

Elders Year 6 Medium Term Spring 2025 – Term 3						
The Explorer						
	Week 1 6/1/25 Enrichment Day	Week 2 13/1/25	Week 3 20/1/25 ASSESSMENT WEEK (2023 paper)	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25
<b>Maths</b>	Fraction, decimals and percentages	Fraction, decimals and percentages	<b>Assessment Week</b>  Ratio (x2)	Ratio	Algebra	Algebra
<b>English</b> Writing focus	<b>Explorer</b> <u>Descriptive story setting (x2)</u>  <u>Non-chronological Report (x1)</u> Research of Amazon Basin (+ homework)	<b>Explorer</b> <u>Non-chronological Report (x4)</u> Write report	<b>Explorer</b> <b>Assessment Week</b>  <u>Non-chronological Report</u> Complete report/write up (x 2 lessons)	<b>Explorer</b> <u>Diary Writing (x4)</u>	<b>Explorer</b> <u>Narrative writing in the style of an author (x4)</u>	<b>Explorer</b> <u>Narrative writing in the style of an author (x4)</u>
<b>GPS</b>	What makes a simple sentence? Compound? Complex?  Identifying sentence types in paragraph (non-fiction text type)	Passive voice – how is it used in non-fiction writing? What is the effect?	No grammar – children write up their reports in their final copy books.	Speech punctuation/layout Where do we use the inverted commas? What punctuation do we need? What is a reporting clause? How is it punctuated?	Adverbs – what are they? How can they be used in our writing?  Adverbs of place to create cohesion in writing.	Coordinating conjunctions: <a href="#">Sing with Grammarsaurus - Co-ordinating Conjunctions (FANBOYS) - YouTube</a>
<b>Spelling</b>	Dictation	Step 24 – Words beginning with ‘acc’	Step 25 – Words with the suffix ‘-ably’	Step 26 – Words with the suffix ‘-ible’	Step 27 – Words with the suffix ‘-ibly’	Words ending in ‘-ent’ and ‘-ence’
<b>Whole Class Reading</b>	Read Chapters 1-5 Answer comprehension questions referring to the text as evidence.	Read Chapters 6-10 Answer comprehension questions referring to the text as evidence.	<b>Reading Paper</b> Read chapters 11-15 Answer comprehension questions referring to the text as evidence.	Read Chapters 16-20 Answer comprehension questions referring to the text as evidence.	Read Chapters 21-25 Answer comprehension questions referring to the text as evidence.	Read Chapters 26-30 Answer comprehension questions referring to the text as evidence.

<b>Humanities</b> (Geography)	ENRICHMENT DAY	Where is the Amazon Basin <b>located</b> ? (map work, land coverage, countries and capitals)	What are the key <b>physical features</b> of the Amazon Basin? (river, rainforest, climate, biomes)	Why is the Amazon rainforest so important? (bio diverse ecosystems)	What can we do to protect the Amazon basin?	
<b>Science</b> (Evolution and Inheritance)	How do scientists know that living things have changed over time?	How does variation explain the different features and characteristics of living things?	How has variation led to evolution?	Do all living things adapt in the same way?	How have plants in the local area adapted?	Revisit and assess the substantive knowledge from previous sessions.
<b>Music</b>	ENRICHMENT DAY	<u>Rainforest Symphony</u> Experiment with rainforest sounds. Use items found in rainforest.	<u>Rainforest Symphony</u> Begin to create a piece of music to represent the rainforest in small groups.	<u>Rainforest Symphony</u> Practise rainforest music and record notations.	<u>Rainforest Symphony</u> Perform, record and evaluate.	
<b>RSHE</b>	To understand human rights, including the right to education.	To understand some environmental issues relating to food and food production	To understand how to show care and concern for others	To recognise prejudice and discrimination and learn how this can be challenged	To understand diversity and the value different people bring to a community	To begin to understand how government works
<b>Art / DT</b> To design and make a small-scale shelter	LO: To investigate and evaluate a range of existing frame structures.	LO: To generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.	LO: To create a design specification and formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.	LO: To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.	LO: To use finishing and decorative techniques suitable for the product they are designing and making.	LO: To critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.
<b>French</b>	To use compass points to describe where each country is in relation to France.	To learn how to say 'a lot' in French.	To discover French facts: geography, language, customs...	To differentiate adverbs of location: 'à', 'en' ou 'au'? .	To revise key vocabulary for countries and using them with adverbs of locations	To understand a film in French using vocabulary and grammar learned
<b>Computing</b>	LO: To understand what a variable is	LO: To explain why a variable is used in a program	LO: To improve a game by using variables	LO: To design a project that builds on a given example	LO: To use my design to create a project	LO: To evaluate my project

<b>RE</b>	The creation story in the Old Testament – who might have written the texts and why?	Cosmology What is cosmology and what beliefs to people hold?	Evolution How does the theory of evolution compare to cosmology?	What questions would you ask God about the creation and evolution and why?	To write a letter to God asking the questions they would like answered.	How do scientists marry research and their own religious beliefs about the creation?
<b>PE Session 1 (Tuesday)</b>	Basketball: To be able to pass and dribble with the ball.	Basketball: To be able to develop the skills for shooting.	Basketball: To be able to dribble and then shoot.	Basketball: To be able to defend and mark an opponent.	Basketball: To be able to apply learnt skills to a small sided game.	Basketball: To be able to apply learnt skills to a full size game.
<b>PE session 2 (Wednesday)</b>	Gymnastics: To be able to perform a handstand with support.	Gymnastics: To be able to perform a handstand.	Gymnastics: To be able to perform a handstand.	Gymnastics: To be able to cartwheel.	Gymnastics: To be able to cartwheel and design a performance.	Gymnastics: To be able to perform rotation, balances and stands in unison and cannon.