




## Year 6 - Medium Term Planning Summer

Power of ME					
Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
Different Me – assembly about Ramadan (over the school holidays)	Responsible Me – Year 6 library slot (exchanging books)	Inspired Me – VE Day	Adventure Me – trip to the Imperial War Museum	Responsible Me – SATs Week	Inspired Me – Junior Sports Day
<b>Power of We – children completed Cut your Carbon Footprint activities in Autumn 2 instead of the audit and posters.</b>					
					
Trips and experiences			Imperial War Museum		

Global Citizenship Building Blocks		
Knowledge and Understanding	Skills	Attitudes
<p><b>Sustainable Development:</b></p> <ul style="list-style-type: none"> <li>people's dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li>environmentally- responsible living and global inequalities in ecological footprints</li> </ul> <p><b>Globalisation and interdependence</b></p> <ul style="list-style-type: none"> <li>how local actions affect the wider world</li> </ul>	<p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul> <p><b>Self-awareness and reflection</b></p> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>give reasons, evidence and examples in support of an opinion</li> </ul>	<p><b>Concern for the environment an commitment to sustainable development</b></p> <ul style="list-style-type: none"> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> </ul> <p><b>Belief that people can bring around change</b></p> <ul style="list-style-type: none"> <li>belief that individuals and groups can improve situations</li> <li>willingness to cooperate with others to change things for the better</li> </ul>



**English**

	<b>Week 1</b> WB	<b>Week 2</b> WB	<b>Week 3</b> WB	<b>Week 4</b> WB	<b>Week 5</b> WB	<b>Week 6</b> WB
<b>Reading</b>	SATS style questions – How to answer 3 mark questions? Model point and evidence as well as including relevant quotes from the text.	Reading Assessment – 2017 SATs paper. Each day, break down one of the 3 sections and annotate vocabulary, then break down the mark scheme.	Reading Assessment – 2018 SATs paper. Each day, break down one of the 3 sections and annotate vocabulary, then break down the mark scheme.	Reading Assessment – 2017 SATs paper. Each day, break down one of the 3 sections and annotate vocabulary, then break down the mark scheme.	SATs Week	
<b>Writing</b>	Extended first person narratives (adventure stories) How to balance description, dialogue and action. Plan, structure and execute an extended narrative.	SPAG.com Grammar related activities – prepositions, adverbials and determiners.	SPAG.com Punctuation – colons and semi-colons. How to punctuate dialogue.	SPAG.com Answering SATs style questions.	SATs Week	Flexible week/Publishing week
<b>Handwriting</b>	as ss	ac fo	oe oi	on or	ou ov/ow	re ve/ we

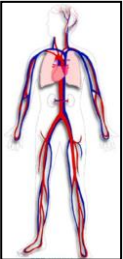






## Maths


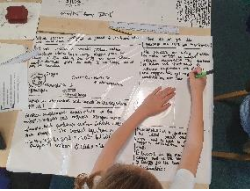







	Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
<b>Unit</b>	<p><b>Focus for the week: Algebra Ratio</b></p> <p>Children will be introduced to algebra as an extension of similar learning in previous years – missing box problems, shapes replacing numbers, etc.</p> <p>Children to be introduced to terminology such as like terms, variable, equation, and expression.</p> <p>Children to use their algebra learning to solve problems which then extend into ratio.</p>	<p><b>Focus for the week: Time</b></p> <p>Children will recap how to switch from 12 hour to 24 hour clock and vice versa.</p> <p>Once children are able to do this, we will look at using train timetables and bus timetables to plan a journey.</p> <p>We will use number lines to work out time jumps that cross the hour barrier as column method will not help in this context.</p>	<p><b>Focus for the week: Arithmetic and Reasoning revision Roman numerals</b></p> <p>Revision of key concepts ahead of SATs week.</p> <p>The topics that will be revised include: place, value rounding, four operations, measurements, fractions, decimals and percentages, and shape and space.</p>	<p><b>SATS Week</b></p>	<p><b>Focus for the week: Investigations</b></p> <p>Children will be solving a variety of KS2 based investigations that incorporate different kinds of investigative skills.</p> <p><a href="https://nrich.maths.org/9803">https://nrich.maths.org/9803</a></p> <p><a href="https://www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf">https://www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf</a></p>	<p><b>Focus for the week: Investigations</b></p> <p>Children will be solving a variety of KS2 based investigations that incorporate different kinds of investigative skills.</p> <p><a href="https://nrich.maths.org/9803">https://nrich.maths.org/9803</a></p> <p><a href="https://www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf">https://www.egfl.org.uk/sites/default/files/maths%20puzzles%20all.pdf</a></p>



**Subjects**

	<b>Week 1</b> WB	<b>Week 2</b> WB	<b>Week 3</b> WB	<b>Week 4</b> WB	<b>Week 5</b> WB	<b>Week 6</b> WB												
<b>Science</b>	<p><b>LO: to identify what I already know about the human body.</b></p> <p>Introduce children to our new topic looking at the circulatory system. This lesson is a baseline check of the children's understanding of the human body and the functions of different organs.</p> <p><b>Activity:</b> Stick in a photo of the circulatory system writing down questions about the topic and what the children already know.</p> 	<p><b>LO: to identify and describe the function of organs in the circulatory system.</b></p> <p>Introduce that the heart is an organ and a specialised muscle. It pumps blood around the body in a double pump system through different blood vessels: arteries, veins and capillaries.</p> <p><b>Activity:</b> Write a detailed explanation of how our circulatory system works using words such as oxygenated and deoxygenated. Explain why the</p>	<p><b>LO: to research scientific understanding and present information. Context: the circulatory system, blood and transportation of nutrients.</b></p> <p>Children will be given different areas of research to then present their findings to the rest of the class when they finish.</p> <p><b>Activity:</b> Working as a kagan group, the children will research their individual questions and present their learning on Keynote or magic whiteboards.</p> <p>Here is an example:</p>	<p><b>LO: to explain the effects different drugs have on the body.</b></p> <p>Introduce children to the term drug and explain that there are drugs that have a positive effect on our bodies (medicines) and that there are harmful substances too.</p> <p>Introduce children to the concept of legal drugs – nicotine, alcohol, caffeine, etc.</p> <p><b>Activity:</b></p> <p><b>Drugs</b></p> <ol style="list-style-type: none"> <li>Define the term <b>drug</b>.</li> <li>"Drugs always have a negative effect upon the body" Do you agree or disagree with this statement? Explain your thoughts.</li> <li>What do you think the phrase <b>substance abuse</b> means?</li> </ol>  <p><b>Types of drugs</b> Below is a table of some of different categories of drugs. Draw this table in your books, define them and give examples of each.</p> <table border="1"> <thead> <tr> <th>Type of drug</th> <th>Definition</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Stimulants</td> <td></td> <td></td> </tr> <tr> <td>Depressants</td> <td></td> <td></td> </tr> <tr> <td>Inhalants</td> <td></td> <td></td> </tr> </tbody> </table> <p>As a group, create an informative leaflet highlighting the dangers of substance abuse and the effects they have on the human body.</p> <p><b>You must include</b></p> <ul style="list-style-type: none"> <li>Short-term effects</li> <li>Long-term effects</li> <li>How the drug specifically affects the organs.</li> <li>How the drug may affect the appearance of the user.</li> </ul>  <p><b>Reflection Question:</b> Caffeine is highly addictive therefore it should be banned.</p>	Type of drug	Definition	Example	Stimulants			Depressants			Inhalants			<p><b>LO: to examine the implications of scientific theory. Context: pacemakers, snake venom, arrhythmia, sickle cell anaemia.</b></p> <p>Children will be split into teams to research different topics related to the circulatory system.</p> <p><b>Activity:</b> Using Keynote, children to create a presentation about their topic.</p> <p><b>Reflection Question:</b> Each group will have their own reflection question:</p> <p>1) Since pacemakers regulate blood flow around the body, can these devices be used to increase someone's life expectancy?</p>	<p><b>LO: to identify the different components of blood and their purpose.</b></p> <p>Blood is made up of four main components – plasma, red blood cells, white blood cells and platelets.</p> <p><b>Activity:</b> Children to recreate blood using different ingredients.</p>  <p><b>Reflection Question:</b></p> 
Type of drug	Definition	Example																
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	<p>Then, using Showbie, research the functions of the different organs.</p>  <p><b>Reflection Question:</b> The brain must be the more important organ because it is larger than our heart. Do you agree or disagree with this statement?</p>	<p>heart is called a double pump system.</p> <p><b>Reflection Question:</b> <b>Children can pick one of the following:</b></p> <p>Why are the walls of the artery so thick compared to the vein?</p> <p>Why do our veins appear blue even though all blood is different shapes of red?</p>	  <p><b>Reflection Question:</b> The heart pumps blood around the body. What else does it do?</p>	<p>How far do you agree with this statement? Why are some drugs banned and not others?</p>	<p>2) "Doctor, I suffered from an arrhythmia three years ago. I have been training for the half marathon and so far, everything has been fine. I have a healthy lifestyle, but my friend thinks I may be putting myself in danger and recommended I get some medical advice." What do you think? Please explain your thoughts.</p> <p>3) Explain the difference between a sickle cell and a normal red blood cell.</p> <p>4) "Snake venom should be used to treat cancer."</p> <p>Do you agree, challenge or build upon this statement? Explain your thoughts.</p>	<p>Pick either a chimpanzee, chicken or cow. How does their organ systems differ to ours?</p>
<p><b>History</b></p> <p>Why was VE day is a significant moment in British History?</p>	<p><u>Key Historical Question (KHQ):</u></p> <p>How and why did Hitler rise to power?</p>	<p><u>Key Historical Question (KHQ):</u></p> <p>How did Germany advance through Europe so quickly?</p> 	<p><u>Key Historical Question (KHQ):</u></p> <p>What happened to Anne Frank?</p> <p><u>Key vocabulary:</u> Persecute Anne Frank Jewish</p>	<p><u>Key Historical Question (KHQ):</u></p> <p>What was life like in WW2 Britain?</p>  <p><u>Key vocabulary:</u> blitz</p>	<p><u>Key Historical Question (KHQ):</u></p> <p>What might have been the consequences of if Britain has lost the Battle of Britain?</p>  	<p><u>Key Historical Question (KHQ):</u></p> <p>What were the consequences of World War Two?</p>  



Government



Key vocabulary:

conflict  
allies  
Nazi Party  
Adolf Hitler  
Invasion  
appeasement

Building blocks:

• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Activity:

Identify the reasons why Hitler came to power in 1933: Germany felt the Treaty of Versaille was harsh on the following WW1. Land lost and economy weak. Hitler wanted to Germany powerful again and stood for election as a member of the Nazi party. People voted for him to become Chancellor. In 1933 the Enabling Act was passed giving him the powers to pass and enforce laws without objection.

Look at the idea of fair elections and the use of propaganda.

Key vocabulary:

conflict  
Nazi Party  
Surrender  
Blitzkrieg  
Tactics  
Strategy

Building blocks:

• Identify periods of rapid change in history and contrast them with times of relatively little change.  
• Use dates and terms accurately in describing events.

Activity:

Focus on invasion and the ideas of military tactics – the Nazis used a revolutionary tactic for the time called Blitzkrieg (lightning war).

Study maps and locate the key countries involved in Germany's early expansion.

Compare to WW1 where the fighting was very static at times and based around trench warfare.

Discrimination  
Anti-Semitism  
Aryan Race

Building blocks:

• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  
• Select suitable sources of evidence, giving reasons for choices.

Activity:

Year 6 have already had an introduction to the life of Anne Frank via guided reading so children to recap prior knowledge. Introduce Anne Frank's diary and its usefulness as a primary source.

What does it tell us?  
What does it not tell us?  
Use a range of sources to explain what happened to Anne Frank.

Reflection sticker:

Why was Anne Frank targeted? What happened to Jewish people in the Second World War?

evacuee  
evacuate  
conflict  
rationing

Building blocks:

• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Activity:

Life changed for the people of Britain and other countries around the world. Women's role is society changed with the creation of the Land Army.

Many children during World War Two became evacuees. The evacuation of British children was known as Operation Pied Piper and began on the 1st of September 1939. Children, thought to be at risk from German air raids, were removed from Britain's cities and relocated in the countryside. It officially relocated more than 3.5 million people - 3 million of them in the first four days. Most had no idea of where they were going, let alone when they would be coming back. But those who stayed in the cities were at risk from German bombs and also faced a shortage of food, clothes and even toys.

Before the Second World War started Britain imported about 55 million tons of food a year from other countries. After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British

Key vocabulary:

conflict  
invasion  
surrender  
puppet state

Activity:

Children to imagine a dystopian world where the British lost the Battle of Britain?

Would this have been the end of British as a global power?

What would life under Nazi occupation look like?

Would the Allies still have enough power to have won the war?

Children to research and formulate their ideas before having a class debate.

Reflection sticker:

Do you think the Allies could have won the war if Britain had been defeated?

Key vocabulary:

Surrender  
Partition  
Independence  
Victory

Building blocks:

• Use dates and terms accurately in describing events.  
• Identify continuity and change in the history of the locality of the school.

Activity:







Look at the global, national and local implications of the end of the war.

- VE Day
- Cold War starts
- Formation of the UN
- Human Rights Convention
- Nuremburg Trials
- Israel/Palestine partition
- End of the British Empire
- Korea is split into North and South.

Children to research key events from the list above.

Reflection sticker:



	<p><b>Reflection sticker:</b> Why did Hitler rise to power? What could have been done to stop him?</p>	<p><b>Reflection sticker:</b> Blitzkrieg was a revolutionary tactic that caught the Allies by surprise. Why was it so effective? What are its weak points?</p>		<p>government decided to introduce a system of rationing.</p> <p>Rationing made sure that people got an equal amount of food every week. The government was worried that as food became scarcer, prices would rise and poorer people might not be able to afford to eat. There was also a danger that some people might hoard food, leaving none for others.</p> <p>Create a keynote about one aspect on life in WW2.</p> <p><b>Reflection sticker:</b> What do you think life was like in Britain for...?</p> <p>Give children the option of different stickers: evacuees, home guard, women in factories, etc.</p>		<p>Why was VE day is a significant moment in British History?</p>
<p><b>Computing</b></p>	<p> LO: to use a computer to create and manipulate three-dimensional (3D) digital objects</p> <p>Activity: Open Tinkercad and learn how to select, move and examine 3D objects from different angles.</p>	<p> LO: to compare working digitally with 2D and 3D graphics</p> <p>Activity: Compare working digitally with 2D and 3D shapes. Use Tinkercad to create a 3D model house by resizing, recoloring and repositioning 3D shapes.</p>	<p> LO: to construct a digital 3D model of a physical object</p> <p>Activity: Using Tinkercad, children create a 3D image of an object by rotating, repositioning and combining 3D shapes.</p>	<p> LO: to identify that physical objects can be broken down into a collection of 3D shapes</p> <p>Activity: Children make a 3D pencil pot but combining shapes and using the hollow block tool to create holes. They use the grouping tool to create new shapes.</p>	<p> LO: to design a digital model by combining 3D objects</p> <p>Activity: Children design a photo frame on paper to fulfil given design criteria.</p>	<p> LO: to develop and improve a digital 3D model</p> <p>Activity: Children use Tinkercad to create a 3D representation of the photo frame they designed last lesson, ensuring that it fulfils the design criteria and holds at least 1 photo of a given dimension.</p>



**Music**

**Music and Me** - focusing on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative [Both Sides Now](#). Children will be writing their own music using Yumu technology. They will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.

They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:

- Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.
- Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.
- Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- Anna Meredith: A composer and performer of electronic and acoustic music.

Recurring themes are discussed by the artists and built into the step-by-step lesson plans provided for discussion and use in your students’ compositions if appropriate. Ultimately, students will discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!

In addition... **Reflect, Rewind and Replay**

- Listen and Appraise Classical music
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Singing
- Play instruments within the song
- Improvisation using voices and instruments
- Composition
- Share and perform the learning that has taken place

The very end of this term consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.










Plus... songs for end of year production

**Art**


<p>LO: to identify common themes and artists in surrealism.</p> <p>Ch create a keynote about surrealism using famous works from surrealist artists and look for common themes. Comment on use of colour, emotions, subject matter and style.</p>	<p>LO: Experiment with the use of dull background colours and bright colours for main objects in a Surrealist painting. (Like Max Ernst) Evaluate the effect of emphasis. Compare and contrast the use of colour by</p>	<p>LO: to research the works of Salvador Dali and its use of symbolism</p> <p>Children look at numerous artworks by Dali and identify common themes/images. Look at use of symbols, e.g.</p> <ul style="list-style-type: none"> <li>• elephants – distorted reality</li> </ul>	<p>LO: to compose a picture inspired by Dali.</p> <p>Children sketch out their ideas for their art work ensuring that they include some symbolism in their work.</p> <p>Paint the background for their work so that it can dry and be used in the next lesson.</p>	<p>LO: to create a surrealist inspired piece of art.</p> <p>Children sketch then paint the picture onto the background created last week.</p> <p>When dry, add fine detail with blue/black paint/pen.</p>	<p>LO: to evaluate our artwork.</p> <p>Children take a photo of their final piece and upload to Showbie. They write/say what they liked/thought was successful and what could be improved. Ensure comments reference symbolism, use of colour and subject matter and</p>
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	<p>Artists may include: Paul Klee (1879-1940) Max Ernst (1891-1976) Joan Miró (1893-1983) René Magritte (1898-1967) Alberto Giacometti (1901-66) Salvador Dalí (1904-89)</p>  <p>Artists and artisans</p>  <p>Emotions</p>	<p>Surrealist artists and those who were famous for producing Pop art.</p>  <p>Colour theory</p> <p>In Sketchbooks</p>	<ul style="list-style-type: none"> <li>• eggs – hope and love</li> <li>• ants – death</li> <li>• locusts – waste and fear</li> <li>• snails – the human head!</li> </ul> <p>Children draw these in their sketchbooks annotating them with notes.</p> <p>Children then draw their own objects and explain what they would symbolize. Sketchbooks</p>   <p>Process Artists and artisans</p>	<p>(He would start by covering the surface with white paint before painting in the horizon, sky and landscape.)</p>  <p>Techniques</p>	 <p>Techniques</p>  <p>Colour theory</p>	<p>similarities/differences to Dali/other surrealist artists' work.</p>  <p>showbie</p>
<p><u>French</u></p>	<p style="text-align: center;"><b>RIGOLO 1 UNIT 9</b> <u>Les Fetes</u></p> <ul style="list-style-type: none"> <li>• Talk about Festivals and dates</li> <li>• Talk about presents and festivals             <ul style="list-style-type: none"> <li>• Count beyond 10 to 60</li> </ul> </li> <li>• Give and understand instructions</li> </ul>					
<p><u>PE</u> <u>Athletics</u></p>	<p><b>Athletics</b></p> <p>To demonstrate the ability to accelerate from a variety of static positions. Demonstrate the ability to change</p>	<p><b>Athletics</b></p> <p>To work at the same jogging pace as your partner. To sustain jogging and running at</p>	<p><b>Athletics</b></p> <p>To perform dynamic combination of jumping sequences with control. To jump for</p>	<p><b>Athletics</b></p> <p>To perform triple jump combination sequences with balance and control. To perform a scissor jump from a short run up.</p>	<p><b>Athletics</b></p> <p>To throw for accuracy and observe a partner and give accurate feedback. To perform over and underarm</p>	<p><b>Athletics</b></p> <p>To vary throwing distances and aim for targets using an underarm throw. To demonstrate a dynamic sling throw.</p>



	speed from a variety of positions.	a consistent pace for over a minute.	distance from one foot to two feet.		throws to reach a target on the ground.	
 RSHE	Safety and the Changing Body (not SRE)  Lesson 1 – understanding the risks of alcohol	Safety and the Changing Body (not SRE)  Lesson 2 - To start to become a discerning consumer of information online	Safety and the Changing Body (not SRE)  Lesson 3 - To understand that online relationships should be treated in the same way as face to face relationships	Zones of Regulation – lesson 15	SATs Week	