

T6 MTP Overview

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)



Term 6 Team: 5&6

Subject: Science				
<p>Prior learning: Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> <p>Concept:</p> <p>Working scientifically assessment focus areas: Explain conclusions, suggest improvements, So What? Presenting results, identifying important information,</p> </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <p>Implementation: - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <p>Impact: -To know how to separate liquids, solids and gases including through filtering, sieving and evaporating. - To demonstrate that dissolving, mixing and changes of state are reversible changes. - To know that some changes result in the formation of new materials, and this kind of change is not usually reversible.</p> </td> </tr> </table>		<p>Concept:</p> <p>Working scientifically assessment focus areas: Explain conclusions, suggest improvements, So What? Presenting results, identifying important information,</p>	<p>Implementation: - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Impact: -To know how to separate liquids, solids and gases including through filtering, sieving and evaporating. - To demonstrate that dissolving, mixing and changes of state are reversible changes. - To know that some changes result in the formation of new materials, and this kind of change is not usually reversible.</p>
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<p>Vocabulary: Observing, insulator, measure, results, conclusion, hypothesis, materials.</p>				
1	<p>LO: let's know how to plan a scientific enquiry Task: Being by discussing ice-cubes and why things melt. Then go over the Selenia comic book, what does this tell us about ice-cubes. Then get the pupils to plan an experiment to consider which insulator will be best to protect the ice cube. Pupils then undertake experiment and record findings in a table.</p>			
2	<p>LO: Let's know how to carry out a fair test Task: Being by going over examples of experiments and how they could ensure they made it a fair test. Then recover what evaporation is, they should have covered this Y4. Then get the pupils to plan what liquids they could use for their experiment. After that, they need to then carry out their investigation. Finally, they need to write the conclusion for their experiment.</p>			
3	<p>LO: Let's know how to evaluate data and identify anomalies Task: Being by recapping gravity, then consider our experiment. Pupils write up what they are going to do for their experiment. Conduct experiment with eggs, then represent results for the experiment. Pupils finally need to write the conclusion of their experiment, using key questions.</p>			
4	<p>LO: Let's know how to report findings (bar graphs) Task: Being by discussing dissolving. Get pupils to consider the variables, independent, dependent and control. Get them to plan what these will be for their own experiment. Then begin experiment by recording results on to a table, teacher to model drawing bar graph to the front of the class and then pupils draw a bar graph from their results.</p>			
5	<p>LO: Lets know to report findings (line graphs) Task:</p>			
<p>End point: -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Using test results to make predictions to set up further comparative and fair tests</p>				

Subject: Geography
Prior learning: environment, reduce/ re-use/ recycle
Concepts: World Environment Day, sustainability, climate change,

Vocabulary: environment, ecosystem, restoration, climate change, dioramas	
1	LO: Let's learn how to sustain our environment. Task: Create an information poster about ways you think that we can sustain the environment for the future.
2 & 3	LO: Let's learn more about ecosystems and how to sustain our environment. Task: Create a diagram/poster based on your ecosystem. Label and annotate what plants and creatures you would find there. <i>What are the dangers and risks for the ecosystem?</i> Suggest some ways that the ecosystem could be sustained/cared for in the future. Go back to your work about a variety of ecosystems and draw and label the negative impact humans can have on ecosystems. Continue to suggest ways that the ecosystem could be sustained for the future.
4	LO: Let's learn more about how climate change impacts the environment. Task: In small groups, divide up the roles and take notes on how your chosen person would feel about the 'big debate' questions. Hold the big debate as a group, giving each person a chance to share their views.
5 & 6	LO: Let's plan and create ecosystem dioramas. Task: Plan out your ecosystem diorama. <i>What type of ecosystem will you create? How can you include examples of how you can sustain it for the future?</i> Create your ecosystem diorama. After completion, evaluate the effectiveness of each others' work – what went well and suggest areas of improvement for the future...
End point:	
<ul style="list-style-type: none"> • Enriched understanding of ways to sustain the environment • Enhanced knowledge of a range of ecosystems • Have an understanding of positive and negative impacts of climate change 	

Subject: English- Inside Out	
Prior learning: Narrative, Poetry	
Concept: To create a personality island after reviewing Riley's Island from the film Inside Out.	
Vocabulary: nouns, verbs, similes, metaphors, synonyms, suffixes, relative clauses, subordinating conjunctions, colons and semicolons	
1	LO: Let's learn how to develop our descriptive writing Task: To develop your own 5 personality islands using nouns, verbs, similes, metaphors, synonyms.
2/3	LO: Let's learn how to identify the features of descriptive writing Task: To find/use and explain the meaning of suffixes, relative clauses, subordinating conjunctions
4	LO: Let's learn how to plan a descriptive text Task: To use senses, varied sentence structure, similes and metaphors
5	LO: To write an description of their personality island Task: To use all the previous grammar skills in an independent written piece
End point: To create and produce a descriptive text based on a personality island inspired from the main character of Inside Out- Riley.	
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Subject: English Week 2	
Prior learning: Non- chronological reports, information texts, expanded noun phrases, adverbials, passive voice	
Concept: Using the theme of Inside Out (Pixar Film) the pupils are to develop their own personality Island, similar to the islands the main character (Riley). is seen to picture in her mind/brain and where her core memories are stored.	
Vocabulary: devices, expanded noun phrases, adverbials, passive voice, information text	

1	LO:To identify the features of an information text Task: To identify and explain how the author uses these devices- expanded noun phrases, adverbials,passive voice,
2/3	LO:To develop and use the features of an information text Task: To use expanded noun phrases, adverbials,passive voice within short exercises and discuss why an author would use them
4	LO:To plan the information text- personality island context Task: To use a suitable planning format
5	LO: To write and edit information text- personality island Task: To create an information text based on their personality island, to have the opportunity to peer review/ self-review and edit work.
End point: Pupils have created an information text based on their personality island using a range of devices.	

Subject: MFL- French around the world/ Healthy Eating	
Prior learning: The pupils have had opportunities to look at Christmas celebrations. There will be a recap on food and drink- linked to Healthy Lifestyles (D&T topic)	
Implementation: Know how to conjugate some high frequency verbs Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Know how to conjugate some high frequency verbs Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Create his/her own sentences using knowledge of basic sentence structure Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	
Impact: To know how French tradition influences life around the world. To know which countries around the world speak French	
Concept: To understand that French is spoken around the world and how French tradition influences other cultures.	
Vocabulary: Countries, French culture, traditions, lifestyle. way of life, food and drink, different forms of 'some': du poisson des chips de la viande blanche des frites du fromage allégé des boissons sucrées du lait écrémé des biscuits du pain complet bon pour la santé de l'eau des bonbons es céréales des légumes des fruits des noisettes du lait entier du pain blanc du chocolat du beurre.Pour ma santé je ne mange pas Pour ma santé je ne bois pas de	
1	LO:Let's learn about how French traditions influence life around the world Task: To explore traditions from French culture and how they have influenced the world- poster and research skills
2	LO:Let's learn which countries in the world speak French Task: To match flags and names of countries- checking the masculine/feminine preposition
3	LO:Let's learn about a French-speaking country in more detail Task: To record/ match/ collect information about another French speaking country using research skills
4	LO:Let's learn new words for some healthy food and drink Task: To learn 10 new words and select the correct 'some' for the new vocabulary
5	LO:Let's learn new words for some unhealthy food and drink Task:To learn 10 new words and select the correct 'some' for the new vocabulary
End point:To be able to know about how French culture has influenced other parts of the world. To be able to revisit and rehearse healthy and unhealthy food and drink choices.	

Subject: DT	
Prior learning: LKS2, Cycle 2, Term 2 - Christmas Cooking, UKS2 Cycle 2, Term 4 Survival Cooking. The children do have the opportunity to cook at Forest School	
Implementation: Understand the main food groups and the different nutrients that are important for health Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable	

/ tasty to eat Select appropriate ingredients and use a wide range of techniques to combine them Confidently plan a series of healthy meals based on the principles of a healthy and varied diet Use information on food labels to inform choices . Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. Impact: To know the main food groups and the different nutrients they give. To know how a variety of ingredients are grown/developed. To know the different purposes for a range of tools. To know which information we can find from food labels and how to use this to make choices. To know how to research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and his/her technical skills.	
Concept: To understand different food groups/nutrients, plan and design a balanced meal, using technical skills to finally make a meal.	
Vocabulary: Grown, Reared, Caught, UK, Europe, Wider World, Seasons, Food Availability, Processed, Ingredients, Cooking, Sustainable, Source, Vegetarian, Vegan, Prepare, Cook, Safely, Hygienically, Heat Source, Peeling, Chopping, Slicing, Grating, Mixing, Spreading, Kneading, Baking, Variety, Balance, Adapt Recipes, (Appearance Taste Texture Aroma), Different Substances (Nutrients Water & Fibre) ,Health.	
1	LO:To list the main food groups and identify their role in the body Task: To create an information page, covering nutrients, food groups and how they benefit the human body.
2	LO: To know how a variety of ingredients are produced Task:To complete where our food comes from/how animals should be treated
3	LO: To know the uses of different equipment in cooking Task:To be able to list the correct equipment for making different meals
4/5	LO:To research, plan and cook a nutritious recipe Task: To decide on a recipe and plan a list of ingredients, tools and how you are going to cook/create the meal
6	General Class Quiz about food
End point: The children will have the opportunity to plan and make a balanced meal.	

Subject: RE – What matters most to Humanists and Christians?	
Prior learning: Key Christian values; awareness of religions with differing and similar views; know that Christians live by the Ten Commandments.	
Concept: To consider differences and similarities in the key values of Humanists and Christians	
Vocabulary: Humanism, values, The Fall, morals, ‘Code for living’	
1	LO: Let’s learn about Humanist beliefs Task: Identify key Humanist beliefs; compare with key religions; present comparison
2	LO: Let’s reflect on the question: ‘Why do people do good things and bad things?’ Task: Identify and explain Christian and Humanist beliefs about why people are good and bad; explore Genesis 1:28 and Genesis 3
3	LO: Let’s learn what a moral code is and reflect on why it might be helpful or difficult to live by one Task: Suggest reasons why it might be helpful to follow a moral code (discussion); explore the meanings of some big moral concepts (carousel activity)
4	LO: Let’s reflect on our own values and consider their impact on our lives Task: Share and discuss own values; why do we hold these values (family, religion etc.); compare with others
5	LO: Let’s consider similarities and differences between Christian and Humanist beliefs Task: build upon learning from L1 following other lesson reflections; do we identify with any even though we may not follow either ideology; what matters most to both; do we need to belong to an ideology to live in the same way?
End point:	

- To know what Christians mean about humans being made in the image of God (Genesis 1:28) and being 'fallen' (Genesis 3)
- To know differences and similarities between Christian and Humanist values
- To know what a moral code is and why it might be difficult to follow

To know their own views and ideas about what values they hold and how these values make a difference to their lives

Subject: PHSE

Prior learning: Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Life cycles in the animal kingdom, relationships

Concept: SRE -To ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born

Vocabulary: relationship, friendship, love, consent, puberty, conception, sperm, egg, fertilisation, sexual intercourse, twins, fostering, adoption, intimacy, communication, personal/ private, internet safety, life cycle, biological terms for body parts foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development

1	LO: Let's learn to be aware of our own self-image and how our body image fits into that. Task: To explore self-image and how there are positive and negative perceptions
2/3	LO: Let's learn to describe how boys' and girls' bodies change during puberty. Task: To use different texts/ diagrams/discussions/clips to develop pupils' understanding about puberty for boys and girls
4	LO: Let's learn how a baby develops from conception to birth Task: To use different texts/ diagrams/discussions/clips to develop pupils' understanding about the development of a baby, from conception to birth
5	LO: Let's explore future changes. Task: To discuss how the pupils will develop as teenagers / self-care

End Point: The pupils will have learned how their bodies change as they go through puberty and then develop into adults. To understand how conception happens and a baby is born. To develop an understanding about positive/healthy relationships between adults.

Subject: Computing

Prior learning: Use of 2Dos Saving, opening and editing work Sharing work Copying and pasting Mouse, keyboard and device skills, online safety, blogging, word processing, emailing, effective searching, technology outside of school

Concept: The pupils will learn what a Blog is and how to plan and develop it.

Vocabulary: Blog, Vlog, archive, Blog post

1	LO: To identify the purpose of writing a blog. To identify the features of successful blog writing. Task: Children understand how a blog can be used as an informative text. Children understand the key features of a blog.
2	LO: To plan the theme and content for a blog. Task: Children can work collaboratively to plan a blog.
3	LO: To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. Task: Children can create a blog or blog post with a specific purpose. Children understand that the way in which information is presented has an impact upon the audience.
4	LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. To understand how and why blog posts and comments are approved by the teacher.

	Task: Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Children can assess the effectiveness and impact of a blog. Children understand that content included in their blog carefully considers the end user.
End Point: The pupils will have successfully created a Blog where their peers can access against an agreed SC, with sensitivities around being kind online.	

Music: Production rehearsals (or teach skills of the term through singing/ performance)