

SPRING 1 Medium Term Plan 2022 Year Group Y6

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Diary Entry</p> <p>LO: To know the features of a recount (diary) text.</p> <p>LO: To plan a diary recount based on a fictional event.</p> <p><u>Grammar focus:</u> <u>Use fronted adverbials to show a passing of time.</u></p> <p><u>Grammar focus:</u> <u>Write using past progressive tense.</u></p> <p><u>Grammar focus:</u> <u>Use modal verbs to express possibility.</u></p> <p>Outcome: Children will have created a plan for their diary recount.</p>	<p>Diary/Report</p> <p>LO: Draft a personal recount.</p> <p>LO: To write a diary recount.</p> <p>LO: to self and peer evaluate writing making suitable changes to improve fluency and grammatical accuracy.</p> <p>Children will have a good understanding of report writing.</p> <p>Children will have drafted and written a text in first person developing</p>	<p>Newspaper report (linked to real life disaster)</p> <p>LO: To know features of a newspaper report.</p> <p>LO: To understand how newspaper reports can contain bias (links to RSHE week).</p> <p>LO: Research and record topic specific information</p> <p>LO: To plan a newspaper report based on historical events.</p>	<p>Big write</p> <p>Children will have the option to write a report or diary entry on an 'imaginary' natural disaster.</p> <p>One day to plan, one day to write.</p> <p>Features Writing style Vocab Cohesion</p>	<p>Assessment Week</p>	<p>Performance Piece- Script.</p> <p>LO: Draft a script with peer support.</p> <p>LO: Rewrite a script with peer support.</p> <p>LO: Perform with a group, taking audience and purpose into account.</p> <p>LO: Evaluate the effectiveness of a piece of writing.</p> <p>Outcome: Children will write and perform a news report.</p>

		emotions and internal thoughts. Writing will incorporate all features of Year 6 writing.	LO: Draft a newspaper report. Outcome: Children will have written a newspaper report.			
Spelling	<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>En6/3.1 Spelling</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: right;">En6/3.1g use a thesaurus</p>					
Handwriting	<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</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>					
Reading	<p>Year 6 reading to be streamed into focus groups- with a range of reading sessions targeting group appropriate objectives.</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> <ol 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 					

	<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>En6/2.2b understand what they read by</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>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>					
Maths		<p>Unit 7: Decimals</p> <p>Lesson 1: to multiply by 10, 100 and 1,000</p> <p>Lesson 2: to divide by 10, 100 and 1,000</p> <p>Lesson 3: to identify decimals as fractions</p> <p>Lesson 4: to identify a fraction as a decimal (1)</p> <p>Lesson 5: to identify a fraction as a decimal (2)</p>	<p>Lesson 1: to multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>Lesson 2: to multiply one-digit numbers with up to two decimal places by whole numbers (2)</p> <p>Lesson 3: to associate a fraction with division and calculate decimal fraction equivalents</p> <p>Lesson 4: to use written division methods in cases where the answer has up to two decimal places</p> <p>Unit 8: Percentages</p> <p>Lesson 5: to recall and use equivalences between simple</p>	<p>Lesson 6: to recall and use equivalences between simple fractions, decimals and percentages. (2)</p> <p>Lesson 7: to recall and use equivalences between simple fractions, decimals and percentages. (3)</p> <p>Lesson 8: to recall and use equivalences between simple fractions, decimals and percentages. (4)</p> <p>Lesson 9: to find missing values in percentages.</p> <p>Lesson 10: to convert fractions into percentages</p>	Assessment week	<p>Lesson 11: to find equivalent fractions, decimals and percentages (1)</p> <p>Lesson 12: to find equivalent fractions, decimals and percentages (2)</p> <p>Lesson 13: to solve problems with percentages</p>

			fractions, decimals and percentages.			
Calculation	<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>
Science		<p><u>Circuit repairs.</u></p> <p>To know how correct circuit diagram mistakes.</p> <p>Time to call out the experts! Children start the session with some drama before turning their attention to some circuits in need of attention! They repair broken circuits and identify repairs needed using circuit diagrams.</p> <p><u>Outcome:</u> Children given time to investigate and repair the circuits</p>	<p><u>Brighter bulbs</u></p> <p>To investigate electrical wires and cell changes for the bulb brightness.</p> <p>Look closely at the structure of a light bulb. Does the length of the wires make a difference to how brightly a bulb glows in a simple circuit? What happens to the bulb when you add more cells? They predict outcomes & draw circuit diagrams. Then children make further predictions based on their findings</p>	<p><u>Series or Parallel</u></p> <p>To understand the difference between series and parallel circuits.</p> <p>In this session children learn about the differences between series and parallel circuits before working together in small groups to create circuits to criteria listed on the Challenge Cards! Establish what a short circuit is & discuss resistance.</p>	<p><u>Fruity batteries</u></p> <p>L.O: To measure voltage to find which fruit makes the best battery.</p> <p>Create circuits and investigate which fruits or vegetables create the brightest bulb.</p> <p><u>Outcome:</u> Know which fruit or vegetable acts as the best cell.</p> <p><u>Curriculum links:</u> <i>Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of</i></p>	<p><u>Circuit games</u></p> <p>L.O: To use their knowledge of electric circuits to create a game or a toy.</p> <p>Design and make a toy which uses some electrical component.</p> <p><u>Outcome:</u> Design and make a toy/item that uses an electrical circuit.</p> <p><u>Curriculum links:</u> <i>Sc6/4.2b compare and give reasons for variations in how components function, including the</i></p>

		<p>and trouble shoot to find the mistakes.</p> <p><u>Curriculum links:</u> <i>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p>	<p>& carry out a further enquiry.</p> <p><u>Outcome:</u> Conduct an enquiry into changing components in a circuit.</p> <p><u>Curriculum links:</u> <i>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p>	<p><u>Outcome:</u> Conduct an enquiry into changing type of circuit.</p> <p><u>Curriculum links:</u> <i>Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i></p>	<p><i>bulbs, the loudness of buzzers and the on/off position of switches</i></p>	<p><i>brightness of bulbs, the loudness of buzzers and the on/off position of switches</i></p>
Art & design						<p>Volcano art work-college.</p> <p>LO: I can use different mediums to produce a piece of artwork.</p> <p>Outcome: children use different paper to create texture and shape.</p>
Computing	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

Design & technology	No D&T this half term					
Geography	<p>What is the Earth made of?</p> <p>What makes up the layers of the earth?</p> <p>What is an earthquake?</p> <p>Outcome: Children will make a labelled model of the layers of the earth and will know what causes an earthquake.</p>	<p>Which earthquake has been the deadliest?</p> <p>Outcome: Children will have researched and presented info on the 10 deadliest earthquakes.</p>			<p>What is the Ring of Fire?</p> <p>What countries are most effected by earthquakes and volcanoes?</p> <p>Outcome:</p>	
History	No history this half term					
MFL	No MFL this half term.					
PE	<p>Handball 1</p> <p>To develop throwing & passing techniques to suit situation</p> <p>Understand the basic rules</p> <p>Learn effective throwing technique</p>	<p>Dodgeball 2</p> <p>To develop throwing & passing techniques to suit situation</p> <p>Progress overarm throw</p> <p>Understand why we predominantly use overarm</p>	<p>Dodgeball 3</p> <p>To develop a range of passing techniques</p> <p>Passing</p> <p>Effective ways to pass</p> <p>Expansion on game rules</p>	<p>Dodgeball 4</p> <p>To develop a range of defending & catching techniques</p> <p>Defending & catching</p> <p>Effective ways to defend and catch at speed</p>	<p>Dodgeball 5</p> <p>To combine multiple skills to suit situation</p> <p>Develop balance</p> <p>Develop agility</p> <p>Develop hand-eye coordination</p>	<p>Dodgeball 6</p> <p>To perform a range of techniques within the rules of a game.</p> <p>Develop balance</p> <p>Develop agility</p> <p>Develop hand-eye coordination</p>

	Adapt throwing to meet the situation	Expansion on game rules		Expansion on game rules		
<p>RE</p> <p>Religion, family and community.</p> <ul style="list-style-type: none"> All religions of Sheffield – Islam focus for local area and comparison with other areas of Sheffield. What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? 	<p>To investigate the different religions in Sheffield and their contribution to the community.</p> <p>Buddhism</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p> <p>Hinduism</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p> <p>Sikhism</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p> <p>Judaism</p>	<p>To compare the different religions within the city and the demography.</p> <p>How can we make Sheffield a more tolerant city?</p>	<p>To choose a way in which you excel.</p>
<p>RSHE</p>	<p>Fr6) How can I accept my friends for who they are?</p> <p>LO: To accurately use language relating to gender and sexuality LO: Appreciate that we should treat everyone with respect, regardless of their physical appearance.</p>	<p>C6) What makes us feel like we belong?</p> <p>LO: Understand why some people must leave their countries LO: Appreciate why some people choose to come to the UK LO: Know that most refugees stay near</p>	<p>C6) What makes us feel like we belong?</p> <p>LO: Understand that some countries are affected by war LO: Appreciate migrants are often victims of discrimination</p> <p>Outcomes: Class-based discussion.</p>	<p>C7) What does it mean to be British?</p> <p>LO: To know what it means to belong to a country? LO: Understand that our country's culture is made up of all different migrants over thousands of years</p> <p>Outcomes: Children create collages using digital images. The collages will have the title 'What I Love About Britain'.</p>	<p>Os5) Analysing digital media.</p> <p>LO: To become more digitally literate by being able to analyse digital content.</p> <p>Outcomes: Children analyse several newspaper web pages, comparing tabloid and broadsheet,</p>	

	Outcomes: Children create lists of words and can give definitions for them.	their country of origin Outcomes: Class-based discussion				and list write up examples of bias/sensationalism /favourable reporting etc.
Music						