

## SPRING 1 Medium Term Plan 2022 Year Group Y6

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Diary Entry</b></p> <p>LO: To discuss the features and effectiveness of a text.</p> <p>LO: To portray actions and emotions in an interesting way.</p> <p>LO: To explore ideas using role play.</p> <p>Outcome: Children will have developed interesting vocab and started to build a character and experience using drama.</p>	<p><b>Diary Entry</b></p> <p>LO: To build on initial ideas.</p> <p>LO: Use fronted adverbials to show a passing of time.</p> <p>LO: Write using past progressive tense.</p> <p>LO: Use modal verbs to express possibility.</p> <p>Outcome: Children will have created a plan for their diary extract and added SPaG focuses to it.</p>	<p><b>Diary/Report</b></p> <p>LO: Draft a personal recount.</p> <p>LO: Use peer review to improve a piece of writing.</p> <p>LO: Explore texts and identify key features.</p> <p>LO: To know what makes a good introduction.</p> <p>Outcome: Children will have written a diary entry.</p> <p>Children will have a good understanding of report writing.</p>	<p><b>Report</b></p> <p>LO: Research and record topic specific information (team).</p> <p>LO: Organise information into a report (team).</p> <p>LO: Draft a newspaper report.</p> <p>LO: Use peer support to improve a piece of writing.</p> <p>Outcome: Children will have written a newspapers report as a team.</p>	<p><b>Assessment Week/Big write</b></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><b>Performance Piece- Script.</b></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>

<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: right;">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>Year 6 reading to be streamed into focus groups- with a range of reading sessions targeting group appropriate objectives.</p> <p><b>En6/2.2 Comprehension</b></p> <p><b>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</b></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 understand what they read by</b></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> <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> </ol>

	<p><b>En6/2.2c</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><b>En6/2.2d</b> 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>					
<p><b>Maths</b></p>		<p><b><u>Unit 7: Decimals</u></b></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><b><u>Unit 8: Percentages</u></b></p> <p>Lesson 5: to recall and use equivalences</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>	<p>Assessment week</p>	<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>

			between simple fractions, decimals and percentages.			
<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>		How are people warned about earthquakes?  Outcome: Children research the safety precautions and warning systems in place.  <a href="https://www.stopdisastersgame.org/">https://www.stopdisastersgame.org/</a>	How does electricity moves around a circuit?  How does the voltage effect circuit components?  Outcome: Children understand how electricity moves round a circuit.	Can I make a complete circuit?  Can I make a bulb light up/buzzer sound?  Outcome: Children can make and draw a circuit that includes a buzzer, bulb and switch.		
<b>Art &amp; design</b>						Volcano art work-college.  LO: I can use different mediums to produce a piece of artwork.  Outcome: children use different paper to create texture and shape.
<b>Computing</b>	No Computing this half term					
<b>Design &amp; technology</b>	No D&T this half term					

<b>Geography</b>	<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>	
<b>History</b>	No history this half term					
<b>MFL</b>	No MFL this half term.					
<b>PE</b>	<p>Handball 1</p> <p><b>To develop throwing &amp; passing techniques to suit situation</b></p> <p>Understand the basic rules</p> <p>Learn effective throwing technique</p> <p>Adapt throwing to meet the situation</p>	<p>Dodgeball 2</p> <p><b>To develop throwing &amp; passing techniques to suit situation</b></p> <p>Progress overarm throw</p> <p>Understand why we predominantly use overarm</p> <p>Expansion on game rules</p>	<p>Dodgeball 3</p> <p><b>To develop a range of passing techniques</b></p> <p>Passing</p> <p>Effective ways to pass</p> <p>Expansion on game rules</p>	<p>Dodgeball 4</p> <p><b>To develop a range of defending &amp; catching techniques</b></p> <p>Defending &amp; catching</p> <p>Effective ways to defend and catch at speed</p> <p>Expansion on game rules</p>	<p>Dodgeball 5</p> <p><b>To combine multiple skills to suit situation</b></p> <p>Develop balance</p> <p>Develop agility</p> <p>develop hand-eye coordination</p>	<p>Dodgeball 6</p> <p><b>To perform a range of techniques within the rules of a game.</b></p> <p>Develop balance</p> <p>Develop agility</p> <p>develop hand-eye coordination</p>
<p>RE</p> <p>Religion, family and community.</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p>	<p>To investigate the different religions in Sheffield and their contribution to the community.</p>	<p>To compare the different religions within the city and the demography.</p>	<p>To choose a way in which you excel.</p>

<ul style="list-style-type: none"> <li>All religions of Sheffield – Islam focus for local area and comparison with other areas of Sheffield.</li> <li>What contributions do religions make to local life in Sheffield?</li> <li>How can we make Sheffield a city of tolerance and respect?</li> </ul>	Buddhism	Hinduism	Sikhism	Judaism	How can we make Sheffield a more tolerant city?	
<b>RSHE</b>	<b>Fr6) How can I accept my friends for who they are?</b>  LO: To accurately use language relating to gender and sexuality LO: Appreciate that we should treat everyone with respect, regardless of their physical appearance.  Outcomes: Children create lists of words and can give definitions for them.	<b>C6) What makes us feel like we belong?</b>  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 their country of origin  Outcomes: Class-based discussion	<b>C6) What makes us feel like we belong?</b>  LO: Understand that some countries are affected by war LO: Appreciate migrants are often victims of discrimination  Outcomes: Class-based discussion.	<b>C7) What does it mean to be British?</b>  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  Outcomes: Children create collages using digital images. The collages will have the title 'What I Love About Britain'.	<b>Os5) Analysing digital media.</b>  LO: To become more digitally literate by being able to analyse digital content.  Outcomes: Children analyse several newspaper web pages, comparing tabloid and broadsheet, and list write up examples of bias/sensationalism /favourable reporting etc.	<b>Fr6) How can I accept my friends for who they are?</b>  LO: To accurately use language relating to gender and sexuality LO: Appreciate that we should treat everyone with respect, regardless of their physical appearance.  Outcomes: Children create lists of words and can give definitions for them.

<b>Music</b>		<p>LO: To mark the beat of a song using body percussion.</p> <p>Outcome: Children will learn a tradition Ghanaian song and devise body percussion to accompany.</p>	<p>LO: To use percussion instruments to play to a beat.</p> <p>Outcome: Children will learn a tradition Ghanaian song and use a variety of percussion instruments to accompany.</p>	<p>LO: Layer percussion sounds as a backing track.</p> <p>Outcome: Children will learn a tradition Ghanaian song and use a variety of percussion instruments to accompany.</p>	<p>LO: To play rhythm cycles.</p> <p>Outcome: Children will learn to play three rhythm cycles with chanted word patterns and body percussion.</p>	<p>LO: To play rhythm cycles.</p> <p>Outcome: Children will learn to play three rhythm cycles with chanted word patterns and percussion instruments.</p>
--------------	--	---	---	--	---	--