Year 6 Summer 1 Medium Term Plan

	Science	Humanities	RE	Computing
Theme	**Theme: Living Things and their Habitat** **Key skills** ● Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary. ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	**Theme: Crime and Punishment** **Key skills:** •Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •They should note connections, contrasts and trends over time •Develop the appropriate use of historical terms. •They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. •They should understand how our knowledge of the past is constructed from a range of sources.	**Theme: Beliefs and Meaning** **Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** **Key skills:** Inpretating information Showing empathy Investigation Application of research and knowledge Analysis of information **Key knowledge :** To know that Islam is a way of life for Muslims. To know that Allah is God and they should follow the rule set out in the Qur'an. To understand that when judgment day comes, it will be clear to Allah whether they have tried to be good and kind and tried to follow the rules laid out to them so that they go to Heaven and not Hell.	Unit 6.7 Quizzing Key Skills: - To create a picture-based quiz for young pupils. - To use the question types within 2Quiz. - To make a quiz that requires the player to search a database. Key Knowledge: - To know how to create a game in 2Quiz for an audience - Pupils know the different quiz types (multiple choice/ yes or no/ scored/ true false/) **Design, write and debug programs that accomplish specific goals**

		graphs, bar and line graphs.	**Key knowledge:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Crime and punishment and how it has changed over time.		
		● Using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.			
		● Identifying scientific evidence that has been used to support or refute ideas or arguments.			
		Key knowledge:			
		● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.			
		● Give reasons for classifying plants and animals based on specific characteristics.			

Week 1	**S.K.L.O:** To classify different vertebrates into their scientific categories. **W.S.L.O:** To record results of increasing complexity using scientific labels, classification keys and tables. **Key skills:** -Classify animals based upon their characteristics. -Identifying scientific evidence that has been used to support or refute ideas or arguments. **Key knowledge:** - Understand the term 'vertebrate'. -Know that vertebrates have spines and invertebrates do not. - Know key characteristics of 5 vertebrate classifications - birds, mammals, amphibians, reptiles and fish.	**LO: To understand how criminals were punished 800 years ago** **Key skills:** - Make inferences from picture clues - Debate and justify reasoning - Notice patterns and make connections **Key knowledge:** - Understand the inconsistencies in medieval justice - Explain barriers to convicting criminals - Know what the most frequent crimes committed were - Understand how the crimes committed link to what was important in medieval life	**(Engagement lesson)** **LO:** To reflect upon what motivates people to take a certain action **Key skills** Empathy towards actions of other people Reasoning and explaining why one thing could be seen as right by some and not by others. **Key knowledge** Understand the importance of empathising with others. To know that knowing the full story behind something is always needed before jumping to conclusions.	LO: To create a picture-based quiz for young pupils. Key Skills: - To create a picture-based quiz for young pupils. - Share something they have created Key Knowledge: - Know how to create a picture based quiz - Know how to identify an audience -
Week 2	**S.K.L.O:** To understand the classifications of invertebrates **W.S.L.O:** To record results of increasing complexity using scientific labels, classification keys and tables. **Key skills:** - Classify animals based upon their characteristics.	**LO: Explain what the legend of Robin Hood tells us about medieval justice** **Key skills:** - Sequence key events and recall the legend - Make inferences on the legend - Make connections to previous knowledge and current society - Relate our current court system (links back to Into University Royal Courts of	**Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** (Investigation Lesson) **L.O:** To understand how Muslims try to lead a good life **Key skills** Investigation Application	Lesson 2 and 3 LO: To learn how to use the question types within 2Quiz Key Skills: - to make and share a science quiz. Key Knowledge: - Pupils understand the different question types within 2Quiz (multiple

	- Identifying scientific evidence that has been used to support or refute ideas or arguments. **Key knowledge:** - Know the 6 key classifications for invertebrates - arthropods, echinoderms, jellyfish, worms, sponges and mollusks. - Understand that there are more groups than these. - Explain identifying features of each category. - Know some examples of different invertebrates for each category - e.g. starfish = echinoderm, snail = mollusk, spider = arthropod etc..	Justice visit) **Key knowledge**: - Understand that medieval justice favoured the rich and powerful - Know that fleeing justice resulted in a person being declared an outlaw, who could be killed on sight - Explain inequalities that existed in society - Understand that the fear of the consequences was what deters people from committing crimes	**Key knowledge** Muslims pray 5 times a day, facing East to Mecca Fasting in Ramadam To show love and respect to Allah Not eating pork Following modesty dress Children to watch the following clip to aid their memory of "what does is mean to be a good muslim" https://www.bbc.co.uk/bitesize/clips/zwvq6sg	choice etc)
Week 3	**S.K.L.O:** To know who Carl Linnaeus was and learn about his classification system. **W.S.L.O:** To Identify scientific evidence that has been used to support or refute ideas or arguments. **Key skills:** -Identifying scientific evidence that has been used to support or refute ideas or arguments. -Classify animals based upon their characteristics. **Key knowledge:** - Know who Carl Linnaeus was.	**LO:Understand how crimes and punishments changed between 1500 and 1750** **Key skills:** - Make inferences from picture clues - Debate and explain personal opinions/reasoning - Use historical evidence to support reasoning - Identify changes **Key knowledge:** - Become more familiar with crimes and their consequences - whipping, hanging, imprisonment - Understand what a highwayman was - Explain reasons why a man may or may not want to be a highwayman	**Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** Investigation lesson **L.O:** To explore what "Greater Jihad" is **Key skills** Investigation Application **Key knowledge** To know that Jihad means struggle or effort How do Muslms overcome spiritual struggles or efforts to follow the teachings of Allah in their everyday lives. Struggles such as greed, anger, pride, working for social justice is called Greater Jihad.	

	- Explain how living things are classified using the Linnaean system. - Classify living things using the Linnaean system.			
Week 4	**S.K.L.O:** To use taxonomy to explain how organisms are related to each other. **W.S.L.O:** To Identify scientific evidence that has been used to support or refute ideas or arguments. **Key skills:** - Identifying scientific evidence that has been used to support or refute ideas or arguments. -Classify animals based upon their characteristics. **Key knowledge:** - Identify how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. -Evolutionary taxonomy is the most modern way of grouping organisms, it is a development of Linnaeus' system, but is superior because it shows how closely organisms are related to each other.	**LO: To understand why punishments became so bloody in the 18th century** **Key skills:** - Infer from a range of sources - Make links and connections within the subject - Make informed judgements based on historical evidence **Key knowledge:** - Explain what the Bloody Code was and how this increased the number of capital offences - Understand that many offences were quite trivial, usually involving property - Understand and explain the paradox between the increase in crimes but decrease in the amount of executions	**Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** Evaluation lesson **L.O:** To reflect and reason upon the most important ways a Muslim may try to reflect Allah's teachings and what may require the most effort. **Key skills:** Reflection Reasoning Empathy **Key knowledge:** To know that Jihad means struggle or effort How do Muslms overcome spiritual struggles or efforts to follow the teachings of Allah in their everyday lives. Struggles such as greed, anger, pride, working for social justice is called Greater Jihad. Muslims pray 5 times a day, facing East to Mecca Fasting in Ramadam To show love and respect to Allah Not eating pork Following modesty dress Children to carry out a diamond 9 activity to help them process and reflect upon the teachings.	LO: To explore the grammar quiz Key Skills: - To use Text Toolkit Key Knowledge:

Week 5				
	S.K.LO: To be able to classify plants**.** **W.S.L.O:** To record data and results of increasing complexity using scientific diagrams, labels and classification keys. **Key skills:** - Make observations - Use scientific evidence to support classifications **Key knowledge:** - 5 main classifications for plants - conifers, phanerogams, algae, moss, ferns. - Understand characteristics for each classification. - Create a classification key to classify plants.	**LO: To understand and explain the change of crime and punishment within the 19th century** **Key skills:** - Make inferences from a line graph - Form and ask their own enquiry questions **Key knowledge:** - Explain that prisons represented the greatest change in this period - Explain the growth in crime during this period - Understand the growth of prisons and the Police force in this period	**Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** (Expression lesson) **L.O:** To explore what is means to be "righteous" **Key skills** Reasoning Expression Reflection **Key knowledge** To know what righteous means. To explain how this can be seen in everyday life To explain how this can be seen in amuslims everyday life. To understand how righteous may look different to different people, and look different in different lives.	- LO: To design a quiz Key Skills: - To design a quiz that requires the player to search a database Key Knowledge: - To know what a database is (set of data held in a computer)
		LQ: [P4C] Has the way we catch and punish criminals improved in the last 100 years? **Key skills:** - Form and justify personal opinions - Use historical evidence in order to support comments/arguments/opinions - Speculate reasons for the rise and fall in the crime rate **Key knowledge:** - Describe three new types of crime associated with the late 20th and 21st century - Understand and explain the rise in prison population	**Assessment lesson:** **Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?** Children to write their own answers to this question in their books linking back to the three main themes: 1) Can you give examples of times that your choices have been influenced and may have changed when you thought about the consequences that could follow. 2) Can you explain how the belief in Akhirah infleunces Muslim decisions and choices as to how to behave towards God and	LO: To make a quiz Key Skills: - create a quiz show quiz based on a curriculum area. - edit and redesign their quizzes appropriately. Key Knowledge: - Pupils know the different quiz types (multiple choice/ yes or no/ scored/ true false/)

			other people	
			3) What motivates or influences you to lead a good life and compare this to what motivates and influences Muslims.	