



Year 6 – Summer Medium Term Plan
Topic: Full Power



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Performance management completed ● Pupil progress meeting ● Subject scrutinies ● Forward planning meetings ● Summer 2 OTrack assessment ● Summer 2 classtrack assessment ● Reports for parents ● Transition and transition meetings ● EAL and PP documents completed 	<ul style="list-style-type: none"> ● World Art Day ● Earth Day ● Mental Health Awareness Week ● National Numeracy Day ● World Day for Cultural Diversity for Dialogue and Development ● Post 1066 Study Day ● Queen Platinum Jubilee ● Refugee Week ● Make Music Day ● Bastille Day ● Sports Day ● Transition ● The Grange has Talent 	<ul style="list-style-type: none"> ● Entry point -Investigating electricity (practical) ● Exit point - DT and science reps to judge motorised vehicles ● Class Story - The Graveyard Book ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>TLC: Can I read books that are structured in different ways?</p> <p>TLC: Can I read for a range of purposes?</p>	<p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I ask questions to develop ideas and make contributions that consider others' views?</p>	<p><u>Focus:</u></p> <p><u>Grammar</u></p> <p>TLC: Can I use ellipses?</p> <p>TLC: Can I use semi-colons, colons or dashes to mark boundaries between independent clauses?</p> <p>TLC: Can I write Outside. (Inside.) sentences?</p> <p>TLC: Can I identify and write using irony?</p> <p>TLC: Can I write PC (Paired Conjunction) sentences?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <p>TLC: Can I spell words with silent letters? (List 16)</p> <p>TLC: Can I spell words with silent letters? (List 17)</p>



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TLC: Can I increase my 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?

TLC: Can I recommend books that I have read to my peers, giving reasons for my choices?

TLC: Can I identify and discuss themes and conventions in and across a wide range of writing?

TLC: Can I make comparisons within and across books?

TLC: Can I check that the book makes sense by discussing my understanding and exploring the meaning of words in context?

TLC: Can I ask questions to improve my understanding?

TLC: Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence?

TLC: Can I distinguish between statements of fact and opinion?

TLC: Can I retrieve, record and present information from non-fiction?

TLC: Can I participate in discussions about books that are read to me and those I can read for myself?

TLC: Can I build on my own and others' ideas and challenge views courteously?

TLC: Can I explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?

TLC: Can I use evidence to support my ideas and opinions?

TLC: Can I expand on and explain ideas and opinions clearly?

TLC: Can I take an active part in discussions, taking different roles?

TLC: Can I use hypothetical language to express possibilities?

TLC: Can I use Standard English fluently in formal situations?

TLC: Can I perform my own compositions, using appropriate intonation and volume and expression so meaning is made clear?

TLC: Can I engage listeners through the variety and liveliness of both vocabulary and expression?

TLC: Can I pay close attention to and consider the views and opinions of others in discussions?

TLC: Can I make contributions to discussions, evaluating others' ideas and responding to them?

TLC: Can I spell words with silent letters? (List 18)

TLC: Can I spell words with a hyphen? (List 19)

TLC: Can I spell words with a hyphen? (List 20)

TLC: Can I spell words by adding the suffix -ous (word endings in y become i)? (List 21)

TLC: Can I spell words by adding the suffix -ous? (List 22)

TLC: Can I spell challenging words? (List 23)

TLC: Can I spell challenging words? (List 24)

TLC: Can I spell science linked words? (List 25)

TLC: Can I spell history linked words? (List 26)

TLC: Can I spell words by adding the prefix il-, ir-, im-? (List 27)

TLC: Can I spell homophones? (List 28)

TLC: Can I spell homophones? (List 29)

TLC: Can I spell homophones? (List 30)

TLC: Can I spell homophones? (List 31)



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English (Writing)

Focus:

Handwriting

TLC: Can I write legibly, fluently and with increasing speed?

Writing

SUMMER 1

Focus:

Narrative (non fiction) - The Graveyard Book by Neil Gaiman

Writing

TLC: Can I plan a story? (Hot)

TLC: Can I write a narrative story? (Hot)

TLC: Can I edit and upstage a story? (Hot)

SUMMER 1

TLC: Can I investigate types of stories and authors' interests? (Experience day 1)

TLC: Can I explore names, key words and epitaphs that are on gravestones? (Experience day 2)

TLC: Can I use prepositions in my writing? (SS L1)

TLC: Can I use similes to improve my writing? (SS L1, L8)

TLC: Can I use short sentences in my writing? (SS L2)

TLC: Can I use question tags to improve my sentences? (SS L2)

TLC: Can I use onomatopoeia in my writing? (SS L2, L8)

TLC: Can I use personification to add effect to my writing? (SS L3, L6)

TLC: Can I add dialogue to improve my writing? (SS L3, L4, L6)

TLC: Can I use adverbial expanded noun phrases in my writing? (SS L3)

TLC: Can I show the reader how the character feels? (SS L4)

TLC: Can I use informal speech to show the mood of the character? (SS L5)

TLC: Can I use reported speech? (SS L5)

TLC: Can I use adverbials to show when? (SS L6, L7)

TLC: Can I use expanded noun phrases? (SS L9)

TLC: Can I use complex sentences in my writing? (SS L10)

TLC: Can I use rhyme in my writing to create effect? (SS L11)

TLC: Can I use long sentences to summarise the adventure? (SS L12)

TLC: Can I use short sentences to build suspense? (SS L12)

SUMMER 2

SUMMER 2

Focus:

Newspaper article - Goldilocks



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Writing

TLC: Can I plan a newspaper article? (Hot)
TLC: Can I write a newspaper article? (Hot)
TLC: Can I edit and upstage a newspaper article? (Hot)

TLC: Can I understand the story of Goldilocks? (Experience day 1)
TLC: Can I write a headline pun? (SS L1)
TLC: Can I write a strapline alliteration? (SS L1)
TLC: Can I write a photo caption? (SS L1)
TLC: Can I use the 5W's to set the scene? (SS L2)
TLC: Can I use exaggeration to alarm the reader? (SS L2)
TLC: Can I ask urgent questions to intrigue the reader? (SS L2)
TLC: Can I use formal dialogue? (SS L3)
TLC: Can I use the passive voice? (SS L3)
TLC: Can I use the power of 3 in a list? (SS L4)
TLC: Can I write complex sentences formally? (SS L4)
TLC: Can I include subjunctive form in my writing? (SS L4)
TLC: Can I use reported speech? (SS L5)
TLC: Can I write a list with bullet points? (SS L5)
TLC: Can I use a powerful quote in my writing? (SS L5)
TLC: Can I create an informal message to be used on social media? (SS L6)
TLC: Can I create a formal message to be used on social media? (SS L6)

Maths

Focus:

Problem solving and investigations

TLC: Can I solve number and practical problems that involve place value?
TLC: Can I solve addition and subtraction multi-step problems in contexts?
TLC: Can I solve problems which require answers to be rounded to specified degrees of accuracy?
TLC: Can I solve problems involving the calculation of percentages?

Focus:

Transition Tasks

(Problems and challenges more-able children)

(59) Four-by Four

TLC: Can I visualise 2D shapes?
TLC: Can I find fractions of shapes?
TLC: Can I solve mathematical problems or puzzles?

(62) Maize

TLC: Can I add and subtract two digits mentally?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family Problem of the Week



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<p>TLC: Can I solve problems involving the relative sizes of two quantities? TLC: Can I solve problems involving the calculation and conversion of units of measure? TLC: Can interpret and construct pie charts and line graphs and use these to solve problems?</p>	<p>TLC: Can I multiply and divide by single-digit numbers? TLC: Can I solve mathematical problems or puzzles? <u>(76) Slick Jim</u> TLC: Can I find fractions of quantities? TLC: Can I understand the relationship between multiplication and division? TLC: Can I solve mathematical problems or puzzles?</p>	
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus:</u> <i>Printing</i></p> <p>TLC: Can I use a range of printing techniques to create visually interesting pieces? TLC: Can I reflect the purpose of the work with a developing individual style? TLC: Can I create prints using screen printing? TLC: Can I explore the works of Banksy? TLC: Can I explore the works of David Hockney? TLC: Can I explore the works of Andy Warhol?</p>	<p><u>Focus:</u></p> <p><u>6.6 Networks</u> TLC: Can I distinguish between the World wide web and the internet? TLC: Can I understand my school network? (LAN and WAN) TLC: Can I consider some of the major changes to technology in my lifetime?</p> <p><u>6.8 Binary Code</u> TLC: Can I understand what Binary Code is? TLC: Can I count in Binary? TLC: Can I convert from decimals to Binary? TLC: Can I control game states?</p>	<p><u>Focus:</u> <i>Mechanical systems and electrical systems</i></p> <p>TLC: Can I understand different types of mechanical systems? TLC: Can I explore how to strengthen, stiffen and reinforce more complex structures? TLC: Can I understand electrical systems? (cross-curricular links to science) TLC: Can I investigate and analyse a range of existing products? TLC: Can I use research to develop a design criteria? TLC: Can I use my design criteria to generate ideas for a product that is fit for purpose? TLC: Can I evaluate my ideas against my design criteria? TLC: Can I communicate my ideas using an exploded diagram? TLC: Can I independently select appropriate tools and equipment to perform practical tasks? TLC: Can I independently select from and use a wide range of materials and components based on their functional/aesthetic properties?</p>



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TLC: Can I apply my understanding of how to strengthen, stiffen and reinforce more complex structures?
TLC: Can I use mechanical systems in my product?
TLC: Can I use electrical systems in my products?
TLC: Can I evaluate my ideas and products against my own design criterion and consider the views of others to improve my work?

French (Languages)

Geography

History

Focus:

Healthy Lifestyles

TLC: Can I recognise and name five foods and drinks that are considered good for a healthy diet?
TLC: Can I recognise and name five foods and drinks that are considered bad for a healthy diet if eaten in excess?
TLC: Can I recall and name exercises that I do during the week?
TLC: Can I explain how I lead a healthy lifestyle?
TLC: Can I follow a simple French recipe?
TLC: Can I use the correct form of the indefinite article according to the gender of the noun?

Regular Verbs

Can I explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they?
Can I conjugate most of a regular -ER verb in full when I am given the infinitive version?
Can I conjugate most of a regular -IR verb in full when I am given the infinitive version?

Focus:

Power

Physical:

TLC: Can I use geographical terms to describe and compare: energy, renewable/non renewable, fossil fuel, power, fuel, natural resource?
TLC: Can I identify renewable and non renewable energy sources?

Human:

TLC: Can I explain the impact that using renewable and non renewable resources have on the Earth?

Mapwork:

TLC: Can I draw a thematic map to identify the renewable and non renewable energy sources in the UK?

Fieldwork:

TLC: Can I read, interpret and use pie charts and line graphs to explain the use of renewable and non renewable sources of power?

Focus:

Post 1066 Study Day

Can I understand key events that happened during the time of the Windrush?

TLC: Can I understand the history of the Caribbean islands and locate them on a map?
TLC: Can I understand the presence of people of African and Caribbean descent in Britain prior to 1948?
TLC: Can I understand the link between African-Caribbean service men and women and WW2?
TLC: Can I understand what life was like for African-Caribbean men and women who traveled to Britain?
TLC: Can I understand the difficulties that African-Caribbean men and women faced living in Britain?
TLC: Can I identify some changes to British society as a result of the migration of people of African and Caribbean descent to Britain?



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<p>Can I conjugate most of a regular -RE verb in full when I am given the infinitive version?</p>	<p>TLC: Can I carefully select images to support discussion about energy sources?</p>	
<p>Music</p>	<p>Physical Education</p>	<p>Personal, Social and Health Education</p>
<p>Focus</p> <p><u>Music and Me (Charanga)</u> TLC: Can I appraise songs written by four inspirational women? (Listening /Appraise) TLC: Can I create lyrics for Chillin' style of music? (Appraise) TLC: Can I research about the composer Shiva Feshereki? (Music History) TLC: Can I compose using the quick beats? (Compose) TLC: Can I use the alphabet tricks to create a rap song? (compose) TLC: Can I play and perform as part of a final ensemble performance? (Perform)</p> <p>Focus: Composer of the term TLC: Can I research the Baroque period? TLC: Can I compare the original and disco version of Beethoven's Symphony No.5?</p>	<p>Focus:</p> <p><u>Cricket</u> TLC: Can I set up appropriate fielding positions as a team and as an individual? TLC: Can I recognise danger areas when fielding? TLC: Can I throw at a target with accuracy? TLC: Can I throw at a target with accuracy and speed? TLC: Can I perform an overarm bowl with accuracy, speed and weight? TLC: Can I apply batting skills when striking at a target? TLC: Can I work effectively as part of a team when fielding and batting?</p> <p><u>Paralympics</u> TLC: Can I recognise that everyone is different? TLC: Can I demonstrate respect and fair play? TLC: Can I highlight positive impacts through the achievement of others? TLC: Can I gain respect for differing sporting abilities and strategies? TLC: Can I understand determination and what it looks like? TLC: Can I understand discrimination and the effects it has on people?</p>	<p>Focus:</p> <p><u>Relationships</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I identify the most significant people in my life so far? b) TLC: Can I understand how it feels to have people in my life that are special to me?</p> <p>Jigsaw Piece 2: a) TLC: Can I recognise some of the feelings we can have when someone dies or leaves? b) TLC: Can I use some strategies to manage feelings?</p> <p>Jigsaw Piece 3: a) TLC: Can I understand that there are different stages of grief and different types of loss? b) TLC: Can I recognise when I am feeling those emotions?</p> <p>Jigsaw Piece 4: a) TLC: Can I recognise when people are trying to gain power or control? b) TLC: Can I demonstrate ways I could stand up for myself and friends in situations?</p> <p>Jigsaw Piece 5:</p>



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TLC: Can I recognise physical and mental barriers to achieving goals and how these can be overcome?

Athletics
Sports Day

- a) TLC: Can I understand how technology can be used to gain power or control and identify strategies to prevent this?
- b) TLC: Can I take responsibility for my own safety and well-being?

Jigsaw Piece 6:

- a) TLC Can I use technology positively and safely to communicate with my friends and family
- b) TLC: Can I take responsibility for my own safety and well-being?

Changing Me

Jigsaw Piece 1:

- c) TLC: Can I understand self image and be aware of my own?
- d) TLC: Can I understand how to develop my own self esteem?

Jigsaw Piece 2:

- c) TLC: Can I explain how girls and boys bodies change in puberty and understand the importance of looking after myself physically and emotionally?
- d) TLC: Can I express how I feel about the changes that will happen to me during puberty?

Jigsaw Piece 3:

- c) TLC: Can I ask questions about puberty?
- d) TLC: Can I reflect on how I feel?

Jigsaw Piece 4:

- c) TLC: Can I describe how a baby develops from conception through the nine months of pregnancy?
- d) TLC: Can I reflect on how I feel about the development and birth of a baby?

Jigsaw Piece 5:

- c) TLC: Can I understand how being physically attracted to someone changes the nature of the relationship?



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d) TLC: Can I express how I feel about growing into a teenager and I am confident that I can cope with this?

Jigsaw Piece 6:

- c) TLC: Can I identify what I am looking forward to and what worries me about the transition to secondary school?
- d) TLC: Can I understand how to prepare myself emotionally for starting secondary school?

Religious Education

Science including STEM

Focus:

Forgiveness

TLC: Can I discuss and explore the meaning of forgiveness?
TLC: Can I understand approaches to forgiveness through Christianity?
TLC: Can I understand approaches to forgiveness in Judaism?
TLC: Can I understand approaches to forgiveness through Islam?
TLC: Can I understand approaches to forgiveness in Humanism?
TLC: Can I present my ideas on forgiveness?

Focus:

Electricity

TLC: Can I use recognised symbols when representing a simple series circuit?
TLC: Can I link the brightness of a lamp or the volume of the buzzer with the number of voltage of cells used?
TLC: Can I use test results to make predictions to set up comparative and fair tests? (WS)
TLC: Can I compare and give reasons for variations in how components function?
TLC: Can I report and present findings in written form from enquiries using displays and other presentations? (WS)