

## Summer 2 Medium Term Plan 2024 Year Group Y6

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English Writing</b>	Write up and edit work from Summer 1 Wk6 Discussion Diary  Outcome: Children will have utilised full range of grammatical structures learned over the year in a piece of writing and peer assessed.	Narrative writing Alma Ruin  LO: To note and develop initial ideas.  LO: To consider how to develop character and setting in a narrative.  LO: Use descriptive vocabulary effectively.  LO: Build atmosphere consistently by selecting appropriate and adventurous vocab.	Explanation: Mummification  LO: To identify the key features of an explanation text.  LO: To organise information into paragraphs.  LO: To use imperative and modal verbs.  LO: To understand passive and active voice.  Outcome: Children will have planned and developed an explanation of mummification.	Persuasive Leaflet: The Lakes  LO: Begin to understand tone and formality.  LO: Use a variety of conjunctions to support cohesion.  LO: To begin to use relative clauses.  OUTCOME: Children will have written a tourist information leaflet about The Lake District.	Play-script Learning objectives To understand the differences between prose writing and a playscript  To re-write part of a well-known story as a playscript and perform for class.  Outcome Children will know how a playscript is set out and will be able to communicate the differences to a partner.  Children will write and perform part of a well-known story	Play-script Learning objectives To plan and write a playscript set in a familiar setting  To use the features of a playscript when writing their script  To perform a playscript for an audience  Outcome Children will have worked in groups to plan, write and perform their own short playscript.	<b>Poetry</b>
<b>Spelling</b>	<b>En6/3.1 Spelling</b> En6/3.1a use further prefixes and suffixes and understand the guidance for adding them En6/3.1b spell some words with 'silent' letters En6/3.1c continue to distinguish between homophones and other words which are often confused En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically En6/3.1e use dictionaries to check the spelling and meaning of words En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En6/3.1g use a thesaurus						
<b>Handwriting</b>	<b>En6/3.2 Handwriting and Presentation</b> Pupils should be taught to write legibly, fluently and with increasing speed by: En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters En6/3.2b choosing the writing implement that is best suited for a task						
<b>Reading</b>	<b>En6/2.2 Comprehension</b> <b>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</b> 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						

	<p>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</p> <p>iv. recommending books that they have read to their peers, giving reasons for their choices</p> <p>v. identifying and discussing themes and conventions in and across a wide range of writing</p> <p>vi. making comparisons within and across books</p> <p>vii. learning a wider range of poetry by heart</p> <p>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> <p><b>En6/2.2b understand what they read by</b></p> <p>i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>ii. asking questions to improve their understanding</p> <p>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>iv. predicting what might happen from details stated and implied</p> <p>v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>vi. identifying how language, structure and presentation contribute to meaning</p> <p><b>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b></p> <p><b>En6/2.2d distinguish between statements of fact and opinion</b></p> <p><b>En6/2.2e retrieve, record and present information from non-fiction</b></p> <p><b>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</b></p> <p><b>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</b></p> <p><b>En6/2.2h provide reasoned justifications for their views.</b></p>						
<b>Maths</b>	<p><u>Maths Project- Rollercoaster/Natural disaster</u></p> <p><u>Objectives-</u></p> <ul style="list-style-type: none"> <li>- to multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>- to recall and use equivalences between simple fractions, decimals and percentages. (2)</li> <li>- to identify decimals as fractions</li> <li>- to solve problems with percentages</li> </ul>				Enterprise Project	Enterprise Project	Enterprise Project
<b>Calculation</b>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>	<i>Daily Arithmetic practice and mixed calculation to cover all year 6 skills</i>
<b>Science</b>	<p><b><u>Learning objective:</u></b> To investigate adaptation due to environmental pressures.</p> <p>Labelling adaptations of various animals to their habitats – focus on extreme habitats.</p>	<p><b><u>Learning objective:</u></b> To investigate how changes that happen by chance can give advantages that allow plant &amp; animals to survive better in their environment.</p>	<p><b><u>Learning objective:</u></b> To know that adaptations have both advantages and disadvantages.</p> <p><b><u>Outcome:</u></b> To create an information sheet about how a particular animal has adapted to</p>	<p><b><u>Learning objective:</u></b> To know how some animals, survive the winter.</p> <p><b><u>Outcome:</u></b> Have researched how particular species survive the winter. Create a poster and feedback the</p>			

	<p><b>Outcome:</b> 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>Investigation variation in different breeds of dogs – selective breeding.</p> <p>To assess knowledge.</p> <p><b>Outcome:</b> 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 adaptation may lead to evolution.</p>	<p>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>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>			
<b>Art &amp; design</b>							
<b>Computing</b>	<p>Children will plan, film and review a short, stop-motion film, set in the lake district.</p> <p>a) Look at films, including some made by other children, and discuss what makes a good film? Focus on i) different camera angles ii) camera work (i.e. shaky or not) iii) content and storytelling. Write a list as a class of success criteria for making a good film.</p> <p>c) Practice using cameras and tripods to film steady footage of static and moving subjects</p> <p>e) Introduce film editing software. Practise editing video clips using trim and split clip tools. Model how to add titles, credits, music/sound effects and transitions.</p> <p>f) Plan out a film and create a storyboard – emphasise the importance of planning. Children could pitch their film idea first to the teacher or class, who can provide constructive feedback.</p> <p>g) Write the script, assign roles, plan props and rehearse.</p> <p>h) Film scenes. Review film clips and reject any which are unsuitable.</p>						
<b>Design &amp; technology</b>		<p><b>ANALYSE</b></p> <p>LO: To understand</p>	<p><b>ANALYSE</b></p> <p>LO: To understand how</p>	<p><b>DESIGN</b></p>	<p><b>MAKE</b></p> <p>LO: To make an erupting volcano</p>	<p><b>MAKE</b></p> <p>LO: To make an erupting volcano</p>	

		<p><b>how air can make things move</b></p> <p>Outcome: Children are able to explain (orally and in writing)) how air is used to move objects.</p>	<p><b>pneumatic systems work</b></p> <p>Outcome: Children will have assembled simple pneumatic systems.</p>	<p><b>LO: To design an erupting volcano</b></p> <p>Outcome: Children will have made annotated sketches explaining how their model will work.</p>	<p>Outcome: In teams the children will have made a working model of an exploding volcano selecting the correct materials and tools to complete the project.</p>	<p>Outcome: In teams the children will have made a working model of an exploding volcano selecting the correct materials and tools to complete the project.</p>	
<b>Geography</b>	<p>LO: To understand the positive and negative impact of volcanoes.</p> <p>Outcome: Children have produced a leaflet detailing the positive and negative impacts of volcanoes and what people can do about these impacts.</p>	<p>LO: To understand what happens when an earthquake occurs.</p> <p>Outcome: Children have written an explanation text detailing what happens when an earthquake occurs. They have also listed what actions need to be taken to survive earthquakes.</p>	<p>LO: To understand how human activity can affect nature (linked to bush fires).</p> <p>Outcome: Children are aware of how global warming can increase the likelihood of large fires and what can be done to limit this impact.</p>				
<b>History</b>	No history this halfterm.						
<b>PE</b>		<p><b>Learning objectives</b></p> <p>To be able to catch using correct technique</p> <p>To be able to throw under arm and over arm</p> <p><b>Outcome</b></p> <p>Children are able to throw and catch balls quickly and accurately</p>	<p><b>Learning objective</b></p> <p>To be able to bat using correct technique</p> <p><b>Outcome</b></p> <p>Children are able to strike a ball and control its direction</p>	<p><b>Learning objectives</b></p> <p>To be able to use long and short barrier correctly</p> <p>To understand how to field correctly</p> <p><b>Outcome</b></p> <p>Children are able to field the ball and return it to a team mate accurately.</p>	<p><b>Learning objectives</b></p> <p>To understand rules and game play of rounders and strategies for 'getting round'</p> <p><b>Outcome</b></p> <p>Children understand when to stop and when to run to avoid getting out</p>		
<b>RE</b>	<p><b>Belief in action in the world. (carried over from Summer 1 due to SATs prep)</b></p> <ul style="list-style-type: none"> <li><b>Judaism/Christianity/Islam</b></li> </ul>	<p><b>Learning objective:</b></p> <p>To identify what do we know about charities already.</p> <p>To identify and describe what they know already about the work of</p>	<p><b>Learning objective:</b></p> <p>To understand how and why does Islamic relief try to change the world.</p> <p>To investigate the work of the</p>	<p><b>Learning objective:</b></p> <p>To investigate the work of the charity Christian Aid and Oxfam</p> <p>To describe the work of two religious charities</p>	<p><b>Learning objective:</b></p> <p>To understand how Christian Aid and Islamic Relief are similar or different</p> <p>Understand what is similar and what is distinctive about</p>	<p><b>Learning objective:</b></p> <p>To understand how global religious charities, use the web. Could they do better?</p>	

<ul style="list-style-type: none"> <li>• How do different religions respond to global issues?</li> <li>• How do the different religions respond to human rights, fairness and social justice in the world?</li> <li>• How do different religions view the importance of the environment?</li> </ul>		<p>development charities.</p> <p><b>Outcome:</b> Produce a poster about their perceptions of the unfairness in the world and produce ideas about what can be done to change it.</p>	<p>charity Islamic Aid and Islamic Relief To describe the work of two religious charities involved in global poverty issues.</p> <p>To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities</p> <p><b>Outcome:</b> Show their understanding of the issues of justice, fairness and poverty that the charities address by producing a flyer for the charity detailing its work around the world.</p>	<p>involved in global poverty issues</p> <p>To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities</p> <p><b>Outcome:</b> Show their understanding of the issues of justice, fairness and poverty that the charities address by producing a flyer for the charity detailing its work around the world.</p>	<p>each of these two charities.</p> <p><b>Outcome:</b> Make a comparisons chart of the similarities and differences between the two charities.</p>	<p>To evaluate the ways in which charity websites work for themselves.</p> <p><b>Outcome:</b> To detail how the charities use media to spread their message and enhance their work.</p>	
<p><b>RSHE</b> (Carried over from Summer 1 due to SATs prep)</p> <p><b>Links:</b></p> <p><b>P4 Why do some people take drugs</b></p>		<p>Week 2 Mental Wellbeing</p> <p>M1 Does everyone have the same feelings?</p> <p>LO: To identify the impact emotions can have on emotional wellbeing.</p> <p>Outcome: Children have identified and noted events that can trigger negative emotions and how they can cope with them.</p>	<p>Week 3 Mental Wellbeing</p> <p>M1 Does everyone have the same feelings?</p> <p>LO: To know that that some people find it hard to express emotions.</p> <p>Outcome: Children have created a list of ways that people can try to help them deal with how they are feeling.</p>	<p>Week 4 Mental Wellbeing</p> <p>M2 Should we be happy all the time?</p> <p>LO: To know that events such as loss, separation, divorce and death can affect our mental/emotional health.</p> <p>Outcome: Children have compiled a list of events that might impact negatively on a person's wellbeing.</p>	<p>Week 5 Physical Health</p> <p>P2 How can I stay fit and healthy?</p> <p>LO: To understand how regular exercise can keep us healthy.</p> <p>Outcome: Children have designed their own activity routine for the week incorporating as many healthy activities as possible.</p>	<p>Week 6 Physical Health</p> <p>P2 How can I stay fit and healthy?</p> <p>LO: To understand how a balanced diet can keep us healthy.</p> <p>Outcome: Children have spent a maximum of £15 to plan a series of healthy meals for a family of 4.</p>	<p>Week 7 Physical health</p> <p>P3 Can I avoid getting ill?</p> <p>LO: To understand why getting the right amount of sleep is important.</p> <p>Outcome: Children create a short video explaining why sleep is important and giving 3 top tips for a good night's sleep.</p>