

Medium Term Plan	Year 6		Term 1		Theme 3Bs	
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Main hook - Experienceology

Visit from Trooper Potts Trust.

Areas of learning

As **Historians**, we will be finding out about how the local area, Reading, has changed over time. We will have an understanding of the importance of the 3Bs and we will research into the life of Trooper Potts. A local history study of Reading from Saxon times to present day with a focus on what Reading is famous for: Beer, Biscuits and Bricks.

As **Geographers**, we will be looking the local area, Reading. We will be describing where it is in the UK. We will be using maps, Google Earth and photographs to help us describe the local area we live in. We will be reading four and six figure grid references to describe and locate various different points of interest, before drawing our own map complete with map symbols and key.

As **Scientists**, we will be: classifying living things; understanding how and why living things are classified into groups/species and learning about the history of classification.

As **Artists**, we will learn about traditional canal boat art and the techniques used. We will use this as inspiration to design and create our own.

Confident Individuals	Responsible Citizens		
Enterprise	Environment	Spiritual and Moral	Communities
<p>As enterprising people we will:</p> <p>Research, design, make & evaluate: a biscuit tin based on trip to Reading Museum and learning about Huntley & Palmers.</p> <p>We will consider how the design of a biscuit tin will encourage people to buy it.</p>	<p>As people concerned with our environment we will:</p> <p>Explore how the canals supported Readings infrastructure over history.</p> <p>Litter picking the local area to improve the environment in which we live.</p>	<p>In our spiritual and moral development we will:</p> <p>Bravery and courage of Trooper Potts and Arthur Andrews.</p> <p>Explore the history of the Reading Abbey and monastery.</p>	<p>As members of a community we will:</p> <p>Explore our local council and what it does.</p> <p>Litter picking the local area to improve the environment in which we live.</p>

Learning across the curriculum

Using Communication – English Links, MFL	Using Mathematics – links to other subjects	Using ICT and E-Safety Opportunities
<p>Reading (including love of reading)</p> <ul style="list-style-type: none">• Reading books on local history <p>Writing (including free writing)</p> <ul style="list-style-type: none">• Persuasive letter to the council• Group project work – non chronological report writing.• Science link – Biography of Georges Mendel <p>Listening and responding</p> <ul style="list-style-type: none">• Visit from Trooper Potts Trust and Reading College.	<ul style="list-style-type: none">• Timelines• Co-ordinates• 3D shape / volume• Area and perimeter	<ul style="list-style-type: none">• Google Earth• Research using iPads

Subject Key Skills			
History, geography and citizenship	Science and design technology	Art, music and drama	PSHE, RE, R-Time
<p>Investigate Undertake field trip to Reading town centre and Reading Museum to access primary and secondary sources of information for research project.</p> <p>Analyse Use books, the internet and other generation family members to find out more information about the history of Reading for their project.</p> <p>Communicate With a partner or part of a small group, decide on a research project of one element of the History of Reading. Present their findings in a way of their choice.</p>	<p>Generate ideas Explore the characteristics of living things to generate ideas about how to classify them.</p> <p>Explain Explain why a particular animal is classified as it is by referring to its characteristics.</p>	<p>Explore Explore, investigate and experiment from a range of instruments.</p> <p>Create Create, design, devise, compose and choreograph individual and collective work with recorders and xylophones.</p> <p>Improvise Improvise, rehearse and refine in a piece (Charanga – Rock music unit)</p> <p>Present Present and perform their piece.</p> <p>Evaluate Evaluate and critique their own and other people's performances.</p>	<p>Reflect and Evaluate Reflect on how Muslims show commitment to God.</p> <p>Do religious people lead better lives?</p> <p>Communicate R-Time activities which focus on being part of a community.</p>

Personal Development – Curriculum Drivers		
Independent Learning	Possibilities – making the impossible possible	Emotional Awareness
Analysing information Working collaboratively Showing curiosity Researching	Use experienceology to explore how Trooper Potts saved Arthur Andrews in the Crimea.	Negotiate, respecting others' views and roles

Decision making Selecting information from a variety of resources	Possibility of bringing amount change by talking to the council.	
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