St Peter's Church of England (VC) Primary School
MEDIUM TERM PLAN
TERM 1
Year 6

Learning Intentions - Children should learn to:							
Subject	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Maths	**Place Value** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.			**Four Operations** Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.			
Science **Evolution & inheritance**	To be able to recognise that living things have changed over time and that fossils provide information about	To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and	To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and	To be able to identify how animals are adapted to suit their environment in different ways and that	To be able to identify how animals are adapted to suit their environment in different ways and that	To be able to identify how animals are adapted to suit their environment in different ways and that	To be able to identify how animals are adapted to suit their environment in different ways and that

	living things that inhabited the Earth millions of years ago.

To be able to identify scientific evidence that has been used to support or refute ideas or arguments. | are not identical to their parents.

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To be able to identify scientific evidence that has been used to support or refute ideas or arguments. | adaptation may lead to evolution. To be able to identify scientific evidence that has been used to support or refute ideas or arguments.

To be able to plan an enquiry that will answer a question. | adaptation may lead to evolution.

To be able to record data in a table. | adaptation may lead to evolution. | adaptation may lead to evolution. |
| **Computing E-Safety & Spreadsheets** | To review aspects of online safety and make an online safety themed game. | To review aspects of online safety and make an online safety themed game. | To learn about the safety aspects of blogging. | To use a spreadsheet to investigate the probability of the results of throwing many dice | Use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale | To use a spreadsheet to plan how to spend pocket money and the effect of saving money. | To use a spreadsheet to plan a school charity day to maximise the money donated to charity. |
| **PE 1 (Tennis)** | To understand the bounce of the tennis ball – working alone and with a partner

To learn how to self-rally, and how to direct a ball using the forehand | To learn to feed a tennis ball accurately to a partner using underarm throws

To hit a controlled forehand to a partner

To receive an incoming tennis ball – (movement before the bounce and balance) | To identify the direction of the incoming ball

To learn to hit the backhand | To consolidate learning from week 2/3 by playing forehands and backhands (hand fed)

To combine these into a rally (catch drop hit, or control hit) | To play points against a partner using big ball (no racket) tennis

To rally with a partner / coach using forehand, or forehands and backhands | To play points against a partner using big ball (no racket) tennis

To rally with a partner / coach using forehand, or forehands and backhands | COMPETITION WEEK

Team challenges to allow assessment of progress.

Ground Stroke challenge

Rally challenge |
| **Topic History World War 2** | Why did Britain have to go to war in 1939? | Why was it necessary for children to be evacuated and what | How was Britain able to stand firm against the German threat? | How did people manage to carry | Why is it so difficult to be sure what life on the Home Front was really like? | What was VE day really like? | Why did Britain have to go to war in 1939? |

		was evacuation really like?		on normal life during the war and how do we know?			
RE	The Big Question we will be discussing this term: • Creation and Science – Conflicting or complimentary? • Is God the creator? • Why do people see Science and religion going together? • What can Genesis 1 teach us?						
PSHE **Health &** **Wellbeing**	Positive and negative affects to health and wellbeing (including mental and emotional health)	How to make informed choices that contribute to a 'balanced lifestyle'		The benefits of a balanced diet. Different influences on food and diet Developing skills to help make own choices about food.		How images in the media can distort reality; that this can affect how people feel about themselves	