

## Summer 1 Medium Term Plan 2023 Year Group- 6

Subject	Week 1	Week 2	Week 3 4 days	Week 4	Week 5	Week 6
<b>English Writing</b>  Slight change from long term overview. Removed explanation texts from this half term.	<b>Discussion</b>  LO: To know and recognise the features of discussion texts.  LO: To plan and write discussion text giving both sides of the argument (whole class uses same debate title).  <b>Outcome:</b> Children have written both sides of a discussion and then debated the issue with another pupil.	<b>Discussion</b>  LO: To plan two sides of a debate (discussion linked to real-world issue).  LO: To write a discussion text linked to a real-world issue.  <b>Outcome:</b> Children have planned and written a discussion text linked to a real world issue. For example: <i>Should children have to wear uniforms at school?</i>	<b>Discussion</b>  LO: To plan two sides of a debate (discussion linked to real-world issue).  LO: To write a discussion text linked to a real-world issue.  <b>Outcome:</b> Children have edited their writing by making appropriate choices about grammar and sentence structure.	<b>SATS Week</b>	<b>Biography</b>  LO: To develop a deeper understanding of characters.  LO: To understand the features of biography writing and how these differ from autobiographies  <b>Outcome:</b> Children will know the features of biographies and know the difference between biog/auto	<b>Biography</b>  LO: To plan a biography about a fictional character  LO: To write a biography  <b>Outcome:</b> Children have planned and written a biography either about a fictional character (for example: Mr Tom from Goodnight Mr Tom) or a real-life person.
<b>Spelling</b>	hindrance identity immediately individual	hindrance identity immediately individual	opportunity parliament persuade physical	opportunity parliament persuade physical	sacrifice secretary shoulder signature	sacrifice secretary shoulder signature

	interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur  <b>Spelling Patterns:</b> Words with the 'ee' sound spelt ei after c. deceive conceive ceiling receipt receive perceive conceit deceit	interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur  <b>Spelling Patterns:</b> Words with silent letters. climb thumb scent fascinate sandwich Wednesday Autumn hymn gnome	prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm  <b>Spelling Patters:</b> Words containing 'ough' grapheme. bought tough cough although through sought plough rough	prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm  <b>Spelling Patterns:</b> Homophones and other words often confused. father/farther guessed/guest practise/practice morning/mourning profit/prophet stationary/stationer y steal/steel sort/sought anti-/auntie reign/rain	sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht  <b>Spelling Patterns:</b> Words with silent letters. bustle often chaos character knee knead receipt pneumonia sword wrist	sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht  <b>Spelling Patterns:</b> Words containing 'ough' grapheme. nought thoughtful trough afterthought enough dough though fought
<b>Handwriting</b>	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. <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>Novel Study: The Hobbit</b> <b>En6/2.2 Comprehension</b> <b>En6/2.2a</b> maintain positive attitudes to reading and an understanding of what they read. <b>En6/2.2b</b> understand what they read <b>En6/2.2c</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader					



	<i>skills in preparation for SATs</i>	<i>skills in preparation for SATs</i>	<i>skills in preparation for SATs</i>	<i>skills in preparation for SATs</i>	<i>skills in preparation for SATs</i>	<i>skills in preparation for SATs</i>
<b>Science</b>	<p><b><u>Learning objective:</u></b> Initial assessment of knowledge</p> <p>To discuss extinction of animals &amp; plants &amp; how there have been changes over time.</p> <p>Researching fossils that show how species have changed over millions of years.</p> <p><b><u>Outcome:</u></b> To present information about the fossilisation process and how it can inform us about animals and plants that are now extinct.</p> <p>Sc6/2.3a recognise that living things have</p>	<p><b><u>Learning objective:</u></b> To understand and explain fossils and evolution of a species.</p> <p>Predicting how humans might adapt over years to come based on new technologies and changes to the environment in which we live.</p> <p><b><u>Outcome:</u></b> To be able to identify how humans have changed over time.</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the</p>	<p><b><u>Learning objective:</u></b> To investigate inherited characteristics.</p> <p>What differences are environmental and what differences are inherited from our parents? Children can bring in family photos to make comparisons or you can provide a set of family photos.</p> <p><b><u>Outcome:</u></b> To be able to say what is inherited and what are developed characteristics and to be able to spot inherited characteristics of their own.</p>	<b><u>SATs Week</u></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>Outcome:</u></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</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>Investigation variation in different breeds of dogs -selective breeding.</p> <p>To assess knowledge.</p> <p><b><u>Outcome:</u></b> To identify positive and negative adaptations of particular animals and to investigate how selective breeding by humans has</p>

	changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Earth millions of years ago	Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		adaptation may lead to evolution.	altered dog breeds  Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>Art &amp; design</b>	No Art/DT This half term					
<b>Computing</b>	No Computing this half term					
<b>Design &amp; technology</b>  Carried over from HT4 due to not completing as a result of SATs prep	<b>ANALYSE</b>  LO: To understand how air can make things move  Outcome: Children are able to explain (orally and in writing) how air is used to move objects.	<b>ANALYSE</b>  LO: To understand how pneumatic systems work  Outcome: Children will have assembled simple pneumatic systems.	<b>DESIGN</b>  LO: To design an erupting volcano  Outcome: Children will have made annotated sketches explaining how their model will work.	<b>MAKE</b>  LO: To make an erupting volcano  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.		
<b>Geography</b>	LO: To locate the Lake District and local area on a map  <b>Outcome:</b>	LO: To know the geographical features of the Lake District	LO: To know how geographical features vary between local and national areas	LO: To know how forestry and farming shape the landscape and way	LO: To understand how and why tourism is so	LO: To know what makes a particular area attractive to visitors

	<p>Children have located the Lake District and the school on a map.</p> <p>Children have identified similarities and differences in locations of the Lake District and their school Children have drawn a map to show a route from Sheffield</p>	<p><b>Outcome:</b> Children understand and identify main land uses (industry, housing, farming etc) Children have used secondary sources to predict what the Lake District will be like, noting main human and physical features</p>	<p><b>Outcome:</b> Children have listed the main features of local, country and national parks and can name at least one example of each Children have described the main landscape features of the Lake District (hills, valleys, rivers, lakes) Children understand and identify the main land uses (industry, housing, farming etc)</p>	<p>of life in the Lake District.</p> <p><b>Outcome:</b> Children have explained why the Lake District is a suitable area for these activities and how they affect the way of life of people in the Lake District.</p>	<p>important to the Lake District.</p> <p><b>Outcome:</b> Children know the different aspects of tourism in the Lake District and have explained these affect the people living in the Lake District.</p>	<p><b>Outcome:</b> Children create either a presentation or leaflet/flyer which visits attractions relevant to the interest nominated (attractions should be in the Lake District) Children take into account distances that may realistically be visited within the time period allowed</p>
<b>History</b>						
<b>MFL</b>						
<b>PE</b>	<p><b>Athletics</b></p> <p>To be able to learn and use skills needed to increase fitness</p>	<p><b>Athletics</b></p> <p>To be able to learn and use skills needed to increase fitness</p>	<p><b>Athletics</b></p> <p>To use efficient technique to perform vertical jump and standing</p>	<p><b>Athletics</b></p> <p>To use efficient technique to perform vertical jump and standing</p>	<p><b>Athletics</b></p> <p>To develop a variety of techniques to throw for distance</p>	<p><b>Athletics</b></p> <p>To develop a variety of techniques to throw for distance</p>

	<p>and athletic ability.</p> <p><b><u>Outcome</u></b></p> <p>Focus on Marathon (Long distance running skills)</p> <p>Develop awareness of own stamina</p> <p>Maintain consistent pace over period of time</p>	<p>and athletic ability.</p> <p><b><u>Outcome</u></b></p> <p>Focus on Sprint/hurdle skills (Short distance)</p> <p>Develop sprint-start technique</p> <p>Develop efficient running style</p>	<p>long and triple jumps.</p> <p><b><u>Outcome</u></b></p> <p>Learn skills for Standing long jump</p> <p>Use two foot to two foot technique</p> <p>Use measuring skills to assess length</p>	<p>long and triple jumps.</p> <p><b><u>Outcome</u></b></p> <p>Learn skills for triple jump</p> <p>Hop, Skip and Jump</p> <p>Use measuring skills to assess length</p>	<p><b><u>Outcome</u></b></p> <p>Learn Javelin skills</p> <p>Use measuring skills to assess length</p>	<p><b><u>Outcome</u></b></p> <p>Learn discuss and shot put skills</p>
RE	<p><b><u>Learning objective:</u></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 development charities.</p> <p><b><u>Outcome:</u></b></p> <p>Produce a poster about their</p>	<p><b><u>Learning objective:</u></b></p> <p>To understand how and why does Islamic relief try to change the world.</p> <p>To investigate the work of the charity Islamic Aid and Islamic Relief</p> <p>To describe the work of two religious charities</p>	<p><b><u>Learning objective:</u></b></p> <p>To investigate the work of the charity Christian Aid and Oxfam</p> <p>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</p>	SATs Week	<p><b><u>Learning objective:</u></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 each of these two charities.</p> <p><b><u>Outcome:</u></b></p>	<p><b><u>Learning objective:</u></b></p> <p>To understand how global religious charities, use the web. Could they do better?</p> <p>To evaluate the ways in which charity websites work for themselves.</p> <p><b><u>Outcome:</u></b></p>

	<p>perceptions of the unfairness in the world and produce ideas about what can be done to change it.</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>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>Make a comparisons chart of the similarities and differences between the two charities.</p>	<p>To detail how the charities use media to spread their message and enhance their work.</p>
<b>RSHE</b>	<p>Week 1 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>Week 2 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>Week 3 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</p>	<p>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</p>	<p>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</p>	<p>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</p>



	Outcome: Children have identified and noted events that can trigger negative emotions and how they can cope with them.	Outcome: Children have created a list of ways that people can try to help them deal with how they are feeling.	mental/emotional health.  Outcome: Children have compiled a list of events that might impact negatively on a person's wellbeing.	own activity routine for the week incorporating as many healthy activities as possible.	maximum of £15 to plan a series of healthy meals for a family of 4.	explaining why sleep is important and giving 3 top tips for a good night's sleep.
<b>Music</b>						