

Year 6 / Summer 1 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5
				SATS Week	
Reading	<p>Exploring Poetry analysing figurative language and hidden meaning and inferring from the text</p> <p>Text: range of non-fiction SATs papers</p> <p>Whole Class text: The Secret Garden/ Five children and it</p>	<p>Answering extended questions Questions: 'find evidence, how do you know?, make comparisons between x and y'</p> <p>Text: range of non-fiction SATs papers</p> <p>Whole Class text: The Secret Garden/ Five children and it</p>	<p>Exploring Characters Analysing character perceptions and identification of motives/feelings e.g 'What impression do you get of (name) and why'</p> <p>Text: range of non-fiction SATs papers</p> <p>Whole Class text: The Secret Garden/ Five children and it</p>		<p>Exploring information texts</p> <p>Comparison of sports texts</p> <p>comparing language, biased and non-biased, live commentaries etc.</p> <p>Types of text: commentaries, news reports for local and national teams, range of sports and audiences (football vs. cricket)</p>
Writing	<p>Writing a diary entry</p> <p>Editing and uplevelling diary entry</p> <p>Editing success criteria: Structure and paragraph content, Cohesion across paragraphs and within sentences, emotive language, first person, range of tenses</p>	<p>Writing a diary entry</p> <p>Editing and uplevelling diary entry</p> <p>Editing success criteria: Expanding sentences and noun phrases, constructing more detailed paragraphs, time and place adverbials, 'show me don't tell me' techniques</p>	<p>Completing second drafts of:</p> <p>Diary entry Newspaper Persuasive Letter</p> <p>Editing checks: spelling, range of punctuation used correctly, writing for purpose, formal/ non-formal writing</p>		<p>Writing a non-chronological report</p> <p>Writing a report on a sporting event</p> <p>Success criteria: bullet points, formal language, sporting lingo, subheadings, paragraphs and organisation</p>
Grammar & Punctuation	<p>Punctuation revision</p> <p>Revising punctuation for purpose and effect including apostrophes for contraction and possession and accurate use of speech marks: ; ; ... () ' " " ! ?</p>	<p>Sentence revision</p> <p>Revising identification and construction of sentence types and phrases: relative, embedded and subordinate clauses, adverbial phrases, statements, commands, exclamations and questions</p>	<p>Writing for purpose revision</p> <p>To revise standard and non-standard English and formal and informal English</p>		<p>Using formal grammar within informative writing</p> <p>Exploring and understanding the use of formal vocabulary, topic specific lingo, bullet points and subheadings</p>
Spelling & H-writing	<p>Prefixes with a negative meaning: Un, Dis and Mis</p> <p>Handwriting: formation of spelling rule words</p>	<p>Prefixes: sub, inter, suprt, anti, auto, in, im and ir and their meanings</p> <p>Handwriting: formation of spelling rule words</p>	<p>Review 20 year 6 spelling rules with unseen tests</p> <p>Handwriting: formation of spelling rule words</p>		<p>Suffixes: ation, ly, sure and ture</p> <p>Handwriting: formation of spelling rule words</p>
Maths	<p>Maths review</p> <p>Arithmetic: percentages of amounts, converting between decimals and percentages,</p>	<p>Maths review</p> <p>Arithmetic: negative numbers, adding and subtracting across zero, fraction calculations</p>	<p>Maths review</p> <p>Arithmetic: multiplying and dividing by 10, 100 and 1000</p>		<p>Constructing and analysing tables and charts to inform non-chronological report.</p>

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	<p>converting between units of measurements.</p> <p>Review ratio of shapes and amounts</p>	<p>Review fractions of amounts and shapes within multi step word problems</p>	<p>Review reading statistics, tables and a range of charts</p>		
History					
Geography	<p>Human and physical Geography</p> <p>Describe and understand key aspects of human geography including trade between UK and the rest of the world.</p> <p>To play a trading game, which highlights trading with other countries.</p>	<p>Human and physical Geography</p> <p>Looking at plate tectonics and the pacific ring of fire.</p> <p>To label the continents and draw on the tectonic plates and label key volcanoes on a world map. To devise a key to identify what has been labelled.</p>	<p>Human and physical Geography</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Choose a volcano situated in an ocean - draw a cross-section. Draw other features found around volcanoes under water and label.</p>		<p>Human and physical Geography</p> <p>Create a presentation (Computing link) explaining the features of a volcano and earthquakes. Use maps, atlases and globes to identify countries and cities.</p>
Art & Design	<p>Ancient Greece Pottery and Greek sculptures</p> <p>Introduce students to Greek art discussing the influence their architecture, sculpture, painting, pottery and jewelry making had on art throughout the world e.g their influence on the Renaissance artists.</p>	<p>Ancient Greece Pottery and Greek sculptures</p> <p>Observe and draw examples of Greek designs on pottery in sketchbooks moving onto experimenting with charcoal and ink.</p>	<p>Ancient Greece Pottery and Greek sculptures</p> <p>Using observations and explorations from previous weeks, children to design their own pottery influenced by Greek architecture and sculptures.</p>		<p>Ancient Greece Pottery and Greek sculptures</p> <p>To create their own Greek style pottery based on their designs. Children to think about the traditional subject matter used. Final piece to be mixed media.</p>
DT					
Music	<p>Harmony and playing as an ensemble</p> <p>To explore the notes that make a major triad</p>	<p>Harmony and playing as an ensemble</p> <p>To explore the notes that make a minor triad</p>	<p>Harmony and playing as an ensemble</p> <p>Playing as an ensemble using the chords within C major: Tonic, subdominant and dominant</p>		<p>Harmony and playing as an ensemble</p> <p>Playing as an ensemble using the chords within C major: Tonic, subdominant and dominant</p>
PSHE	<p>Relationships</p> <p>To identify the most significant people in my life so far.</p> <p>To understand how it feels to have people in life that are special.</p>	<p>Relationships</p> <p>To know that some of the feelings that surface when someone dies.</p> <p>To use strategies to manage feelings associated with loss and help others to do this too.</p>	<p>Relationships</p> <p>To understand that there are different stages of grief and types of loss that cause different people to grieve.</p>		<p>Relationships</p> <p>To recognise when people are trying to gain power or control.</p> <p>To demonstrate ways in which one could stand up for themselves in certain situations.</p>

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			To recognise when they are feeling certain emotions and learn how to manage these.		
RE	<p>How do different religions and world views create celebrations?</p> <p>Why do we have celebrations?</p> <p>What is special about celebrations in Islam?</p>	<p>How do different religions and world views create celebrations?</p> <p>What is special about celebrations in Christianity?</p> <p>Can I compare and contrast a Muslim celebration with a Christian celebration?</p>	<p>How do different religions and world views create celebrations?</p> <p>Is it okay to take part in the celebrations of other religions?</p>		<p>How do different religions and world views create celebrations?</p> <p>How can we make a celebration inclusive to everyone?</p>
Computing	<p>Lego robotics: Design and program a human robot</p> <p>Design: Children to look at virtual reality bots. Children to decide which sections of human body they would like to try and recreate and which parts of the EV3 set they will use to control the robot.</p>	<p>Lego robotics: Design and program a human robot</p> <p>Make: Children to work in teams to create sections of the robot at a time, focusing on human movements as much as possible</p>	<p>Lego robotics: Design and program a human robot</p> <p>Program: Program EV3 blocks to work including using sensors (touch, sound, light, distance...) e.g. (move arm when touch sensor is pressed)</p>		<p>Lego robotics: Design and program a human robot</p> <p>Evaluation: To evaluate product commenting on process and methods of improvement.</p>
Science	<p>Electricity and circuits</p> <p>To recognise and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p>Electricity and circuits</p> <p>To design and create a burglar alarm.</p> <p>Children to use their understanding of electric circuits and the effect of changing a component in order to make a functioning burglar alarm.</p>	<p>Electricity and circuits</p> <p>To design and create a set of traffic lights.</p> <p>Children to use their understanding of electric circuits and the effect of changing a component in order to make a functioning set of traffic lights.</p>		<p>Electricity and circuits</p> <p>To design and create a set of traffic lights.</p> <p>Children to use their understanding of electric circuits and the effect of changing a component in order to make a functioning set of traffic lights.</p>
PE	<p>Throwing Event: Shot Put - how to throw a shot put using the explosive strength release method. (pushing not throwing)</p>	<p>Track: 50M sprint times trials and racing against each other in groups (mixed ability)</p>	<p>Track 400M middle distance running times trials and racing against each other in groups (mixed ability)</p>		<p>Track 600M middle distance running times trials and racing against each other in groups (mixed ability)</p>