



## Year 6 Medium Term Plan

### Summer 1 – Celebrating Individuality

	Week 1 W/B 15 <sup>th</sup> Apr	Week 2 W/B 22 <sup>nd</sup> Apr	Week 3 W/B 29 <sup>th</sup> Apr	Week 4 W/B 6 <sup>th</sup> May	Week 5 W/B 13 <sup>th</sup> May	Week 6 W/B 20 <sup>th</sup> May
<b>Events / Info</b>	<b>Mock SATS Week</b>		Spelling Bee	Bank Holiday Monday	<b>SATS Week</b>	Macbeth – Play in a Day 21.5.24 Auditions for Production Class photographs 23.5.24/24.5.24 Soloist concert 24.5.24
<b>English</b>	<b>Mock SATS Week</b>  Continue Reading: Wonder	Grammar focus:  Free write to consolidate grammar- based on an image	Grammar focus:  Free write to consolidate grammar- based on a video	Figurative language Vocabulary choices Range of punctuation 1 <sup>st</sup> /3 <sup>rd</sup> person	<b>SATS Week</b>	Wonder: Continuing the story  Features of story writing Plan, write and edit their continuing the story
<b>Grammar</b>	<b>Mock SATS Week</b>	Verb tenses Punctuation (parenthesis, colons, semi colons, hyphens and dashes) Modal verbs	Direct/indirect speech Word families Synonyms/Antonyms Active/passive  Revision of topics for SATs	Figurative language Vocabulary choices Range of punctuation 1 <sup>st</sup> /3 <sup>rd</sup> person	<b>SATS Week</b>	Direct/indirect speech Figurative language Informal writing Punctuation for effect

<b>Guided Reading Focus</b>	Wonder by RJ Palacio Part Four (pages 158-185) Mixed skills comprehension practise	Wonder by RJ Palacio Part Five Mixed skills comprehension practise	Wonder by RJ Palacio Part Six Mixed skills comprehension practise	Wonder by RJ Palacio Part Seven Mixed skills comprehension practise	<b>SATS Week</b>	Wonder by RJ Palacio Part Eight Mixed skills comprehension practise
<b>Maths</b>	<b>Mock SATS Week</b>	Arithmetic practice (fractions)  Mixed reasoning practice (fractions, decimals and percentages)	Arithmetic practice (division and percentages of an amount)  Mixed reasoning practice (4 operations and measures problems)	Arithmetic practice (addition/subtraction inc. decimals)  Mixed reasoning practice (statistics, geometry and position/direction problems)	<b>SATS Week</b>	Themed projects, consolidation and problem solving activities (Nrich)
<b>Science Electricity</b>	To know where electricity comes from. To know the symbols used when representing a simple circuit To know how to make a simple circuit and explain how a switch works.  <b>Scientific enquiry: Research</b>	To know how to make a bulb light up. To be able to explain (using simple models) what is happening in an electrical circuit. To be able to communicate ideas using scientific vocabulary. To explain what is happening when a circuit is changed. To create simple circuits and identify the changes that occur when components are added, removed or changed.  <b>Scientific enquiry: Comparative and Fair testing. Observation and</b>	To know how to make a bulb light up. To be able to explain (using simple models) what is happening in an electrical circuit. To be able to communicate ideas using scientific vocabulary. To explain what is happening when a circuit is changed. To create simple circuits and identify the changes that occur when components are added, removed or changed.  <b>Scientific enquiry: Comparative and Fair testing Use observations to draw conclusions.</b>	To be able to plan a fair test. To be able to construct circuits with more than one bulb. To know the effect on the brightness of bulbs of connecting them in series. To explain what is happening when a circuit is changed. To create simple circuits and identify the changes that occur when components are added, removed or changed. To make a switch to control a simple circuit.  <b>Scientific enquiry: Comparative and Fair testing</b>	<b>SATS Week</b>	To apply knowledge of how to build a circuit to their creation of fairground ride (link to DT)  <b>Scientific enquiry: Ask questions that can be investigated scientifically and decide how to find answers. Think about what might happen or try things out when deciding what to do, what evidence to collect, and what equipment and materials to use.</b>

		measurement.		Use observations to draw conclusions		
<b>Computing</b> <i>We are Connected</i>	To investigate how to access the blogging platform. (School Spider)	I can identify features of a blog.	I can write a plan to support creating a blog.	To create a blog.	I can manage comments and write replies.	I can evaluate my blog.
<b>Geography</b> <i>Asia</i>	An introduction to Asia and to recognise some of the shapes of countries. To locate Asia on a world map. To locate countries in Asia.	To identify a range of Asia's physical features	To identify a range of Asia's human features	To compare key facts about a country in Asia with our country (or region)	To use a map of time zones around the world to calculate the time of day in different countries in Asia	To research and summarise what I have learnt about a chosen country in Asia.  To name and locate some of the countries and cities of the world
<b>R.E.</b> <i>Zoroastrianism</i>	<b>What is the significance of good and evil in Zoroastrianism?</b>  I can outline the fundamentals facts of the Zoroastrian faith and I can reflect on how I could be wise.	<b>What is the significance of good and evil in Zoroastrianism?</b>  I know about the life and teachings of the Prophet Zarathustra.	<b>What is the significance of good and evil in Zoroastrianism?</b>  I understand that Ahura Mazda (God) and the Amesha Spentas are the sources of goodness in the world.	<b>What is the significance of good and evil in Zoroastrianism?</b>  I know the Zoroastrian teaching about Angra Mainyu and the presence of evil in the world.	<b>What is the significance of good and evil in Zoroastrianism?</b>  I can trace the history of the Zoroastrians /Parsees from Zarathustra to the present day.	<b>What is the significance of good and evil in Zoroastrianism?</b>  Assessment
<b>PSHE</b> <i>Relationships</i>	<b>What is Mental Health?</b>  I know that it is important to take care of my mental health.	<b>Coping with mental health</b>  I know how to take care of my mental health.	<b>Love and loss</b>  I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.	<b>Power and control</b>  I can recognise when people are trying to gain power or control.	<b>Being Online: Real or Fake? Safe or Unsafe?</b>  I can judge whether something online is safe and helpful for me.	<b>Using Technology Responsibly</b>  I can use technology positively and safely to communicate with my friends and family.

<b>DT</b> <i>Construction</i>	To look at a range of familiar products that use rotating parts.	To investigate ways of using electrical motors to create rotating parts	To be able to design a fairground ride with a rotating part.	To be able to make a fairground ride following a design.	To be able to make a fairground ride following a design.	To evaluate my fairground ride.
<b>French</b>	Revision	Introduce 'places in town' vocabulary.	Learn how to say what there is and isn't in our town.	Learn to talk about what activities we can and cannot do in our town.	Learn how to give directions.	Learn how to use the verb 'to go' in the present tense and use the correct preposition for each place.
<b>Music</b>		To combine layers of rhythmic patterns in the style of Samba	To play off-beat rhythms in the style of Bossa Nova	To identify the expressive use of musical elements in a Brazilian orchestral piece of music	To develop an understanding of the origins of the Blues	Demonstrate an understanding of the 12-bar Blues structure
<b>P.E. Indoor</b> <i>Fitness</i>	To develop an awareness of what your body is able to do.	To develop speed and stamina.	To develop strength using my own body weight.	To develop co-ordination through skipping.	To perform actions that develop agility.	To perform actions that develop agility.
<b>P.E. Outdoor</b> <i>Cricket</i>	To develop throwing accuracy and catching skills under pressure.	To develop placement of a ball into space.	To develop consistency of catching to get opponents out.	To develop overarm bowling technique and accuracy.	To develop a variety of fielding techniques and use them within a game.	To further develop fielding techniques and apply them to a game situation.