

Summer Half Term Plan 6 2022

Subject	Weekly detail					
<p style="text-align: center;">WRITING: composition</p> <p>Weeks 1 brought over from HT5. Not completed due to SATs</p> <p>Real-life discussion</p>	<p>Week 1</p> <p>Discussion</p> <p>To Write a discussion letter</p> <p>To edit and improve writing</p> <p>Discussion letter in response to Mr Holder email.</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>En6/3.3c Evaluate and edit by:</p>	<p>Week 2</p> <p>Non-chronological report – Kingswood activity centres</p> <p>To identify features of a non-chronological report</p> <p>To identify purpose of explanation</p> <p>To plan an explanation text</p> <p>Find real life examples of explanation to give purpose and meaning. FOCUS on diff between instructions and explanation</p> <p>Ch work in mixed ability pairs to create piece</p> <p><u>Curriculum Links:</u></p>	<p>Week 3</p> <p>Non-chronological report Kingswood activity centres</p> <p>To write a non-chronological report</p> <p>To present my writing</p> <p>Ch work in pairs to create piece</p> <p>Present in form of nature programme</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure</p>	<p>Week 4</p> <p>Non-chronological report Kingswood activity centres</p> <p>To write a non-chronological report</p> <p>To present my writing</p> <p>Ch work in pairs to create piece</p> <p>Present in form of nature programme</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Week 5</p> <p>Biography (fictional character)</p> <p>To empathise with a character</p> <p>To use imagination to create back-story</p> <p>To research and make notes</p> <p><u>Outcomes:</u> (Focus on Mr Tom Oakley from Goodnight Mr Tom)</p> <p>Discussion on What could his life have been like?</p> <p>Drama – act out one key event from Mr Tom life</p> <p>Life-line for Mr Tom with detailed key events to use as “facts”</p> <p><u>Curriculum Links:</u></p> <p>EN6 2.2b: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>En6/1d articulate and justify answers, arguments and opinions</p>	<p>Week 6</p> <p>Biography</p> <p>To identify and explain features biography</p> <p>To plan a biography</p> <p><u>Outcomes:</u></p> <p>List features of biography</p> <p>Reading and annotate other biographies</p> <p>Create “features” posters to aid writing</p> <p>Plan of Mr Tom biography</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3a Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>

	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En6/3.3d proofread for spelling and punctuation errors</p>	<p>En6/3.3a Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>text and to guide the reader</p> <p>En6/3.3c Evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En6/3.3d proofread</p>	<p>using further organisational and presentational devices to structure text and to guide the reader</p> <p>En6/3.3c Evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En6/3.3d proofread</p>	<p>En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>EN6 2.2b: asking questions to improve their understanding</p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
Links:						
WRITING:VGP	Relative Pronouns Relative clauses	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Passive Tense Past tense	Passive Tense Past tense

	Relative clauses beginning with <i>who, which, were, when, whose, that</i> or an omitted relative pronoun. Commas in lists Commas to separate items in a list Commas to clarify meaning Commas to clarify meaning or avoid ambiguity.	Inverted commas Adverbials/adverbial phrases Expanded noun phrases Inverted commas Adverbials/adverbial phrases Expanded noun phrases Subjunctive form Parenthesis Colon Dash Semi-colon Heading/bullet points Parenthesis Colon Dash Semi-colon Past tenses Expanded noun phrases Colon Dash Semi-colon Passive/active voice Past tense Past progressive tense Past perfect tense	Inverted commas Adverbials/adverbial phrases Expanded noun phrases Inverted commas Adverbials/adverbial phrases Expanded noun phrases Subjunctive form Parenthesis Colon Dash Semi-colon Heading/bullet points Parenthesis Colon Dash Semi-colon Past tenses Expanded noun phrases Colon Dash Semi-colon Passive/active voice Past tense Past progressive tense Past perfect tense	Inverted commas Adverbials/adverbial phrases Expanded noun phrases Inverted commas Adverbials/adverbial phrases Expanded noun phrases Subjunctive form Parenthesis Colon Dash Semi-colon Heading/bullet points Parenthesis Colon Dash Semi-colon Past tenses Expanded noun phrases Colon Dash Semi-colon Passive/active voice Past tense Past progressive tense Past perfect tense	Past perfect Past progressive Direct speech Indirect speech Subjunctive mood Colons for lists Semi colons, commas and hyphens for parenthesis	Past perfect Past progressive Direct speech Indirect speech Subjunctive mood Colons for lists Semi colons, commas and hyphens for parenthesis
WRITING: Spelling						
Links:	hindrance identity	hindrance identity	opportunity parliament	opportunity parliament	sacrifice secretary	sacrifice secretary

	<p>immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur</p> <p>Spelling Patterns: Words with the 'ee' sound spelt ei after c. deceive conceive ceiling receipt receive perceive conceit deceit</p>	<p>immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur</p> <p>Spelling Patterns: Words with silent letters. climb thumb scent fascinate sandwich Wednesday Autumn hymn gnome</p>	<p>persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm</p> <p>Spelling Patters: Words containing 'ough' grapheme. bought tough cough although through sought plough rough</p>	<p>persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm</p> <p>Spelling Patterns: Homophones and other words often confused. father/farther guessed/guest practise/practice morning/mourning profit/prophet stationary/station ery steal/steel sort/sought anti-/auntie reign/rain</p>	<p>shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p> <p>Spelling Patterns: Words with silent letters. bustle often chaos character knee knead receipt pneumonia sword wrist</p>	<p>shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p> <p>Spelling Patterns: Words containing 'ough' grapheme. nought thoughtful trough afterthought enough dough though fought</p>
Writing Transcription	<p>Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.</p> <p>En6/3.2 Handwriting and Presentation Pupils should be taught to write legibly , fluently and with increasing speed by:</p>					

	<p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>
<p>READING: Comprehension</p>	<p>Novel Study: Skellig</p> <p>En6/2.2 Comprehension</p> <p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>En6/2.2b understand what they read by</p> <ul style="list-style-type: none"> i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning <p>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En6/2.2d distinguish between statements of fact and opinion</p> <p>En6/2.2e retrieve, record and present information from non-fiction</p> <p>En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>En6/2.2h provide reasoned justifications for their views.</p>

<p>MATHS</p> <p>Unit 14: Problem solving – unfinished from previous half-term brought over to this half-term.</p>	<p>Unit 14: Problem solving</p> <p>Lesson 8 LO: To use knowledge of percentages to solve a range of problems.</p> <p>Lesson 9 LO: To use representations to show a ratio and make use of multiplication facts to help scale quantities.</p> <p>Lesson 10 LO: To calculate time intervals and convert between units of time to solve problems.</p>	<p>Lesson 11 LO: To solve problems about time involving two or more steps by converting between units of time to calculate and compare.</p> <p>Lesson 12 LO: To solve problems using coordinates in all four quadrants applying knowledge of the properties of shapes to reason about the coordinates of vertices.</p> <p>Lesson 13 LO: To use knowledge of angles and shapes to reason about missing angles.</p>	<p>Lesson 14 LO: To use knowledge of angles and shapes to reason about missing angles.</p> <p>Unit 9: Algebra</p> <p>Lesson 1 LO: To find a simple rule for a formula</p> <p>Lesson 2 LO: To find a simple rule for a formula</p>	<p>Lesson 3 LO: To use simple formula to solve a rule</p> <p>Lesson 4 LO: To use simple formula to solve a rule</p> <p>Lesson 5 LO: To use simple formula to solve a rule</p>	<p>All Maths for year 6 complete – problem solving – maths investigations etc as well as a range of skills practiced to keep maths fresh for Year 7</p>	<p>All Maths for year 6 complete – problem solving – maths investigations etc as well as a range of skills practiced to keep maths fresh for Year 7</p>
<p>Links:</p>						
<p>CALCULATION</p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>	<p><i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for year 7</i></p>
<p>Links:</p>						
<p>SCIENCE</p>	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>
<p><u>Evolution and inheritance</u></p>	<p><u>Learning objective:</u> To investigate adaptation due to environmental pressures.</p>	<p><u>Learning objective:</u> To investigate how changes that happen by chance can give advantages that allow plant &</p>	<p><u>Learning objective:</u> To know that adaptations have both advantages and disadvantages.</p> <p><u>Outcome:</u></p>	<p><u>Learning objective:</u> To know how some animals, survive the winter.</p> <p><u>Outcome:</u></p>	<p><u>Learning objective:</u> To know which washing product is best.</p> <p>Test a selection of different washing products for their effectiveness on particular stains.</p>	<p><u>Learning objective:</u> To investigate colour wheels and optical illusions.</p> <p>Create colour wheels to observe what happens as</p>

	<p>Labelling adaptations of various animals to their habitats - focus on extreme habitats.</p> <p>Outcome: To produce a poster detailing adaptations of different animals to survive in their different habitats.</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>animals to survive better in their environment.</p> <p>Investigation variation in different breeds of dogs -selective breeding.</p> <p>To assess knowledge.</p> <p>Outcome: To identify positive and negative adaptations of particular animals and to investigate how selective breeding by humans has altered dog breeds</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that</p>	<p>To create an information sheet about how a particular animal has adapted to survive the winter conditions.</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Have researched how particular species survive the winter. Create a poster and feedback the information to the class.</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Outcome: To know which washing product works best on which type of stain ad at what temperature.</p> <p>Photographic evidence of the results.</p>	<p>spin colours of the spectrum.</p> <p>How can optical illusions deceive the brain?</p> <p>Outcome: Explain how their colour wheel works and what they are observing and why when looking at different optical illusions.</p>
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		adaptation may lead to evolution.				
<p>ART & DESIGN</p> <p>Continued from previous half-term Focus on Japanese artist Hokusai and link the artwork to natural disasters.</p>	<p>Week 1</p> <p>LO: To know who Kokusai was and the type of artwork he produced.</p> <p>Children will use various resources to collect information about the artists and collect various pencil sketches copying his style.</p> <p>Outcome: Children know who Hokusai was and have produced 3 sketches mimicking the subjects and styles he used.</p>	<p>Week 2</p> <p>LO: To collect and record examples of Hokusai's work.</p> <p>Children will use sketchbooks to collect and record visual information from different sources.</p> <p>Outcome: Children have sketched examples of some of Hokusai's WAVE and VOLCANO water colours.</p>	<p>Week 3</p> <p>To sketch and then paint a water-colour depicting a natural disaster.</p> <p>Children will work to develop their own style of drawing painting.</p> <p>Children will control the types of marks made and experiment with different effects and textures using washes and using thickened paint to create textural effects.</p> <p>Children will mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Outcome: Children have painted a water-colour depicting either an erupting volcano or a tsunami-like tidal wave.</p>	<p>Week 4</p> <p>To sketch and then paint a water-colour depicting a natural disaster.</p> <p>Children will work to develop their own style of drawing painting.</p> <p>Children will control the types of marks made and experiment with different effects and textures using washes and using thickened paint to create textural effects.</p> <p>Children will mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Outcome: Children have painted a water-colour depicting either an erupting volcano or a</p>		

				tsunami-like tidal wave.		
Links:						
COMPUTING	1	2	3	4	5	6
Links:						
DESIGN & TECHNOLOGY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><u>Curriculum Links across term:</u> Geography – Natural Disasters Art – Greek sandals</p> <p>DT2/1.4a Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b Technological Knowledge understand and use mechanical systems in their products</p>	<p>ANALYSE</p> <p>LO: To understand how air can make things move</p> <p>Outcome: Children are able to explain (orally and in writing)) how are is used to move objects.</p>	<p>ANALYSE</p> <p>LO: To understand how pneumatic systems work</p> <p>Outcome: Children will have assembled simple pneumatic systems.</p>	<p>DESIGN</p> <p>LO: To design an erupting volcano</p> <p>Outcome: Children will have made annotated sketches explaining how their model will work.</p>	<p>MAKE</p> <p>LO: To make an erupting volcano</p> <p>Outcome: In teams the children will have made a working model of an erupting volcano selecting the correct materials and tools to complete the project.</p>	<p>MAKE</p> <p>LO: To make an erupting volcano</p> <p>Outcome: In teams the children will have made a working model of an erupting volcano selecting the correct materials and tools to complete the project.</p>	<p>MAKE</p> <p>LO: To make an erupting volcano</p> <p>Outcome: In teams the children will have made a working model of an erupting volcano selecting the correct materials and tools to complete the project.</p>
Links:						
GEOGRAPHY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Links:</p> <p>Carrying on from previous HT due to SATs</p>	<p>LO: To understand the positive and negative impact of volcanoes.</p> <p>Outcome: Children have produced a</p>	<p>LO: To understand what happens when an earthquake occurs.</p> <p>Outcome: Children have written an</p>	<p>LO: To understand how human activity can affect nature (linked to bush fires).</p>			

	leaflet detailing the positive and negative impacts of volcanoes and what people can do about these impacts.	explanation text detailing what happens when an earthquake occurs. They have also listed what actions need to be taken to survive earthquakes.	Outcome: Children are aware of how global warming can increase the likelihood of large fires and what can be done to limit this impact.			
HISTORY	1	2	3	4	5	6
Links:						
MFL						
Links:						
PE	1	2	3	4	5	6
Remaining Hockey brought over from previous half-term PE2/1.1b Hockey	PE2/1.1e Off site orienteering (Kingswood trip) Develop and refine orienteering and problem-solving skills when working in groups and on their own Decide what approach to use to meet the challenge set Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing Adapt their skills and understanding as they move from	PE2/1.1d Dance (Morris Dancing for Jubilee) Explore, improvise and combine movement ideas fluently and effectively Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances Prepare effectively for dancing Understand how a dance is formed and performed	Remaining PE2/1.1b Hockey 1. To be able to tackle correctly 2. To be able to defend 3. Understand, choose and apply a range of tactics and strategies for defence and attack more consistently	Remaining PE2/1.1b Hockey 1. To evaluate own skills and create drills to work on developing weaknesses 2. To understand tactics in hockey 3. Learning to lead and referee	Remaining PE2/1.1b Hockey 1. To be able to play as part of a team in a hockey match 2. Learning to lead and referee	Remaining PE2/1.1b Hockey 1. To be able to play as part of a team in a hockey match 2. Learning to lead and referee

	familiar to unfamiliar environments (local park)					
RE	1	2	3	4	5	6
	<p>Will I make a difference to the world in my life?</p> <p><u>Learning objective:</u> To apply ideas about community, fairness and justice for themselves To consider the challenges of belonging to the Muslim or Christian faith with regard to wealth and poverty.</p> <p><u>Outcome:</u> What can they do that will make a difference to people in: a) Family</p>	<p>How do global religious charities use the web? Could they do better?</p> <p><u>Learning objective:</u> To evaluate the ways in which charity websites work for themselves.</p> <p><u>Outcome:</u> Pupils to evaluate the two websites. What are the websites trying to</p>	<p>How can I express my ideas about unfairness in our world through a creative piece of work?</p> <p><u>Learning objective:</u> To plan and make a piece of creative work that expresses ideas about fairness and justice To relate their own ideas to the work and think of Christian Aid and Islamic Relief thoughtfully.</p> <p><u>Outcome:</u> Express their ideas through art.</p>	<p>How can I express my ideas about unfairness in our world through a creative piece of work?</p> <p><u>Learning objective:</u> To plan and make a piece of creative work that expresses ideas about fairness and justice To relate their own ideas to the work and think of Christian Aid and Islamic Relief thoughtfully.</p> <p><u>Outcome:</u> Express their ideas through poetry or story.</p>	<p>What have I learned about the two charities? Will it make a difference to me?</p> <p><u>Learning objective:</u> To plan a short presentation to express their own views and responses to issues of poverty and injustice, in the light of religious understanding.</p> <p><u>Outcome:</u> Planning of the presentation, collaborative working as a group to collect and record their ideas</p>	<p>What have I learned about the two charities? Will it make a difference to me?</p> <p><u>Learning objective:</u> To deliver a presentation to express their own views and responses to issues of poverty and injustice, in the light of religious understanding.</p> <p><u>Outcome:</u> Presenting the presentation and answering any questions their peers may have.</p>

	b) Community c) Country d) world	achieve? What use are they? Could the digital content be improved? They might use these criteria, giving marks out of ten for each.				
RSHE PSHE						
Links: P4 Why do some people take drugs will need to move to HT6 due to time constraints.	<p>Week 1 Physical health</p> <p>P4 Why do some people take drugs?</p> <p>LO: To know that some drugs are good and some aren't.</p> <p>Outcome: Children know some of the drugs that help us.</p>	<p>Week 2 Physical health</p> <p>P4 Why do some people take drugs?</p> <p>LO: To understand some reasons why people take recreational drugs and the risks of taking them (drugs, alcohol and tobacco).</p> <p>Outcome: Children produce a presentation detailing the risks of drugs.</p>	<p>Week 3 Physical health</p> <p>P6: How do I save a life?</p> <p>LO: To identify common hazards and know some basic first aid techniques.</p> <p>Outcome: Children complete list entitled How Do I Save a Life?</p>	<p>Week 4 Physical health</p> <p>P6 How do I save a life?</p> <p>LO: To know when and how to make a 999 phone call.</p> <p>Outcome: Children create a role play dealing with saving someone in an emergency and contacting relevant services.</p>	<p>Week 5 Growing up: puberty</p> <p>G2: How will my feelings change as I get older?</p> <p>LO: To understand the emotional and mental changes people go through during puberty.</p> <p>Outcome: Children have an opportunity (anonymously if they wish) to voice things they have heard about puberty. Honest discussion as a class.</p>	<p>Week 6 Growing up: puberty</p> <p>G3: How do I stay clean as I get older?</p> <p>LO: To know the changes that occur during puberty and how to maintain my personal hygiene.</p> <p>Outcome: Children are aware of essential hygiene products/routines and luxury hygiene products.</p>