

## Summer 1 Medium Term Plan 2024 Year Group 6

Subject	Week 1	Week 2	Week 3	Week 4 4 days	Week 5 SATS WEEK	Week 6
<p><b>English Writing</b></p> <p><b>PPA SPaG focus</b></p>	<p>POETRY- Reading paper focus.</p> <p>Identifying subject and object</p>	<p>POETRY- Reading paper focus.</p> <p>Using active and passive voice</p>	<p>SATS SKILL FOCUS- reading paper questions</p> <p>Subordination</p>	<p>SATS SKILL FOCUS- reading paper questions</p> <p>Prepositions</p>	<p><b>SATS WEEK</b></p>	<p><b>Enterprise</b></p> <p>I can identify persuasive devices.</p> <p>I can select language with a specific audience in mind.</p> <p>I can write to persuade and inform.</p> <p>Outcome-children will create posters/invitations for the 150 party.</p>
<p><b>Spelling</b></p>	<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>					

	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>	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>	<p><b>En6/2.2 Comprehension</b> <b>En6/2.2a</b> maintain positive attitudes to reading and an understanding of what they read by:</p> <ul 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> </ul> <p><b>En6/2.2b</b> understand what they read by</p> <ul 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> <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>					
<b>Maths</b>	Statistics- SATS FOCUS SKILL- interpreting line graphs.	Statistics- SATS FOCUS SKILL- working out the mean.	Statistics- SATS FOCUS SKILL- using timetables.	<u>Power maths Book</u> <u>C- Problem solving-</u> <u>unit 14.</u>	SATS WEEK	<b>Enterprise</b>  Solve problems involving money.

						Add, subtract, multiply and divide- using decimals.  Calculate profit and loss.
<b>Calculation</b>	Column addition involving decimals and zero place holders.	Column subtraction involving decimals and zero place holders.	Long division.	Multiplying and dividing fractions.	SATS WEEK	
<b>Science</b>	No science this half term					
<b>Art &amp; design</b>	<b>Drawing – Greek Vase Sketching</b>  Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.		<b>Drawing – Andy Warhol Zeus Bust</b>  Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.		SATS WEEK	
<b>Computing</b>	No computing this half term					
<b>Design &amp; technology</b>	No DT this half term					
<b>Geography</b>	No Geography this half term					
<b>History</b>	No history this half term					
<b>MFL</b>	No MFL this half term					
<b>PE</b>	<b>Athletics</b>  To be able to learn and use skills needed to	<b>Athletics</b>  To be able to learn and use skills needed to	<b>Athletics</b>  To use efficient technique to perform vertical	<b>Athletics</b>  To use efficient technique to perform vertical	<b>Athletics</b>  To develop a variety of	<b>Athletics</b>  To develop a variety of

	<p>increase fitness 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>increase fitness 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>jump and standing 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>jump and standing 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>techniques to throw for distance</p> <p><b><u>Outcome</u></b></p> <p>Learn Javelin skills</p> <p>Use measuring skills to assess length</p>	<p>techniques to throw for distance</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><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</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</p>	<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>	SATS WEEK	<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>

	Produce a poster about their perceptions of the unfairness in the world and produce ideas about what can be done to change it.	religious charities involved in global poverty issues.  To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities  <u><b>Outcome:</b></u> 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.	teachings of Islam and Christianity and the work of the two charities  <u><b>Outcome:</b></u> 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.	Make a comparisons chart of the similarities and differences between the two charities.		To detail how the charities use media to spread their message and enhance their work.
<b>RSHE</b>	Week 1 Mental Wellbeing  M1 Does everyone have the same feelings?  LO: To identify the impact emotions can have on	Week 2 Mental Wellbeing  M1 Does everyone have the same feelings?  LO: To know that that some people find it hard to express emotions.	Week 3 Mental Wellbeing  M2 Should we be happy all the time?  LO: To know that events such as loss, separation, divorce and death can affect our	Physical Health  P2 How can I stay fit and healthy?  LO: To understand how regular exercise can keep us healthy.	Physical Health  P2 How can I stay fit and healthy?  LO: To understand how a balanced diet can keep us healthy.	Physical health  P3 Can I avoid getting ill?  LO: To understand why getting the right amount of sleep is important.

	<p>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>Outcome: Children have created a list of ways that people can try to help them deal with how they are feeling.</p>	<p>mental/emotional health.</p> <p>Outcome: Children have compiled a list of events that might impact negatively on a person's wellbeing.</p>	<p>Outcome: Children have designed their own activity routine for the week incorporating as many healthy activities as possible.</p>	<p>Outcome: Children have spent a maximum of £15 to plan a series of healthy meals for a family of 4.</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>
<b>Music</b>	No music this half term					