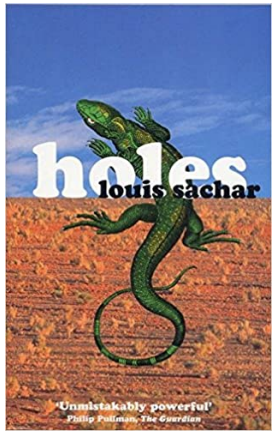
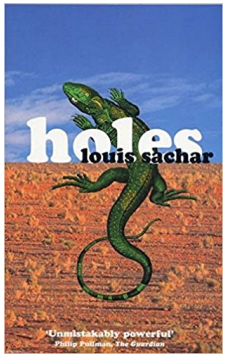
Year 6 MTP

	Week 1 -	Week 2 –	Week 3 –	Week 4 –	Week 5 –	Week 6 -	Week 7 -
Geograhy **Art/DT**	**The Position and significance of the Arctic and Antarctic Circle** **Structures: Playground**						
Novel							
Writing text	23 degrees film unit / Holes  						

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Writing	**See Writing LTP**						
Maths	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers	Associate a fraction with division and calculate decimal fraction equivalents	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate 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 3 decimal places
Arithmetic	Multiply 10, 100, 1000	Divide 10, 100, 1000	Short division	Long division	Short multiplication	Long multiplication	Multiplying decimals
Science	**The pathway of light** To describe the pathway of light.	**See the light** To describe how we see.	**Shadow experiment - Plan**	**Shadow Experiment - Investigate & Evaluate**	**Reflecting Light** To investigate what affects the angle of the reflected ray.	**Reflecting Light** To make a conclusion to an investigation	Brain Dump

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Know more, remember more	How does light travel?	How do we see?	Making a prediction Label investigation diagram	How did we keep our investigation a fair test?	How is light reflected?		
Links to prior learning	Year 3 light Recognise that light is needed to see things and darkness is the absence of light	Year 3 light Recognise that light is needed to see things	Year 3 light Find patterns in the size of shadows Y6 - Making predictions based on scientific understanding and justifying a prediction	Y6 - Fair testing & variables	Year 3 light Notice that light is reflected	Year 3 light Notice that light is reflected	Recap of unit
Working scientifically			Suggesting which variables will be changed, measured and controlled.	Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another. Using identified patterns to predict new values or trends. Identifying which variables were difficult to control and suggesting how to control them better.	Representing data by using line graphs and scatter graphs. Plotting points with greater accuracy. Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another.	Representing data by using line graphs and scatter graphs. Plotting points with greater accuracy. Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another.	

				Commenting on the degree of trust by reflecting on accuracy (human error with equipment) and reliability (repeating results).			
Provision	Torches, mirrors, Investigation opportunities - shadows, reflections						
Geography	**What time is it at the poles?** Location of the equator, northern and Southern Hemisphere, Arctic and Antarctic circle Time zones	**What are climate zones?** To know the difference between weather and climate To name and locate some climate zones To describe links between climate and lines of latitude	**What's the difference between the Arctic and Antarctica?** To know where the Arctic and Antarctic circle are and describe the main similarities and differences between them.	**Which countries make up the Arctic Circle?** Know the countries which make up the arctic circle: Norway, Greenland, Sweden, Alaska, Iceland, Northern Russia, Finland, Denmark. Know that these countries have a polar climate.	**What makes Antarctica unique?** Know that Antarctica is the 5th largest continent based on size. No one lives there but scientists will stay there to conduct research. It has a polar biome - 98% of Antarctica is covered by ice. Antarctica is considered a desert because it experiences such little rain. Know that Antarctica is quite mountainous. Antarctica is divided	**Who was the first person to explore the South Pole?** To use coordinates and grid references to map the locations which were explored in the race to the south pole.	Brian dump lesson

					into three main parts: East Antarctica (the biggest part), West Antarctica and in between them the mountain range called the Transantarctic Mountains. Wildlife Fauna Flora		
Know more, remember more	Why do different countries have different time zones? How do they work?	What is the difference between weather and climate? Give examples.	What are some of the main similarities and differences between the Arctic circle and Antarctica?	Label the countries within the Arctic Circle on a map.	Would you want to live in Antarctica? Explain why.		
Skills	**Locational and place knowledge** Identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night). **Using globes, maps & plans**	**Human and physical Geography** Understand the key aspects of physical geography e.g. climate zones, biomes, vegetation belts, volcanoes and earthquakes.	**Human and physical Geography** Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another.	**Locational and place knowledge** Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.	**Locational and place knowledge** Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.		

	I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe. **Use of basic geographical vocabulary** I introduce precise geographical words when describing geographical places features & processes such as, latitude and longitude.						
Provision	Provide atlases - can children identify the country / city within a given set of longitude / latitude coordinates? Time zone quizzes Weather station - what is the weather like today in the UK vs a worldwide location of their choice. Record it to make comparisons						
PSHE (Story Project)	**Little People, Big Dreams: Marcus Rashford** I can tell you what racism is and how I can stand up to it.	**Little People, Big Dreams: Marcus Rashford** I can tell you some strategies to manage difficult situations and how to seek	**Little People, Big Dreams: Marcus Rashford** I can tell you how I could prevent difficult situations online.	**Little People, Big Dreams: Marcus Rashford** I can tell you how I could prevent difficult situations online.	**Little People, Big Dreams: Marcus Rashford** I can tell you about people who have stood up for what they believe in.	**Little People, Big Dreams: Marcus Rashford** I can tell you about people who have stood up for what they believe in.	**Little People, Big Dreams: Marcus Rashford** I can tell you how I can stand up for what I believe in.

		help or advice from others.					
Computing	Project Evolve: What I know, what I share	Graphing	Graphing	Blogging	Blogging	Blogging	Blogging
Creative: DT	Designer Study	Design I can identify different types of structures used in playgrounds as apparatus. I can consider how the structures can be used. I can design five different pieces of apparatus using three different structures. I can improve my design based on peer evaluation.	Design I can identify different types of structures used in playgrounds as apparatus. I can consider how the structures can be used. I can design five different pieces of apparatus using three different structures. I can improve my design based on peer evaluation.	Make I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures. I can explain that structures can be strengthened by manipulating materials and shapes. I can measure, mark, cut and shape wood to create a range of structures.	Make I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures. I can explain that structures can be strengthened by manipulating materials and shapes. I can measure, mark, cut and shape wood to create a range of structures.	Make I can test and adapt my design to improve it. I can identify what makes a successful structure. I can use a range of materials to reinforce and add decoration to my structures.	Evaluate I can evaluate my structure against my design I can suggest improvements which could be made to my structure I can consider the surrounding environment of my playground. I can create landscape features using a range of materials.
Skills		Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. Considering effective and ineffective	Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. Considering effective and ineffective designs.	Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures.	Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures.	Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed.	Identifying what makes a successful structure.

		designs. structures.	structures.	Using a range of materials to reinforce and add decoration to	Using a range of materials to reinforce and add decoration to		
Religious Education	How can God be linked to a place?	What can it be like as a Hindu in the UK?	What does being Sikh mean to different people?	Why are festivals of light important in different world views?	How do some Buddhists practice their beliefs in their daily lives?	Do all Buddhists practice the same way?	Who celebrates Christmas?
French	**Football vocabulary in French** To explore French football vocabulary through a variety of language-learning techniques.	**Footballer profiles in French** To use language detective skills to decode French football player profiles.	**French Football Champions - where do they come from?** To describe where a person comes from, using forms of the verb phrase **venir de.**	**French football vocabulary tournament** To develop reading and comprehension skills in French by answering questions about French footballers.	**French football vocabulary tournament** To develop reading and comprehension skills in French by answering questions about French footballers.	**Creating a footballer profile in French** To apply knowledge and understanding of French football vocabulary to create a footballer profile in French.	**Creating a footballer profile in French** To apply knowledge and understanding of French football vocabulary to create a footballer profile in French.
Music	Introduction to composition - what does this mean? Learning key vocabulary to build up a piece of music: pitch, timbre, tempo, dynamics,	Using google soundboard to compose and perform a piece of music. Focus: pitch. Is your piece of music high or low? Can you contrast between the two? Peer assessment of compositions.	Using google soundboard to compose and perform a piece of music. Focus: tempo. Is your piece of music fast or slow? Can you contrast between the two? Peer				

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			assessment of compositions.				
Skills	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.						
PE	Dance	Dance	Dance	Dance	Dance	Dance	Dance
	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey