



Burnt Oak Junior School Medium Term Plan

Year: 6

Term: Spring 1

IPC Topic: 900CE

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Phonics/ Spelling

Statutory word list revisited

Statutory word list revisited

Words with the I sound spelt ei after c

Words with the I sound spelt ei after c

Homophones revisited

Homophones revisited

Reading

WALT: understand the writers perspective (read book)
WALT: Can retrieve key details from a text
WALT: Can locate evidence to prove or disprove a statement
WALT: SATs Comprehension

WALT: understand the writers perspective (read book)
WALT: Can use skimming and scanning to locate key dates and names
WALT: infer meaning from specific word choices
WALT: SATs Comprehension

WALT: understand the writers perspective (read book)
WALT: Can infer meaning and consider the relative strength of evidence
WALT: Can use empathy to support inference
WALT: SATs Comprehension

WALT: understand the writers perspective (read book)
WALT: Can use skimming and scanning to locate key information
WALT: Can retrieve key information and justify reasoning
WALT: SATs Comprehension

WALT: understand the writers perspective (read book)
WALT: Can retrieve and paraphrase information
WALT: Can infer meaning from specific words or sections of text
WALT: Can use life experiences to support inference
WALT: SATs Comprehension

Testing and analysis

English

Extended Third Person Narrative
WALT: Develop settings and atmosphere through precise description
WALT: Develop characters through precise description
WALT: Use accurately punctuated dialogue to help to tell the story
WALT: Understand the structure of a narrative

Extended Third Person Narrative
WALT: Plan a cohesive narrative, drawing on ideas from reading
WALT: Develop settings and atmosphere through precise description in independent writing
WALT: Develop characters through precise description and dialogue
WALT: Deliberately select and use a variety of sentence structures in independent writing
WALT: Edit writing to clarify meaning

Extended Third Person Narrative
WALT: Use precise description to convey action and atmosphere
WALT: Use precise description to convey setting and atmosphere
WALT: Edit for impact
WALT: Use cohesive devices to link ideas
WALT: Publish

Explanatory Text
WALT: Use organisational and presentational devices to help the reader to navigate a text
WALT: Use conjunctions, adverbs and prepositions to express time, place and cause
WALT: Use and sustain the simple and progressive forms of the present tense
WALT: Use passive verbs to affect the presentation of information
WALT: Structure and plan an explanation

Explanatory Text
WALT: Select vocabulary precisely for effect in independent writing, including conjunctions, adverbs and prepositions
WALT: Use the passive verb form to affect the presentation of information in independent writing
WALT: Use organisational and presentational devices to help the reader to navigate the text
WALT: Edit writing for meaning
WALT: Publish

Testing and analysis (SPAG)
Trip

Maths	Fractions	Fractions	FDP	FDP	Statistics	Testing and analysis	
Science (IPC)							
Geography (IPC)							
History (IPC)	1) What archaeological evidence can you find that survived from the ancient Mayan civilisation? 2) What do we know about the Mayan lifestyle from the artefacts we see?	3) Were the Mayan highly religious people? How do we know? 1) How did the Mayan write and record?	2) What factors may have contributed to the decline of the Mayan empire? 3) What evidence has survived to tell us/historians about Benin and the Edo people?	1) What might it have been like to live in Benin? What jobs did people have? 2) Why is the Igwe Festival important to the beliefs of the Edo People? 3) What events led to the decline and fall of Benin?	1) Why did the Islamic Empire expand? 2) What might it have been like to live in the 'Golden Age' of the Islamic Empire? 3) Which invasions may have led to the fall of the Islamic Empire?	1) Which events do you think were the most important in bringing about the decline of the 'Golden Age'? 2) What lasting influences are there from the empires we have studied?	
Computing (IPC)	E- safety	Smart phone capabilities	Working with location data	Finding a problem to solve	Researching other apps	Pitching an app idea	
RE	How might people express their beliefs? Key question: Is it better to express your beliefs in arts and architecture or in charity and generosity?	What makes a place sacred? Key question: why are some buildings sacred?	How do mosque buildings express Islamic beliefs and values? Key question: why are mosques important?	What examples of religious creativity can we describe? Key question: Is it better to express your beliefs in arts and architecture or in charity and generosity?	How do Christians use art in worship and in remembering Jesus? Key question: What do you admire about works of art?	How do religious charities express generosity? Key question: Why do Muslims think giving money is important?	
PSHE	What is money, including its history, trade and currencies?	How do different jobs require different skills and are paid at different rates? What is deducted from earnings and why? (begin to understand pensions, insurance, tax etc.).	What is the difference between essentials and desires?	How might you plan for the immediate and more distant future? Including the part debt might play and how and why people save.	How do our choices about spending affect our local communities and the wider world?	Why might 'poverty' have different meanings to people in different circumstances?	

MFL	WALT: tell the time in detail, making references to days, hours, quarter past, half past, quarter too.	WALT: describe weekend activities with connectives e.g sports, swimming, clubs, homework.	WALT: listen and respond to conversations about the weekend. AAR Develop conversations to include opinions.	WALT: use connectives to give reasons related to opinion on activities.	WALT: present our weekend to others – produce monologue, rehearse and deliver to class.	WALT: interactive with others confidently talking about our weekend.	
PE	SPECIALIST TEACHING						
Music	SPECIALIST TEACHING						
Art	SPECIALIST TEACHING						