



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.

TLC Text:
 Mortal Engines Philip Reeve



**TLC Hook: Make A
 Traction City**

Year Group: 6

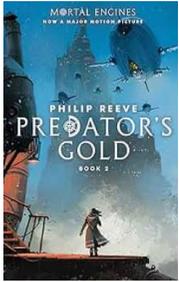
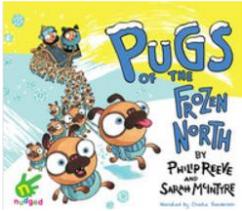
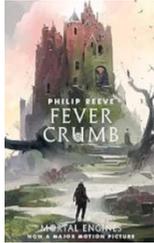
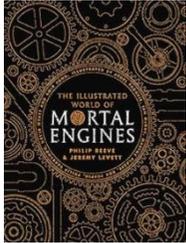
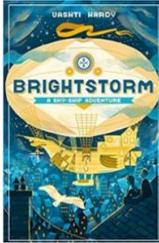
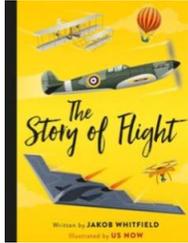
Term: Spring 2

Spring Half Term 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|---|---|---|---|---|---------------|---------------|
| English Narrative | To infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Write a report. | To understand how authors develop character and settings. To develop ideas appropriate to setting. To design own traction city. | To use dialogue to move action forward and convey character. To develop initial ideas, drawing on reading and research. To summarise main events. | To plan a narrative chapter, identifying key events and characters and opportunities to use dialogue to move the action forward. To plan a narrative. | To write a narrative chapter, using dialogue to move the action forward. Use assessments and redrafting to inform the final draft. To write a narrative. | | |
| Grammar & Punctuation | To identify and use different clauses and phrases. | To use Standard English. To identify possessive pronouns. | To identify and use verb tenses correctly. | To identify synonyms and antonyms. To use expanded noun phrases. | To use a range of clauses. To use punctuation to separate clauses. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | | |
| Spelling | To spell homophones correctly and other words that are easily confused. | To spell words with silent letters. | To spell words with the /i:/ sound spelt ei after c. | Adding suffixes beginning with vowel letters to words ending in -fer. | To spell words with -cial suffixes. | | |
| Maths <i>Fractions, Decimal & Percentages</i> <i>Geometry</i> | To use ratio and proportion to solve problems using multiplication and division facts. | To use the order of operations to solve multistep calculations. | SATS ASSESSMENTS NO MATHS TAUGHT DUE TO SATS PRACTICE | To express missing number problems algebraically. | To interpret and construct pie charts and line graphs and use these to solve problems. | | |
| Science <i>Evolution/Electricity</i> | To recognise how environment affects adaptation and evolution in a specific species. | To recognise symbols when representing a simple circuit in a diagram. To understand the difference between 'current' and 'voltage'. | To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. | To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | To present data using a graph. To use results to draw conclusion. | | |
| History | To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To place current study on timeline in relation to other studies. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, | To study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. To use secondary sources. | To study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Zeppelin bombings on King's Lynn, Yarmouth and other East coast towns.) | | |

| | | | | | | | |
|---|---|---|---|---|--|--|--|
| | To sequence up to 10 events on a timeline. | | | | | | |
| Art <i>Pop Art</i> Great Artists - Andy Warhol, Roy Lichtenstein - Pop Art | To create sketch books to record their observations and use them to review and revisit ideas. | To improve their mastery of art and design techniques - Pop Art techniques using blending pencils. | To improve their mastery of art and design techniques - Pop Art techniques using blending pencils. | <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>You To Me are Everything</i> | To sing the chorus melody. To sing the chorus with a harmony note and added disco dance moves. | | To use music vocabulary and knowledge to compare pieces of music. To identify key musical features. | | To use music vocabulary and knowledge when comparing pieces of music. To appreciate a wide range of music and develop an understanding of its origins. | | |
| MFL (French) <i>WW2</i> | To introduce the unit La Seconde Guerre mondiale (World War II) | To learn about some of the countries involved in World War II and how to say the different languages that they speak/spoke in French. | To improve the listening and reading skills of the children by listening to the story of Ralph (an evacuee) in French. To then be able to answer true or false statements in French on what Ralph's experiences were during WWII. | To improve the children's range of vocabulary by learning key words for things Vera (an evacuee) saw in the countryside and in the city in French. | To improve the children's language skills by using adjectives to compare city and country life through the story of Daisy, an evacuee during WWII. | | |
| Outdoor P.E. <i>Orienteering</i> | To know how to use a compass. To know when it's appropriate to use a compass. | To know how to use a compass. To know when it's appropriate to use a compass. | To work together to complete outdoor & adventurous activities which require communication, cooperation and trust. | To work together to complete outdoor & adventurous activities which require communication, cooperation and trust. | To work together to complete outdoor & adventurous activities which require communication, cooperation and trust. | | |
| Indoor P.E. <i>Gymnastics</i> | To develop the straddle, forwards and backwards roll. | To develop counter balance and counter tension. | To be able to perform inverted movements with control. | To perform progressions of a headstand and cartwheel. | To use flights from hands to travel over apparatus. | | |
| R.E. <i>Salvation</i> | To create a timeline of events in Holy Week. | To understand the concept of free will and determinism. | To create questions to discover if Jesus' life was all part of a plan. | To sort evidence into whether Jesus was aware of God's plan or whether Jesus was not aware of God's plan. | To explain the sacrifice made by Jesus. To think about the sort of person that I would like to be. | | |
| Computing | To keep safe online. Pupils create short blogs outlining the rules and comment on one another's posts respectfully. | To research a current, controversial topic that they will debate online. | To discuss and write a blog about their view on the topic. They use online sources to support their points and provide evidence. | To respond to blogs with a comment offering a counterargument. | To think critically about the reliability of online sources and consider 'fake news'. To discuss online bullying: what it is, how they might feel if it happens and what they should do. | | |
| Life Skills (PSHE & RSHE) <i>Citizenship</i> | Human Rights Focus on the right to an education. | Food choices and the environment. To understand some environmental issues relating to food and food production. | Caring for others To understand how to show care and concern for others. | Prejudice and discrimination To recognise prejudice and discrimination and learn how this can be challenged. | Valuing diversity To understand diversity and the value different people bring to a community. | | |

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 | |
|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |
| <p>Predator's Gold Philip Reeve</p> | <p>Pugs Of The Frozen North Philip Reeve and Sarah McIntyre</p> | <p>Fever Crumb Philip Reeve</p> | <p>The Illustrated World of Mortal Engines Philip Reeve and Jeremy Levet</p> | <p>Brightstorm Vashti Hardy</p> | <p>Balloon To The Moon Gill Arbutnott and Chris Nielsen</p> | <p>The Story Of Flight Jakob Whitfield</p> |