

Inspiration/Theme: Why do people leave their homeland?	Curriculum Driver: Current affairs	Outcome of learning: Letters home and diary entry linked to The Arrival by Shaun Tan. Non chronological text: migration past and present.
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes
<p>'The Arrival' by Shaun Tan. (Class Reader: 'Refugee Boy')</p>  	<p><u>Hook/Stunning Start</u> Postcards/places we've been/personal heritage</p> <p><u>Trips/Visitors/Marvellous Middle</u> Letters/Skype: Flying Seagull project Wiltshire festival of Engineering: 3rd November, Trowbridge.</p> <p><u>Celebration/Fabulous Finish</u> Art Gallery for parents to buy finished artwork. Donations to Flying Seagull project.</p>	<p>Topic table Origami shapes/models Sketches based on 'The Arrival' Suitcase Backpack</p> <p>End product Diary entry for Refugee boy Art Gallery for parents Letters home</p>
Topic specific speaking frames		
Language of prediction <i>I predict, I believe, that said, given that, (Challenge) if it were me, If I were an arrival...</i> Language of explanation and opinion. <i>...such as...</i> <i>Due to...x has / is...</i> <i>In summary...</i> <i>Owing to...x has / is...</i> <i>This has altered...</i> <i>Evidently...</i> <i>Consequently / Based on fact / Because of my belief...</i> <i>To hold the view / After consideration...</i> <i>After / On reflection...</i> <i>It is my understanding that...</i> <i>The facts lead me to the conclusion that ...</i>		
Topic Table	Maths Challenge table	Key vocabulary to be explicitly taught
<p><u>Key questions</u> Why do people migrate? Is it for social, economic or religious reasons? Do they always migrate with their families? Why? Why not? What is life like in their new country?</p> <p><u>Key images/artefacts</u> Passport/tickets/old photos/postcards, Maps of locations in the text, Refugee Boy</p> <p><u>Key vocabulary</u> Migrant, immigrant, migration, push and pull factors. acceptance, equality, economic, social, aid, prejudice, refugee, economic migrant, budget, profit, price, marketing</p> <p><u>The Arrival Key questions</u> Why do you think the author has not used words in the book? Imagine you have stepped into this picture? What would you ask the characters in the picture? What is happening beyond the edges of this picture, out of view of the reader?</p>	<p><u>Key questions</u> What are multiples and factors? How can we simplify and order fractions? How do we add, subtract, multiply and divide fractions?</p> <p><u>Key images/artefacts</u> Fraction board.</p> <p><u>Key vocabulary</u> Multiple, factor, prime number, fraction, common denominator</p>	<p>There are many ways in which you can help your child at home:</p> <p>Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by the following Wednesday. You can also find a range of ways to support your child with their home learning on our school website, www.castlemead.wilts.sch.uk, all of which have been carefully selected to support your child.</p> <p>Spellings: Spellings are made up of five words from the National Curriculum, four from our week's spelling rule lesson and three 'yellow' spellings that are taken you're your child's own work. The twelve spellings go home in your child's home learning book on a Friday to practise and are tested the following Friday in school.</p> <p>Reading: Encourage your child to read to you or others for at least 15 minutes a day. Please discuss the book with them. Ask them if they would recommend it to a friend and why? Please encourage them to write in their reading record book – you can comment too.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities. We also encourage slippers in the classroom too!</p>

The Mead Academy Trust Medium Term Planning Term 2 – Year 6 Bechstein Bats



English	Maths	Science	ICT
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will write a letter, diary entry and a non-chronological report. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify features of letters, diaries and non-chronological reports Infer and make predictions Use semi colons effectively Use accurate tenses (inter-changable within a text) Change the level of formalilty within a text Understand and identify the subject and object within sentneces Use the active and passive voice within texts Children will continue to learn key reading skills: VIPERS- vocabularly, infer, predict, explain, retriie and summarise. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be learning about fractions, decimals and measurements. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Simplifying, comparing and ordering fractions. Adding, subtracting, multiplying, and dividing fractions. Writing and reading decimals Dividing whole numbers to give a decimal answer Writing fractions as decimals Multiplying and dividing decimals Converting units of length, mass, volume and time <p><u>Cross Curricular Maths</u></p> <ul style="list-style-type: none"> 3D shapes Time zones 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments. Take measurements, using a range of scientific equipment with increasing accuracy and precision. Record data and results using scientific diagrams and labels, classification keys, tables, and bar and line graphs. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to use the Python program to design an adventure journey. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals - including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program.
PSHEE	RE	PE	Music
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will know how to protect themselves on-line, solve problems and conflict peacefully and have some strategies to stay safe when faced with risky situations. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand that there are different strategies they can use to stay safe when faced with risky situations. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will explain some similarities and differences between the work of the charities Christian Aid, Islamic Relief and Flying Seagull and give reasons for this. Children will use the terminology of Islam, Christianity to explain the impact of some projects of each of the three charities. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To explain their own views about the differences and similarities between the charities clearly. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will combine balance, agility, coordination and movements accurately and consistently through dance. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Demonstrate flexibility, strength, technique, control and balance. Communicate and collaborate with each other Understand how to improve, evaluate and recognise own success. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will prepare songs and performance poetry for our Christmas Celebration. Children will be listen to music from a variety of different eras from the BBC 10 Pieces repertoire. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify the main features and increase our evaluation skills when discussing different pieces of music. Record sound using a graphic score.

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ART	History	Geography	MFL
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will use tone to shade 3D shapes. Use line and tone in observational drawing. Use line and tone in life drawing. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Draw and repeat different types of line to create pattern and tone. Use the work of an artist and different art forms for inspiration. Use the work of artists to plan our own ideas. Use our skills and imagination to create a final piece of art work. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will understand that migrations of people have occurred throughout history and that the populations of countries today are the result of past movements of people. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise, historically valid questions about change, cause, similarity, difference and significance. Understand how knowledge of the past is constructed from a range of sources. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to locate migration routes around the world. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Name and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand Prime / Greenwich Meridian and time zones (including day and night). 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will be able to read and write sentences and paragraphs. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Read and understand main points in a story, song or passage.
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			<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Childrens awareness of Japanese culture will be raised through the ancient art of Origami. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Research, investigate and analyse existing products. Communicate own opinion.