



Hillcrest Primary School

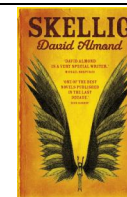
Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

Year Group: 6

Term: Spring 1

TLC Text:
Skellig by David Almond



TLC Hook:
Raptor Foundation Visit

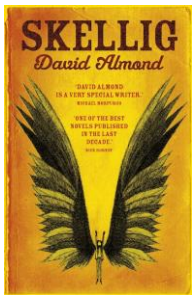
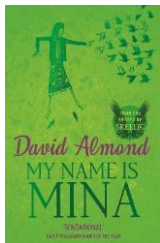



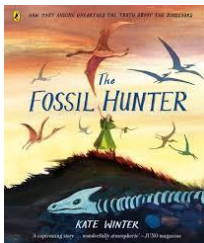



Spring Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	To use imaginative description of settings and a range of stylistic devices to develop atmosphere. To write a description	To use a wide range of devices to build cohesion within and across paragraphs.	To note and develop initial ideas, drawing on reading and research. To retrieve, record and present information.	To identify the audience for and purpose of the writing. To use further organisational and presentational devices to structure text and to guide the reader. To begin writing a non-chronological report	To ensure the correct and consistent use of tense. To use a range of clauses. (Focus on relative clauses.)	To assess the effectiveness of their own and others' writing.	
Grammar & Punctuation	To use adverbials to add detail and precision to writing.	To use passive verbs. To make changes to vocabulary, grammar and punctuation. To use modal verbs and adverbs.	To use appropriate formal vocabulary, including subjunctive forms.	Use a colon to introduce a list. To use semi-colons to separate items in a complex list.	To use linking ideas across paragraphs, using a wider range of cohesive devices.	To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
Spelling	To spell suffixes -ant -ance and -ancy.	To spell -ough letter string.	To use morphology and etymology and know that some words need to be spelt specifically.	To use hyphens correctly to join a prefix to a root word.	To continue to distinguish between homophones and near-homophones.	To spell -ough letter string.	
Maths	To describe positions in one quadrant. Record positions in one quadrant.	To translate shapes within a grid. To reflect shapes across a mirror line.	To convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	To complete, read and interpret information in tables, including timetables. Solve problems involving converting between units of time.	To identify multiples, factors, prime numbers, square and cube numbers.	Assessments.	
Science <i>Animals including Humans</i>	To recognise that living things produce offspring of the same kind.	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution			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.	
Design & Technology <i>Food Technology</i>	To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies.	To understand and apply the principles of a healthy and varied diet.	To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical	To understand the source, seasonality and characteristics of a broad range of ingredients.			

			equipment; adapting and using their own recipes].				
Art <i>Sketching inspired by Charles Darwin</i>	To collect information, sketches and resources and present ideas imaginatively in a sketch book.	To give details (including own sketches) about the style of some notable artists, artisans and designers. (Charles Darwin)	To use a variety of techniques to add interesting effects. To combine colours, tones and tints to enhance the mood of a piece.	<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>			
Music <i>Shadows</i>	Sing 5-note scales, and arpeggios. Learn to sing Section 3 of the round Dona nobis pacem. Learn about monophonic, homophonic, and polyphonic textures.	Practise scales, arpeggios, and Section 3 of the round. Learn Section 2 of the round. Recap monophonic and polyphonic textures. Identify these musical textures in 17th-century sacred music from Europe.	Recap the song Throw, catch, learnt in Term 1. Learn a harmony part for the chorus and sing in two parts. Practise Sections 1 and 3 of the round Dona nobis pacem. Compare the textures of Throw, catch and Dona nobis pacem.	Practise each section of the song. In three groups, practise different ways to combine the 3 lines of music. Finish with all three sung at the same time. Begin to compose using given rhythms and notes.	Recap the three sections of the round and sing the whole song in unison. Sing the whole song as a round in three parts. Continue the composing activity started the previous lesson. Perform and record the pieces.		
MFL (French) <i>En classe</i>	To recognise, recall and spell seven different classroom items	To recognise, recall and spell a further five different classroom items with their indefinite articles/determiners	To learn how to ask and answer the question: 'what is in your pencil case?'	To revisit possessive adjectives.	To revisit negative structures.	To revise and consolidate all language covered in the unit.	
Outdoor P.E. <i>Dance – Stamp, Clap</i>	To copy and repeat a dance phrase showing confidence in movements.	To work with others to explore and develop the dance idea.	To use changes in dynamics in response to the stimulus.	To demonstrate a sense of rhythm and energy when performing bhangra style motifs.	To perform a bhangra dance, showing an awareness of timing, formations and direction.	To select, order, structure and perform movements in a bhangra style.	
Indoor P.E. <i>Swimming</i>	The children will complete 10 swimming lessons, across one full term, focusing on three broad objectives: to swim 25 meters unaided (any stroke), to perform a self-rescue and to swim three different strokes – front crawl, back stroke and breaststroke.						
R.E. <i>Teachers and Leaders</i>	I can explain what freedom means to me.	I can understand that there are different concepts of justice.	I can understand that there are different concepts of justice.	I can understand why the Universal Declaration of Human Rights was written.	I can explain the idea of non-violence. I can explain how religious and non-religious views have influenced the non-violent protest movement.	I can identify scenarios where justice and freedom might conflict.	
Computing <i>We are Connected</i>	To think critically about how video is used to promote a cause	To storyboard an effective advert for a cause	To work collaboratively to shoot original footage and source additional content	To acknowledge intellectual property rights	To acknowledge intellectual property rights	To work collaboratively to edit the assembled content to make an effective advert.	
Life Skills (PSHE & RSHE) <i>Health & Wellbeing</i>	To begin to understand the risks of alcohol.	To start to become a discerning consumer of information online.	To understand that online relationships should be treated in the same way as face to face relationships.	To understand the changes that happen during puberty.	To understand the biology of conception.	To understand the development of the baby during pregnancy.	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
Skellig David Almond	My Name is Mina David Almond	The Colour of the Sun David Almond	The Final Year Matt Goodfellow	I am REBEL Ross Montgomery	The Fossil Hunter Kate Winter	On the Origin of Species Sabina Rodeva