

## SPRING 2 Medium Term Plan 2024 Year Group Y6

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>WRITING: composition</b>	<p><b>Narrative: Sci-fi (continued from HT3)</b></p> <p>LO: To plan and write a the beginning for a sci-fi story</p> <p>LO: To plan and write a the build-up for a sci-fi story</p> <p>LO: To plan and write a the problem for a sci-fi story</p> <p>LO: To plan and write a the resolution for a sci-fi story</p>	<p>(Based on Star Wars/Star Trek)</p> <p>Outcome: <b>Children will write a clear, well structure myth that incorporates common themes and language used in a sci-fi genre.</b></p> <p style="text-align: center;"><b>Week 2</b></p> <p><b>Narrative: Sci-fi</b></p> <p>LO: To plan and write a the ending for a sci-fi story</p>	<p>LO: To edit and improve my writing</p> <p>LO: To edit and improve my writing</p> <p>(Based on Star Wars/Star Trek)</p> <p>Outcome: <b>Children will write a clear, well structure myth that incorporates common themes and language used in a sci-fi genre.</b></p> <p style="text-align: center;"><b>Week 3</b></p> <p><b>Recount</b></p>	<p>LO: To know and recognise the features of a recount text.</p> <p>LO: To plan a recount based on a known shared event (all class to use appearance on the game show The Cube as reference).</p> <p>LO: To write a recount based on a known shared event (all class to use appearance on the game show The Cube as reference).</p> <p>Outcome: <b>Children will have a clear understanding of the layout/language features of recounts and will have written a recount of an imagined appearance on a game show.</b></p>	<p>LO: To know features of a recount (which will link to writing a recount of The Battle of Marathon as a diary).</p> <p>LO: To plan a recount of an event from history (linked to Ancient Greeks and The Battle of Marathon from previous halfterm's work).</p> <p>LO: To write a letter recounting an event from history.</p> <p><b>Outcome: Children will have planned and written a letter from a soldier who fought in the Battle of Marathon</b></p> <p style="text-align: center;"><b>Week 5</b></p> <p><b>Discussion: Linked to writing based on The Battle of Marathon.</b></p>	<p>LO: know the features of a discussion text.</p> <p>LO: To conduct discussions giving one side of an argument.</p> <p>LO: To identify both sides of an argument and list arguments for each.</p> <p>LO: To prepare a presentation arguing detailing both sides of an argument/discussion.</p> <p>Outcome <b>Children will have presented a balanced argument on a particular issue (both in written form and orally).</b></p>

<b>Spelling</b>	<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><b>En6/3.1 Spelling</b></p> <p>En6/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En6/3.1b spell some words with 'silent' letters</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p style="text-align: center;">En6/3.1g use a thesaurus</p>					
<b>Handwriting</b>	<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><b>En6/3.2 Handwriting and Presentation</b></p> <p>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>					
<b>Reading</b>	<p><b>Novel Study: Orphans of the Sea</b></p> <p><b>En6/2.2 Comprehension</b></p> <p><b>En6/2.2a</b> maintain positive attitudes to reading and an understanding of what they read by:</p> <ol style="list-style-type: none"> <li>i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>ii. reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>iv. recommending books that they have read to their peers, giving reasons for their choices</li> <li>v. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>vi. making comparisons within and across books</li> <li>vii. learning a wider range of poetry by heart</li> <li>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</li> </ol> <p><b>En6/2.2b</b> understand what they read by</p> <ol style="list-style-type: none"> <li>i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ol>					

	<ul style="list-style-type: none"> <li>ii. asking questions to improve their understanding</li> <li>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>iv. predicting what might happen from details stated and implied</li> <li>v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>vi. identifying how language, structure and presentation contribute to meaning</li> </ul> <p><b>En6/2.2c</b> 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><b>En6/2.2e</b> retrieve, record and present information from non-fiction</p> <p><b>En6/2.2f</b> 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><b>En6/2.2g</b> 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><b>En6/2.2h</b> provide reasoned justifications for their views.</p>					
<b>Maths</b>	<p>Unit 10: Measure – imperial and metric measures</p> <p>Lesson 1 LO: To read, write and recognize all metric measures for length, mass and capacity making sensible estimations</p> <p>Lesson 2 LO: To convert between metric units of measurement,</p>	<p>Lesson 4 LO: To learn and use the 5:8 ratio between miles and kilometres.</p> <p>Lesson 5 LO: To convert between two imperial units and between an imperial and metric unit of measurement</p>	<p>Lesson 2 LO: To explore simple shapes that have the same area but different perimeters.</p> <p>Lesson 3 LO: To explore how shapes with the same perimeter can have different areas by calculating missing lengths.</p> <p>Lesson 4</p>	<p>Lesson 5 LO: To estimate the area of triangles by counting squares and to find the area by rearranging triangles into rectangles</p> <p>Lesson 6 LO: To find the area of right-angled triangles by calculating half the area of a rectangle with the same height and width</p>	<p>Lesson 8 LO: to solve problems, in particular when calculating the area of a composite shape or when finding missing measurements for a given area</p> <p>Lesson 9 LO: to solve problems, in particular when calculating unknown lengths and perimeters of</p>	Assessment week

	including measurements that involve decimals  Lesson 3 LO: To solve a range of metric measure problems using all four operations	Unit 11: Measure - perimeter, area and volume  Lesson 1 LO: To find the area of shapes by counting individual squares	LO: To rearrange a parallelogram into a rectangle to derive the formula for calculating the shape's area.	Lesson 7 LO: To calculate the area of triangles	composite rectilinear shapes.  Lesson 10 LO: To calculate the volume of cuboids and explore different shapes with the same volume.	
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<b>Calculation</b>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>
<b>Science</b>	LO: To use symbols to draw simple circuits.	LO: To know what makes a complete circuit. LO: To investigate circuit errors.		LO: To know how to complete a full circuit.	LO: To investigate ways of making a bulb brighter.	LO: To investigate ways of making a bulb brighter.
<b>Art &amp; design</b>						
<b>Computing</b>	LO: To identify the key elements of a spreadsheet (rows, columns and cells)	LO: To enter simple formulae to perform calculations	LO: To change the data to get different calculation results	LO: To change the data to solve problems	LO: To use 'SUM' to calculate the total of a set of numbers	LO: To add borders and backgrounds to improve the legibility of a spreadsheet
<b>DESIGN &amp; TECHNOLOGY</b>	<b>Week 1</b> <b>ANALYSE</b>	<b>Week 2</b> <b>ANALYSE</b>	<b>Week 3</b> <b>DESIGN</b>	<b>Week 5 &amp; 6</b> <b>MAKE</b>		

<p><b>Curriculum Links</b>  <b>across term:</b>  <b>Geography</b> – Natural Disasters  <b>Art</b> – Greek sandals</p> <p><b>DT2/1.4a Technological Knowledge</b>  apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>DT2/1.4b Technological Knowledge</b>  understand and use mechanical systems in their products</p>	<p><b>LO: To understand how air can make things move</b></p> <p>Outcome: Children are able to explain (orally and in writing)) how are is used to move objects.</p>	<p><b>LO: To understand how 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><b>LO: To make an erupting volcano</b></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><b>Geography</b></p>						
<p><b>History</b></p> <p><b>Brought over from Spring 1 due to not finishing.</b></p>	<p><b>To identify Ancient Greece on the timeline and understand the impact that Ancient Greece had on us today.</b></p> <p>Understand BC, AD and Ancient  Can order dates on a timeline  Place Ancient Greece in a historical context</p>	<p>Use images to think about what life was like in Ancient Greece</p> <p><b>To understand what a city state was in ancient Greek times and to know the differences between Athens and Sparta</b></p>	<p>Use evidence to build up a picture of a past event.  Begin to identify primary and secondary sources.</p> <p><b>To understand an Ancient battle</b></p>	<p>To know the main characters and events of a key battle.  To know that the battle may be interpreted in different ways and why this is so.</p> <p><b>To understand how democracy developed in Ancient Greece.</b></p>	<p>To know how democracy came about and the forms early democracy took.  How was society organised around these early ideas of democracy?  To know how the Greek empire developed and what it encompassed.</p>	<p>Study Alexander the Great and understand that there are (slightly) different versions of him within history.</p> <p>Study his life and role-play it.</p>

		Select relevant sections of information.				
<b>MFL</b>	No MFL this half term					
<b>PE</b>	<p><b>Hockey</b> LO: To be able to dribble using a hockey stick.</p> <p>Outcome: Children have taken part in several dribbling drills and discussed why we dribble in team games and created a list of reasons.</p>	<p><b>Hockey</b> LO: To be able to pass accurately and to recognise when the best time to pass is.</p> <p>Outcome: Children have taken part in several passing drills and discussed why we pass in team games and created a list of reasons.</p>	<p><b>Hockey</b> LO: To be able to pass the ball whilst moving. LO: To be able to shoot accurately/</p> <p>Outcome: Children have taken part in several drills that develop their passing and shooting. Film each other and discuss/rate technique.</p>	<p><b>Hockey</b> LO: To develop defensive skills.</p> <p>Outcome: Children have taken part in small-sided drills involving attack v defence. Film sessions and discuss/rate.</p>	<p><b>Hockey</b> LO: To develop a basic tactical understanding for attack and defence.</p> <p>Outcome: Children have devised a short tactical 'play' that they have tried it out in a game scenario.</p>	<p><b>Hockey</b> LO: To compete in an inter-class hockey tournament.</p> <p>Outcome End of halfterm tournament involving both classes. Qualifiers played on Monday. Grand final on Friday.</p>
<p><b>Religion, family and community.</b></p> <p><b>All religions of Sheffield – Islam focus for local area and comparison with other areas of Sheffield.</b></p> <p><b>What contributions do religions make to local life in Sheffield?</b></p> <p><b>How can we make Sheffield a city of tolerance and respect?</b></p>	<p>L.O: To discuss and apply ideas from different religious codes for living- Islam</p> <p>Investigate the 5 pillars of Islam, what are they, what does this mean for a Muslim. How do they govern he lives of a Muslim person?</p>	<p>L.O: To discuss and apply ideas from different religious codes for living- Hinduism</p> <p>Investigate the key concepts of Hinduism, what practices do they follow and look at the 5 constant duties and the 5 daily duties.</p> <p>Watch the clip explaining about</p>	<p>L.O: To discuss and apply ideas from different religious codes for living- Christianity</p> <p>Investigate the Christian version of the 10 commandments. How do these impact on daily life and the way that a Christian conducts themselves.</p>	<p>L.O: To discuss and apply ideas from different religious codes for living- recap on Buddhism, Sikhism and Judaism.</p> <p>Recap on the codes for these religions that we investigated in detail last term.</p> <p>Investigate the codes of conduct</p>	<p>L.O: To compile a charter of their own moral values and respect for all.</p> <p>Children to use the information from the different religious codes of conduct to devise a set of rules that they would implement for their own religion.</p> <p>They need to devise a list of</p>	<p>L.O: To compile a charter of their own moral values and respect for all.</p> <p>Prepare and present their own religious code to the rest of the class.</p>

<p>Possible information sources.  <a href="#">KS2 Religious Studies - BBC Teach</a></p>	<p>Children to recreate the 5 pillars adding information about the pillar name and what each pillar requires of the believer.</p> <p><u>Outcome:</u> creating their own interpretations of the 5 Pillars and how they can be fulfilled.</p>	<p>Hindu ideas and concepts.  <a href="http://study.com/academy/lesson/the-hindu-belief-system-dharma-karma-and-moksha.html">http://study.com/academy/lesson/the-hindu-belief-system-dharma-karma-and-moksha.html</a></p> <p><u>Outcome:</u> Children to create a poster showing the 5 daily duties and explain how each of them is to be carried out.</p>	<p>Children to investigate the 10 commandments and how they are relevant to modern day life.</p> <p><u>Outcome:</u> Reorder the 10 commandments deciding their own order of importance.</p>	<p>that they have as part of their religion. How do these concepts affect the manner in which the followers behave on a daily basis.</p> <p><u>Outcome:</u> Create a rules poster for one of the religions</p>	<p>rules that they would put in place for followers of their religion to follow.</p> <p><u>Outcome:</u> Plan and research their presentation to the class</p>	<p><u>Outcome:</u> Use a visual aid to support their presentation.</p>
<p><b>RSHE</b></p>	<p><b>Community - Online safety.</b>  Os5 Analysing digital media (N1).</p> <p>LO: To become more digitally literate by being able to analyse digital content.</p> <p><u>Outcome:</u> Children compare tabloid and broadsheet newspaper.</p>	<p><b>Community - Online safety.</b>  Os6 Bias (N2).</p> <p>LO: To understand that not everything they read is true or without bias.</p> <p><u>Outcome:</u> Children experiment with identifying objects when only given a select amount of information.</p>	<p><b>Community - Online safety.</b>  Os7 Echo chambers (N5).</p> <p>LO: To understand how different groups have their own motivations, often based around commercial or ideological reasons.</p> <p><u>Outcome:</u> Children are involved in a persuasive discussion where each group has a different set of facts about the same incident.</p>	<p><b>Community - Online safety.</b>  Os7 Echo chambers (N5).</p> <p>LO: To understand how different groups have their own motivations, often based around commercial or ideological reasons.</p> <p><u>Outcome:</u> Children attempt to prove/disprove various theories by using the internet.</p>	<p><b>Community - Online safety.</b>  Os8 Does the internet make us happy? (L1)</p> <p>LO: To appreciate that there is positive and negative content online.</p> <p><u>Outcome:</u> Children create a realistic Instagram page.</p>	<p><b>Community - Online safety.</b></p>

