PURPOSE: WRITING TO ENTERTAIN**

**Week 7:** Children to create a plan for their story. They will familiarise themselves with the five-part structure and explore a range of suitable vocabulary to enhance description in their own version. Children to draft and edit their writing in order to produce a final narrative.

**Text features to include:**

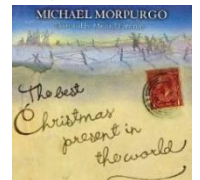
- Detailed description
- Use paragraphs to organise in time sequence

**Grammar and sentences learning to include:**


- Use subordinate clauses to add detail or context, including in varied positions.
- Use relative clauses to add detail or context.
- Use a wide range of sentence structures to add interest.



**Punctuation content to include:**



- Use brackets for incidentals
- Use dashes to emphasise additional information
- Use colons to add further detail in a new clause
- Use semi-colons to join related clauses




## STANNINGLEY PRIMARY SCHOOL MEDIUM TERM PLAN – YEAR 6



	<ul style="list-style-type: none"> <li>• Use brackets for incidentals</li> <li>• Use dashes to emphasise additional information</li> <li>• Use colons to add further detail in a new clause,</li> <li>• Use semi-colons to join related clauses,</li> </ul>				<ul style="list-style-type: none"> <li>• Use brackets or dashes to explain technical vocabulary</li> <li>• Use semi-colons to punctuate complex lists, including when using bullet points</li> <li>• Use colons to introduce lists or sections</li> <li>• Use brackets or dashes to mark relative clauses</li> <li>• Secure use of commas to mark clauses, including opening subordinating clauses</li> <li>• Begin to use colons &amp; semi-colons to mark clauses</li> </ul>		
<p><b>SPELLING</b></p>  <p><b>WEEKLY</b> <b>SPELLING</b> <b>WORDS</b></p>	<p><b>Words ending in -able</b></p> <p>applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable</p>	<p><b>Words ending in -able</b></p> <p>adorable valuable advisable believable desirable excitable knowledgeable likeable changeable noticeable</p>	<p><b>Words ending in -ably</b></p> <p>adorably valuably believably considerably tolerably changeably noticeably dependably comfortably reasonably</p>	<p><b>Word families based on common words, showing how words are related in form and meaning</b></p> <p>temperature temper temperament tempered variety vary variation varied variable variance</p>	<p><b>Word families based on common words, showing how words are related in form and meaning</b></p> <p>suggest congestion digestion gesture gestation lightning daylight enlighten twilight limelight</p>	<p><b>Creating diminutives using prefixes micro- or mini-</b></p> <p>minibus miniskirt minicam minibeast minicab minimum microscope microchip microphone microwave</p>	<p>Provided Year 6 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p>

<p><b>GRAMMAR AND PUNCTUATION</b></p> 	<p>Each week, we will complete introductory activities revising word classes, sentence punctuation and proper nouns.</p> <p><b>L.O. To identify subordinate clauses in different places in sentences</b></p> <p>Identifying subordinating conjunctions in a short text. Rearrange clauses into different positions.</p>	<p>Starter- word classes, sentence punctuation, use of proper nouns</p> <p><b>L.O. To use a range of subordinating conjunctions</b></p> <p>Expanding a short text to include subordinate clauses using a range of subordinating conjunctions.</p>	<p>Starter- word classes, sentence punctuation, use of proper nouns</p> <p><b>L.O. To identify and write sentences with relative clauses</b></p> <p>Identifying relative clauses in a short text. Expand sentences, adding relative clauses.</p>	<p>Starter- word classes, sentence punctuation, use of proper nouns</p> <p><b>L.O. To use commas, brackets or dashes to punctuate sentences with relative clauses</b></p> <p>Punctuating sentences. Writing and punctuating sentences with relative clauses.</p>	<p>Starter- word classes, sentence punctuation, use of proper nouns</p> <p><b>L.O. To identify the passive voice</b></p> <p>Identify the subject and object of a sentence. Identify passive sentences. Begin to write sentences in the passive voice.</p>	<p>Starter- word classes, sentence punctuation, use of proper nouns</p> <p><b>L.O. To write using the passive voice</b></p> <p>Write a short process, using the passive voice</p>	<p><b>L.O To revise all work done so far Review questions from latest assessment.</b></p> <p>Use a Kahoot quiz to practise in teams.</p>
<p><b>MATHS</b></p> 	<p><b>Number: Fractions (1)</b></p> <p><i>Use common factors to simplify fractions and use common multiples to express fractions in the same denomination</i></p> <ul style="list-style-type: none"> <li>- Equivalent fractions and simplifying</li> </ul> <p><i>Compare and order fractions, including fractions &gt; 1</i></p> <ul style="list-style-type: none"> <li>- Equivalent fractions on a number line</li> <li>- Compare and order fractions</li> </ul> <p><i>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</i></p> <ul style="list-style-type: none"> <li>- Add and subtract simple fractions</li> <li>- Add and subtract and two fractions</li> <li>- Add mixed numbers</li> <li>- Subtract mixed numbers</li> <li>- Multi-step problems</li> <li>- Problem solving with the addition and subtraction of fractions</li> </ul>	<p><b>Number: Fractions (2)</b></p> <p><i>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</i></p> <ul style="list-style-type: none"> <li>- Multiply fractions by integers</li> </ul> <p><i>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x 1/2 = 1/8]</i></p> <ul style="list-style-type: none"> <li>- Multiply fractions by fractions</li> </ul> <p><i>Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]</i></p> <ul style="list-style-type: none"> <li>- Divide a fraction by an integer</li> </ul> <p><i>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</i></p> <ul style="list-style-type: none"> <li>- Mixed questions with fractions</li> </ul> <p><i>Use written division methods in cases where the answer has up to two decimal places</i></p> <ul style="list-style-type: none"> <li>- Fraction of an amount</li> </ul> <p><i>Use written division methods in cases where the answer has up to two decimal places</i></p> <ul style="list-style-type: none"> <li>- Fraction of an amount – find the whole</li> </ul>	<p><b>ASSESSMENTS</b></p>	<p><b>Measure – Imperial and Metric</b></p> <p><i>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</i></p> <ul style="list-style-type: none"> <li>- Metric measures</li> <li>- Convert metric measures</li> <li>- Imperial measures</li> </ul> <p><i>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</i></p> <ul style="list-style-type: none"> <li>- Calculate with metric measures</li> </ul> <p><b>Convert between miles and kilometres</b></p> <p>Miles and kilometres</p>			

<p><b>LEARN BY HEARTS</b></p> 	<p><b>Number: Fractions – Two Week Cycle</b></p> <p><b>LO: To calculate equivalent fractions and simplify fractions</b></p>		<p><b>Number - Fractions – Two Week Cycle</b></p> <p><b>LO: To learn fraction, decimal and percentage equivalence</b></p>		<p><b>Measure – Metric and Imperial Measure - Two Week Cycle</b></p> <p><b>LO: To convert between metric and imperial measures</b></p>		
<p><b>SCIENCE</b></p> 	<p><b>Electricity – Working Scientifically Throughout</b></p>						
<p><b><u>It's Electrifying!</u></b></p> <p><b><u>OBJECTIVES</u></b> -To explore and explain the importance of the major discoveries in electricity</p> <p><b><u>SUCCESS CRITERIA</u></b> -I can identify how our understanding of electricity has changed over time. - I can explain how major discoveries affected our understanding and use of electricity.</p>	<p><b><u>Circuits and Symbols</u></b></p> <p><b><u>OBJECTIVES</u></b> -To recognise and explain what is needed for a circuit to work. -To recall circuit symbols for a cell, battery, switch, motor and buzzer. -To construct simple circuits using bulbs, motors, buzzers and switches.</p> <p><b><u>SUCCESS CRITERIA</u></b> - I know the scientific symbols for the main parts of a circuit. - I can create circuit diagrams using scientific symbols.</p>	<p><b><u>Volts</u></b></p> <p><b><u>OBJECTIVES</u></b> -To observe and explain the effects of differing voltages in a circuit.</p> <p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different voltages in a circuit.</i></p> <p><b><u>SUCCESS CRITERIA</u></b> -I can draw circuit diagrams indicating the voltage. -I can explain the effect of increasing or decreasing the voltage on different parts of a circuit.</p>	<p><b><u>Investigation Part 1</u></b></p> <p><b><u>OBJECTIVES</u></b> -To plan how to investigate an idea by managing variables. -To change components in a circuit and explain the patterns of change produced.</p> <p><i>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</i></p> <p><b><u>SUCCESS CRITERIA</u></b> - I can select an appropriate scientific enquiry. -I can plan an investigation in detail. -I can decide which variables to control. -I can explain variations in component function.</p>	<p><b><u>Investigation Part 2</u></b></p> <p><b><u>OBJECTIVES</u></b> -I can conduct an investigation. -I can record my data and report my findings</p> <p><i>Recording data and results of increasing complexity using scientific diagrams and labels. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.</i></p> <p><b><u>SUCCESS CRITERIA</u></b> -I can use my plan to conduct an investigation. - I can adjust my plan if necessary. -I can decide how to record my findings as data. -I can decide how to report my findings appropriately</p>	<p><b><u>Games Galore</u></b></p> <p><b><u>OBJECTIVES</u></b> -To design and build a circuit that matches a design brief. -To explain how the circuit works in detail. -To represent circuits scientifically.</p> <p><b><u>SUCCESS CRITERIA</u></b> -I can design my own product from a brief. -I can evaluate how well my product works. -I can explain how it works with scientific language and effectively presented data.</p> <p><b><u>LINK TO DESIGN AND TECHNOLOGY TASK</u></b></p>	<p><b><u>ASSESSMENT</u></b></p>	




<p><b>COMPUTING</b></p>  <p><b><u>Autumn 2: Spreadsheets (Making spreadsheets and surveys with an online safety theme).</u></b></p> <ul style="list-style-type: none"> <li>- <b>Spreadsheets</b> are used to display, organise and interpret information.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose suitable ways to present data</li> <li>• To create a data set in a spreadsheet</li> <li>• To explain that formulas can be used to produce calculated data</li> </ul> <p><b><u>Cell, row, column, format, formula</u></b></p> <p><b>Given some data, about screen time, consider the best way to present it. Children to come up with a design for a table and add the times up manually.</b></p> <p><b>Show children my design and how the computer does the calculations for me.</b></p> <p><b>Children to create their own spreadsheet, using the presentational aspects for formatting and enter the data they THINK will represent their week.</b></p> <p><b><u>Sheet in tray to record screentime each day this week</u></b></p>	<ul style="list-style-type: none"> <li>• To complete a spreadsheet to record screen time in a week.</li> <li>• To apply formulas to data</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul> <p><b><u>Formula bar, range</u></b></p> <p>Children to enter their personal screen time data and apply formatting to make the computer recognise that numbers are times and to add/find the sum of a set of data.</p> <p>Children to export their table to a Google Doc, and complete sentences to help them to reflect on the impact of screen time on their lives.</p> <p>Enter their personal data into a prepared quiz so we have a class wide set of data to use next week.</p>	<ul style="list-style-type: none"> <li>• To apply formulae to data</li> <li>• To use data to create graphs</li> </ul> <p>Given the results of the surveys from last week, presented as a spreadsheet, children to apply formula (more independently than last week, but with scaffolding as necessary)</p> <p>Use data to create and label simple graphs.</p>	<ul style="list-style-type: none"> <li>• To interpret data and draw conclusions.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> </ul> <p>Using last week's data and tables, children to export data to a doc and use it to illustrate a short report written about the screentime habits of the whole class.</p> <p>Is there anything else we'd like to survey? Come up with a suggestion together (pocket money, pets, happiness levels and create a survey for children to complete.</p>	<ul style="list-style-type: none"> <li>• To apply formulae to data</li> <li>• To use data to create graphs</li> <li>• To interpret data and draw conclusions.</li> </ul> <p>Given a new set of data, children to work more independently to apply their learning in this unit, formatting, creating formulae, drawing conclusions.</p> <p>(Assessment Task)</p>	<ul style="list-style-type: none"> <li>• L.O. To create a spreadsheet to plan an event</li> <li>• Given a price list and a budget, use a spreadsheet to plan an ideal Christmas party</li> </ul> <p>Look at how the computer can be used to try out different scenarios.</p> <ul style="list-style-type: none"> <li>- What if the numbers were different? What if we charged for tickets? What if ...</li> </ul> <p>Children to present their ideas to others on their table and the table can vote on which would be the best party.</p>	<p>No lesson- Pantomime</p>
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<p><b>HISTORY/ GEOGRAPHY</b></p> 	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To learn why World War Two started and which countries were involved</p> <p><b>SUCCESS CRITERIA</b> -I know why Britain went to war. -I can find out which countries were involved in the war. -I can devise questions that I want answering about the war.</p>	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To find out why children were evacuated and where they were sent</p> <p><b>SUCCESS CRITERIA</b> -I understand why evacuation took place. -I understand that different children had different experiences of evacuation. -I can begin to understand that the conclusions formed about events in the past depend partly on what evidence is used.</p>	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To find out how much people got to eat during WW2 and if they were able to eat a balanced diet</p> <p><b>SUCCESS CRITERIA</b> -I understand why rationing was introduced and which foods were rationed. -I understand how the government tried to make food go further. -I understand that even with rationing some people might have actually better fed than before the war.</p>	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To find out what happened in Hamburg (1943) and Hiroshima (1945), and compare that to what happened in Coventry on 14th November 1940</p> <p><b>SUCCESS CRITERIA</b> -I understand what happened in Coventry and why. -I understand that other countries suffered from bombing too. -I can discover the impact of bombing on our local area.</p>	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To discover what impact the military had in the local area</p> <p><b>SUCCESS CRITERIA</b> -I can find out how war affected the way people worked. -I can find out what happened to prisoners of war in Britain. -I can find out how the war changed my local area.</p>	<p><b>WWII</b></p> <p><b>OBJECTIVE</b> To collect and present all that has been learned about WW2 in the local area in an engaging, informative way</p> <p><b>SUCCESS CRITERIA</b> -I can collect all that I have learned about WW2 in my local area. -I can present all that I have learned about WW2 in my local area. - I can decide how to stage my exhibition and what to include.</p>	<p><b>CHRISTMAS ACTIVITIES</b></p>
<p><b>RE</b></p> 	<p style="text-align: center;"><b>This is the continuation of the unit started Autumn 1.</b></p> <p style="text-align: center;"><b>How do Sikhs Show Commitment?</b> <b>LEEDS AGREED SYLLABUS</b></p> <p><b>Lesson 4</b> <b>KEY QUESTION:</b> <b>How do Sikhs show commitment to their faith through rites of passage?</b></p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of ‘commitment’</li> <li>• Investigate Sikh beliefs about commitment and initiation.</li> </ul> <p><b>OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the main features of the Amrit ceremony</li> <li>• Weigh up different points of view about how commitment should be demonstrated.</li> <li>• Compare and contrast Sikh practices with other forms of commitment</li> </ul> <p><b>Activity Ideas:</b></p> <ul style="list-style-type: none"> <li>• Pupils design/talk about symbols that represent important principles or aspects of their lives. What do these symbols represent? Why are they important?</li> </ul>						








	<p>To introduce the unit La Segunda Guerra Mundial (World War II).</p> <p>The aim of the unit is to improve reading and listening skills by learning how to decode unknown language in longer pieces of Spanish text.</p>	<p>To learn about some of the countries involved in World War II and how to say the different languages that they speak in Spanish.</p>	<p>To improve the listening and reading skills of the children by listening to the story of Ralph (an evacuee) in Spanish. To then be able to answer true or false statements in Spanish on what Ralph's experiences were during WWII.</p>	<p>To improve the children's range of vocabulary by learning key words for things Vera (an evacuee) saw in the countryside and in the city in Spanish.</p>	<p>To improve the children's language skills by using adjectives to compare city and country life through the story of Daisy, an evacuee during WWII.</p>	<p>To write a letter home in Spanish as an evacuee.</p>	<p>To complete the end of unit assessment.</p>
<p>MUSIC</p> 	<p><b>WWII/ Remembrance</b></p> <p><b>Swing Music (old and new)</b></p> <p>The music of Glenn Miller and songs inspired by his music- Sing Up.</p>	<p><b>WWII/ Remembrance</b></p> <p><b>Swing Music (old and new)</b></p> <p>The music of Glenn Miller and songs inspired by his music- Sing Up.</p>	<p><b>WWII/ Remembrance</b></p> <p><b>Swing Music (old and new)</b></p> <p>The music of Glenn Miller and songs inspired by his music- Sing Up.</p>	<p><b>Charanga</b></p> <p><b>How does Music connect with our past?</b></p> <p>'Singing swinging star' song. Understanding structure and form.</p>	<p><b>Charanga</b></p> <p><b>How does Music connect with our past?</b></p> <p>'Singing swinging star' song. Understanding structure and form.</p>	<p><b>Charanga</b></p> <p><b>How does Music connect with our past?</b></p> <p>'Singing swinging star' song. Understanding structure and form.</p>	<p><b>Christmas Service</b></p>
<p>PE</p> 	<p><b>Unit 2: Social Skills</b></p> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>- I can negotiate and collaborate appropriately.</li> <li>- I can give and receive sensitive feedback to improve myself and others.</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>- I help organise roles and responsibilities and can guide a small group through a task.</li> <li>- I cooperate well with others and give helpful feedback.</li> </ul> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>- I am happy to show and tell others about my ideas.</li> <li>- I show patience and support others.</li> </ul> <p><b>Fundamental Movement Skills</b></p> <p><b>Dynamic Balance – On a Line</b></p> <p><b>Counter Balance – With a Partner</b></p>						
<p><b>Week 1: Dynamic Balance – On a Line</b></p> <p><b>Week 2: Counter Balance – With a Partner</b></p> <p><b>Week 3: Dynamic Balance - On a Line</b></p> <p><b>Social:</b></p>				<p><b>Week 4: Dynamic Balance – On a Line</b></p> <p><b>Week 5: Counter Balance – With a Partner</b></p> <p><b>Week 6: Counter Balance – With a Partner</b></p> <p><b>Social:</b></p>			



## STANNINGLEY PRIMARY SCHOOL MEDIUM TERM PLAN – YEAR 6



	<p><b>Some</b> - I can give and receive sensitive feedback to improve myself and others.  <b>Many</b> - I cooperate well with others and give helpful feedback.  <b>All</b> - I show patience and support others</p> <p><b>Week 1 &amp; 2</b>  <b>Warm Up:</b> Shape up!  <b>Game:</b> River Crossing  <b>Skill:</b> On a Line  <b>Review Method:</b> Roles on a Bus</p> <p><b>Week 3</b>  <b>Warm Up:</b> Shape up!  <b>Game:</b> Throw Tennis  <b>Competition:</b> Levelling the Playing Field  <b>Review Method:</b> Roles on a Bus</p>	<p><b>Some</b> - I can negotiate and collaborate appropriately.  <b>Many</b> - I help organise roles and responsibilities and can guide a small group through a task.  <b>All</b> - I am happy to show and tell others about my ideas.</p> <p><b>Week 4 and 5</b>  <b>Warm Up:</b> Shadow Play!  <b>Game:</b> Kabadi  <b>Skill:</b> On a Line  <b>Review Method:</b> Roles on a Bus</p> <p><b>Week 6</b>  <b>Warm Up:</b> Shadow Play!  <b>Game:</b> Kabadi  <b>Competition:</b> Round Robins  <b>Review Method:</b> Roles on a Bus</p> <p style="text-align: center;">**NO REAL PE LESSON WEEK 7 **</p>		
<p style="text-align: center;">PE LESSON 2</p>	<p style="text-align: center;"><b>Bradford City Coach Lesson (GAZ) WEEK 1-7</b>  <b>Developing skills and knowledge in relation to INVASION GAMES.</b></p>			
<p style="text-align: center;">PSHE</p> 		<p style="text-align: center;"><b>*Each lesson may take two weeks to complete*</b></p> <p style="text-align: center;">You, Me and PSHE Scheme of Work  <u>Identity, Society and Equality</u></p> <p>Pupils learn about people who have moved from other places (including the experience of refugees).</p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• understand what migration means</li> <li>• identify the reasons why people move from one place to another</li> <li>• are able to empathise with the experiences and challenges moving and settling in new place might bring</li> </ul>	<p style="text-align: center;"><b>*Each lesson may take two weeks to complete*</b></p> <p style="text-align: center;">You, Me and PSHE Scheme of Work  <u>Identity, Society and Equality</u></p> <p>Pupils learn about human rights and the UN Convention on the Rights of the Child</p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• are aware how the rights are relevant to their lives and that rights come with responsibilities</li> <li>• understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>• identify some of the organisations that represent and support the rights of the child and the difference they make</li> </ul>	<p style="text-align: center;"><b>*Each lesson may take two weeks to complete*</b></p> <p style="text-align: center;">You, Me and PSHE Scheme of Work  <u>Identity, Society and Equality</u></p> <p>Pupils learn about homelessness</p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• can explain what make a place where someone lives a 'home'</li> <li>• to be able to appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>• know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>
<p style="text-align: center;">MINDMATE</p>	<p style="text-align: center;"><b>One lesson per half term. Lesson to take place the first day/lesson of the new term.</b></p> <p><b>Topic:</b> Friends and Family  <b>Lesson Focus :</b> Celebrating friendship</p>			

	<p>This lesson revisits a lot of the work that the children completed in year 4 where they learnt about the attributes needed to have a good, positive, healthy relationship. It takes it a step further and asks the children to think about their contributions to maintaining good relationships. It asks them to think about how proud they are of some of the attributes that they have and whether they can recognise these in others.</p> <p><b>Learning outcomes: knowledge</b> I can recognise what constitutes a positive healthy relationship. I can develop the skills needed to form and maintain these relationships.</p> <p><b>Learning outcomes: skills</b> I can identify a range of qualities that I admire in myself and say why. I can identify famous people with qualities I admire and say why. I can explain why I like other people. I can offer praise to other people.</p>		
<p><b>ART/DT</b></p>  <p><b>INCLUDING ARTISTS WHERE APPROPRIATE</b></p> <p><b>ELECTRICAL BOARDGAME – A CHRISTMAS PRESENT</b></p>	<p><b>DESIGN</b></p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing electrical board games that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate ideas through discussion, annotated sketches and diagrams.</li> </ul> <p>Come up with a range of ideas after collecting information from different sources Use the internet to research existing electrical board game ideas and select a theme. Produce a detailed, step-by-step plan Explain how the electrical board game will appeal to a specific audience.</p>	<p><b>MAKE</b></p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (wires, wire cutters, scissors, bulbs, batteries and motors).</li> <li>Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.</li> </ul> <p>Use a range of tools and equipment competently. Make a prototype before making a final version.</p>	<p><b>EVALUATE</b></p> <p><b>OBJECTIVE:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Suggest alternative plans; outlining the positive features and draw backs.</p>