St Mary's Medium Term Planning

Year group: 6 **Term**: Autumn 2 **Topic**: Mapping the World

English	***The Girl of Ink and Stars*** Alma – Narrative Map and Instructions The Tale of Three Brothers – Non Chronological Report **Immerse** **SPAG/Analyse** **Plan, Write, Edit**

Maths	• **Decimals, Percentages and Fractions** ▪ Deepen understanding of equivalence ▪ Order, simplify and compare fractions, ▪ including those greater than one ▪ Recall equivalence between common ▪ fractions and decimals ▪ Find decimal quotients using short division ▪ Add and subtract fractions ▪ Represent multiplication involving fractions ▪ Multiply two proper fractions ▪ Divide a fraction by an integer • **Percentages (with fraction and decimal equivalence)** ▪ Calculate and compare ▪ percentages of amounts ▪ •Connect percentages with fractions ▪ •Explore the equivalence • **Revision and Consolidation**

Science	**Classification** 1. How can we arrange organisms into groups? 2. What is classification? 3. How can we classify vertebrates? 4. How can we classify invertebrates? 5. How can we classify plants? 6. What are microorganisms? **Key Concepts** • Organisms can be arranged into smaller groups that share the same physical characteristics. • Arranging organisms into groups based on • physical characteristics is called classification. • A vertebrate is an animal with a backbone. • An invertebrate is an animal without a backbone. • Flowering plants produce flowers and reproduce using seeds • Microorganisms are organisms that can only be seen under a microscope.
Topic	**Mapping the World** **Enquiry question:** How can maps and fieldwork help us to understand a place? Is there anything they cannot tell us? 1. What can maps tell us about the world? 2. How can you locate places on a map? 3. How do you read an Ordnance Survey (OS) map? 4. Can you plan fieldwork? 5. Can you carry out fieldwork?

	6. Can you present your findings? **Key Concepts** • Maps are designed for different uses and show places at different scales. • Lines of latitude and longitude are used to locate places around the world. These lines are measured in degrees, minutes, and seconds. • Four and six figure grid references allow you to locate with accuracy specific features on Ordnance Survey maps in Great Britain. • Outdoor geographical investigations of physical and human environments involve fieldwork. • Geographical enquiry underpins fieldwork processes and skills. • Fieldwork involves the processes of observing and collecting information or data to better understand geographical knowledge and ideas. • Fieldwork findings can be presented in different ways for different purposes.

Design and Technology/Art	**Art** **Drawing: Make My Voice Heard** We will explore how artists convey a message. • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing.

	• Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message •
RE	**Prophecy and Promise** • Pupils will know: The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation. • The women of the Old Testament are true protagonists of salvation history • Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan. • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat. • Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.
RSE	**Created and Loved by God** We will look at lifecycles, menstruation and growth. • *For you created my inmost being; you knit me together in my mother's womb. Your eyes saw my unformed body; I praise you because I am fearfully and wonderfully made. Psalm 139*

PE	**Gymnastics** • In this unit, pupils will develop their skills in sequence work on apparatus, counter balance and counter tension, jumping and rolling, developing movement with control and using flight from hands to travel.
Computing	**Introduction to Purple Mash** This unit introduces children to Purple Mash, who are new to the software or as a refresher. Children will be familiar with logging into the platform, managing work and accessing 2Dos. **Blogging** Children to explore blogs and their features, including how they can be used to engage an audience effectively. Children will plan and create their own blog post as well as commenting on other's blog posts.