





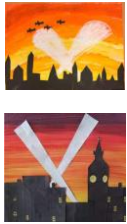

Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map - Term 3 2023 - 2024

	WEEK 1 3.1.24 Speed read and writing tests	WEEK 2 8.1.24 Speed read and writing tests	WEEK 3 15.1.24	WEEK 4 22.1.24	WEEK 5 29.1.24 02.02 –	WEEK 6 5.2.24 Hall display – linked to your class reader up by 09.2.2024 Gallery and Corridor – RE link - due up the first week of term 4 23.02.2024
LEAD TEXT/TOPIC	Friend or Foe – Michael Morpurgo Other texts: Rose Blanche – Ian McEwan and War Horse by Michael Morpurgo WW2 Diaries, accounts & non-fiction texts.					
ENGLISH Genres	<u>Instruction Writing</u> How to build a Morrison shelter Audience – general public.	<u>Fiction linked to story</u> David and Tucky find the pilots. Write a chapter for what happens next. Do they report him to Mr Reynolds? Look after him? Punctuation for speech.	<u>Persuasive Writing</u> Link to women of war and their role during WW2. Prepare a persuasive speech/article linked to women playing their part. Audience – women. Consider persuasive techniques and the role of women.	<u>Non-Chronological Report</u> Entertainment during the wartime. Organised report on how adults and children entertained themselves during WW2. Use of websites and topic links – toys, family entertainment.	<u>Non-Chronological Report</u> Entertainment during the wartime. Organised report on how adults and children entertained themselves during WW2. Use of websites and topic links – toys, family entertainment	<u>D Day Newspaper/ Journalistic report writing</u> Use knowledge and events to plan a front-page report, including the features of a newspaper.
MATHS Refer to Maths Hub weekly Planning	Ratio	Ratio	Algebra	Algebra	Decimals	Decimals
SCIENCE Light	<u>LI: To explain what I know about light.</u> Introduce, KWL and key vocabulary. This term we will be: -Recognising that light appears to travel in straight lines. -The eye and how we see -Reflection of light -Shadows have the same shape as the objects that cast them	<u>LI: To investigate how we see things.</u> Refer to plan http://www.bbc.co.uk/education/clips/zf9c87h CGP – Light page 1 and 4. Rising Stars Primary Science – page 44 and 45 / 48 - 49	<u>LI: To investigate how light travels.</u> Refer to plan http://www.bbc.co.uk/education/clips/zyntsbk http://www.bbc.co.uk/education/clips/zf9c87h CGP – Light pages 1-4 Rising Stars Primary Science – page 46-47 Types of bulbs and batteries	<u>LI: To investigate what happens when light is reflected.</u> Refer to plan http://www.bbc.co.uk/education/clips/zs3yqk7 http://www.bbc.co.uk/education/clips/ztcg9j6 CGP – Light pages 5-7 Rising Stars Primary Science – page 50-51	<u>LI: To investigate what changes the length of a shadow.</u> Refer to plan http://www.bbc.co.uk/education/clips/z87jnp3 http://www.bbc.co.uk/education/clips/z6fnvcw CGP – Light p 13-21 Rising Stars Primary Science – page 50-51 LOTC Shadows	<u>LI: To experiment with transparent and translucent objects</u> Use this week as needed and review topic. Testbase Questions




<p>GEOGRAPHY History-led term</p>	<p>History-led term</p>	<p>History-led term</p>	<p>History-led term</p>	<p>History-led term</p>	<p>Link to History topic WW2 – D Day mapwork</p> <p>LI -To be able to confidently use maps and atlases. BBC - History - World Wars: Animated Map: The D-Day Landings</p> 	<p>Link to History topic WW2 – The end of WW2</p> <p>LI: To be able to confidently use maps, atlases, and globes. Children identify where the last battles of WW2 were fought (Europe and in the rest of the World.)</p> 
<p>HISTORY</p>	<p><u>What did people eat during the war?</u> <u>Rationing</u></p> <p>LI – To give reasons why changes may have occurred because of the war (rationing).</p> <p>-Discuss with the children why some types of food were in short supply. Provide examples of typical foods and compare with what they eat today. Introduce the idea of rationing. Show the children ration books. Discuss and record the implications of rationing on a typical family. Prepare shopping lists and a menu.</p> <p>Also refer to DT plan for designing and making Anderson shelter</p>	<p><u>What was the role of a woman during World War II?</u></p> <p><u>What was the role of a men during World War II?</u></p> <p>LI - To choose reliable sources to learn about women’s roles during WW2.</p> <p>Link to our local area clips and radio interviews. Link to learning on propaganda and how men and women needed to play their part during the war. Look at the different roles that men and women took and focus on the land army.</p>	<p><u>How did people entertain themselves during the war?</u></p> <p>LI – To investigate how people entertained themselves during WW2. (lines of enquiry)</p> <p>Link to our local area clips and radio interviews. Explore through research how people would have kept themselves entertained during the war. Provide examples e.g., radio, dancing, music, toys, games etc. and ask the children to work in groups to research and prepare notes on what they find out about different forms of entertainment – needed for next week’s assessed writing.</p>	<p><u>How did people entertain themselves during the war?</u></p> <p>LI – To investigate how people entertained themselves during WW2. (lines of enquiry)</p> <p>Link to our local area clips and radio interviews. Explore through research how people would have kept themselves entertained during the war. Provide examples e.g., radio, dancing, music, toys, games etc. and ask the children to work in groups to research and prepare notes on what they find out about different forms of entertainment – needed for next week’s assessed writing.</p>	<p><u>D Day</u></p> <p>LI – To use a range of reliable sources to learn about the significant impact of D- Day.</p> <p>Research and discuss the political causes for the end of the war. Discuss what D Day was and analyse different sources giving evidence about the event.</p> <p>Link to our local area clips and radio interviews.</p>	<p><u>The Impact of WWII</u> <u>How did the war end and what was the effect of the end of the war on British people?</u></p> <p>LI – To use a range of primary and secondary sources to collect evidence about the end of WW2.</p> <p>Recap and discuss the political causes for the end of the war. Look at a variety of sources to understand the effect this had on British people. V.E Day etc. Write from a person’s point of view about feelings at end of war.</p> <p>Link to our local area clips and radio interviews.</p> <p>Review end of topic.</p>



<p>COMPUTING</p>	<p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p><u>Publisher/Word Poster</u></p> <p>Use keyboard skills and copy, cut etc. Design a poster representing during WW2.</p>	<p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p><u>Publisher/Word Poster</u></p> <p>Use keyboard skills and copy, cut etc. Design a poster representing during WW2.</p>	<p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p><u>Publisher/Word Poster</u></p> <p>Use keyboard skills and copy, cut etc. Design a poster representing during WW2.</p>	<p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p><u>Research</u></p> <p>What was D Day? When and where did it take place? What events surrounded D Day? Important facts?</p> <p>Create a table of events.</p>	<p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p><u>Research</u></p> <p>What were the events which led to the end of WW2? Important facts? What were the political events surrounding the end of WW2?</p> <p>Create a table of events.</p>	<p><u>Research</u></p> <p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p>Answer any further questions and KWL questions from start of Term 1.</p>
<p>ART & DESIGN</p>	<p>Blitz Artwork: The bombing of Plymouth Linked to our class reader – ‘Friend or Foe’. (for the hall display)</p> <p><u>LI</u> - To mix colour, shades and tones with confidence.</p> <p><u>LI</u> - To further develop simple perspective.</p> 	<p><u>Linked to this term’s DT – Projects off the Page – Structures – Anderson Shelters</u></p> <p><u>LI</u>- To explore the work of Henry Moore.</p> <p><u>LI</u> - To know how to shade, blend and cross hatch using different methods.</p> <p>This will be Year 6’s Hall Art work</p> <p>Shelters artwork - Henry Moore London underground shelters</p>  <p>LOTG HM’s sculptures</p>				



<p>DESIGN & TECNOLOGY</p>		<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter – research and planning (WEEKS 2 + 3)</u> <u>LL-</u> To plan a sculpture through drawing and other preparatory work. Designing of in their groups. Consider – materials, looks and purpose.</p> <p>LOTG – visit the location of the school's outside air raid shelter.</p> <p>LOTG – Children gather resources from the school grounds (twigs, grass etc to incorporate within their models.</p>	<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter models -making – Invite parents into class during one of the sessions (WEEKS 4 + 5)</u></p> <p><u>LL-</u> To shape, form, model and construct from observation and imagination <u>L-</u> To use recycled, natural and manmade materials to create sculptures If needed, have a D and T afternoon in order to develop the models. This will be throughout a given DT Day/afternoons x 2.</p>  <p>Eco – recycling of materials</p>			<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter models - Evaluating</u></p> <p><u>LL-</u> To critically evaluate their products against their design specification, intended user and purpose.</p> <p>Children evaluate and share amongst the year group... What worked well? What would you change next time?</p>
<p>MUSIC</p>	<p><u>Music Express GROWTH</u> Lesson learning •Feeling and moving to a three-beat pulse and revising rhythmic ostinato https://connect.collins.co.uk/repo1/Content/primary/MusicExpress/PDFS/LessonPlansandPrintableResources/england_and_wales/Ages10-11/lesson_plans_10-11_u3.pdf</p>	<p><u>Music Express GROWTH</u> Street calls</p> <p>Singing and improvising are at the heart of this lesson. Features the song, 'Street busker'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity</p>	<p><u>Music Express GROWTH</u> Harmony junction</p> <p>Children sing 'Street busker' in three-part harmony and add a melodic and chordal ostinato. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity</p>	<p><u>Music Express GROWTH</u> Flash mob</p> <p>Pupils learn about flash mobs and perform the 'Flash mob' song with movements and percussion. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity</p>	<p><u>Music Express GROWTH</u> Flash mob performance</p> <p>In this lesson, pupils compare and contrast 'Street busker' and 'Flash mob'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity</p>	<p><u>Music Express GROWTH</u> Busker bash</p> <p>Children rehearse and perform their 'Busker bash'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity</p>
<p>PE PE STAFF LEAD</p>	<p><u>Invasion Games Attack and Defence Skills</u> Teamwork and tactic games.</p>	<p><u>Invasion Games Attack and Defence Skills</u> Teamwork and tactic games.</p>	<p><u>Invasion Games Attack and Defence Skills</u> Teamwork and tactic games.</p>	<p><u>Invasion Games Attack and Defence Skills</u> Teamwork and tactic games.</p>	<p><u>Invasion Games Attack and Defence Skills</u> Teamwork and tactic games.</p>	<p><u>Invasion Games</u> Hockey mini tournament <u>Attack and Defence Skills</u> Teamwork and tactic games.</p>



<p>RE</p> <p>Links to the Art work for the corridors and hall displays.</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? What helps you through the journey of life? What helps Muslims? LI: To describe what people might need to help them on the journey of life.</p>	<p>Why does prayer matter to Muslims? LI: To describe how and why Muslims pray.</p>	<p>Why do Muslims fast? LI: To describe reasons for the practice of fasting in Islam.</p>	<p>Why do Muslims want to go on a pilgrimage? LI: To describe what happens on a pilgrimage to Mecca.</p>	<p>Can you think of similar commitments to the five pillars in your life? LI: To describe the five pillars of Islam and how it affects a Muslim's daily life.</p>	<p>Review / Catch up lesson. AFL – Respond to Unit Key Question.</p>
<p>PSHE</p>	<p><u>Marvellous mistakes – Learning Powers Lesson 3</u> <u>Metacognition lesson</u> LI: To identify different types of mistakes To explain how mistakes can be part of the learning process. p.214</p>	<p>Lesson 1: Attitudes to money To understand attitudes and feelings around money https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-1-attitudes-to-money/</p>	<p>Lesson 2: Keeping money safe To understand how to keep money in bank accounts safe https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-2-keeping-money-safe/</p>	<p>Lesson 3: Gambling To begin to understand the risks associated with gambling https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-3-gambling/</p>	<p>Lesson 4: What jobs are available? To understand the range of jobs people might do https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-4-what-jobs-are-available/</p>	<p>Lesson 5: Career routes To understand the different routes available into careers https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-5-career-routes/</p>
<p>PMFL</p>	<p><u>SALUT UNIT K Eating out Lesson 1</u></p>	<p><u>SALUT UNIT K Eating out Lesson 2</u></p>	<p><u>SALUT UNIT K Eating out Lesson 3</u></p>	<p><u>SALUT UNIT K Eating out Lesson 4</u></p>	<p><u>SALUT UNIT K Eating out Lesson 5</u></p>	<p><u>SALUT UNIT K Eating out Lesson 6</u></p>

LOTG to be indicated on Planning ECO to be indicated on planning