

St Peter's Church of England (VC) Primary School
MEDIUM TERM PLAN
TERM 1 2021-22
Year 6



		Learning Intentions - Children should learn to:					
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<p>Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p>			<p>Four Operations Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>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.</p>			
RE		Key Question: Creation and Science – Conflicting or complimentary?	Key Question: Creation and Science – Conflicting or complimentary?	Key Question: Is God the creator?	Key Question: Why did God create?	Key Question: Why do people see Science and religion going together?	Key Question: What can Genesis 1 teach us? Assessment lesson – children need to form their own opinion reflecting on the term. Can they justify their opinions?

Science Evolution & inheritance	<p>To be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>To be able to plan an enquiry that will answer a question.</p>	<p>To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>To be able to record data in a table.</p>	<p>To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Computing E-Safety & Spreadsheets		<p>Online behaviour</p>	<p>Screen time</p>	<p>What is a Spreadsheet?</p>	<p>Basic Calculations</p>	<p>Modelling</p>	<p>Organising Data</p>
PE 1 (Hockey)		<p>To improve control and accuracy when dribbling</p>	<p>To develop passing showing accuracy and power</p>	<p>To improve tackling skills and decision making</p>	<p>To improve support play</p>	<p>To improve our ability to get into a position to shoot accurately</p>	<p>To use knowledge and skills learnt in a tournament and umpire games.</p>
PE 2 (Netball)		<p>To improve my ability of linking passing and moving into space.</p> <p>To combine the netball skills learnt under pressure in games.</p>	<p>To improve footwork when passing and moving.</p> <p>To combine the netball skills learnt under pressure in games.</p>	<p>To develop attacking tactics in games to outwit an opponent.</p> <p>To combine the netball skills learnt under pressure in games.</p>	<p>To develop defensive tactics in games.</p> <p>To combine the netball skills learnt under pressure in games.</p>	<p>To develop shooting skills.</p> <p>To combine the netball skills learnt under pressure in games.</p>	<p>To improve knowledge and ability to perform in different netball positions.</p> <p>To combine the netball skills learnt under pressure in games.</p>

PE 3 (Cricket)		TBC	TBC	TBC	TBC	TBC	TBC
Topic History WW2		The causes of war. Larders and key events.	When and where WW2 took place. Why it was called a 'world war'. Key events and their dates	Key events from 1939 to 1945. Names of key leaders, key events and dates.	Characteristics of the Blitz. The type of area most likely to be affected. How people could be protected.	The impact of war on children. The different experiences of children. The affects of air raids on everyday life. The affects of bomb damage.	How people could be protected.
PSHE	Discuss UN children rights and agree upon a class charter.	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 their own choices about food	How images in the media can distort reality That this can affect how people feel about themselves	Consolidation.
MFL (Spanish)		To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn	To revise and extend knowledge of the numbers needed to tell the time	To learn how to ask for and give the time (hour, half and quarter)	To consolidate and extend the ability to ask for / give the time	To say 'at ... o'clock.' To describe what you usually have for breakfast	To learn how to communicate likes and dislikes