



**Year 6– Summer Medium Term Plan**  
**Topic: Horrible Histories**



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Curriculum parent guide</li> <li>● Performance management completed</li> <li>● Pupil progress meeting</li> <li>● Subject scrutinies</li> <li>● Forward planning meetings</li> <li>● Summer 2 OTrack assessment</li> <li>● Summer 2 classtrack assessment</li> <li>● Reports for parents</li> <li>● Transition and transition meetings</li> <li>● EAL and PP overview completed</li> </ul>	<ul style="list-style-type: none"> <li>● Arts Week</li> <li>● National Numeracy Day</li> <li>● Mental Health Awareness Week</li> <li>● Soccer Aid</li> <li>● Make Music Day</li> <li>● Refugee Week</li> <li>● National Fieldwork Week</li> <li>● Bastille Day</li> <li>● Sports Day</li> <li>● Transition Day</li> <li>● Leavers assembly</li> <li>● Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Local walk to a graveyard</li> <li>● Exit point - Transition and Leavers Assembly</li> <li>● Class Story - Thornhill</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> <li>● SATs Party</li> </ul>
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b></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>LO: To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet and attempting pronunciation of unfamiliar words, including exception words.</p> <p>LO: To continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction &amp; ref or textbooks.</p> <p>LO: To recommend books that they have read to their peers, giving reasons for their choices</p> <p>LO: To Identify and discuss themes and conventions in and across a wide range of writing across longer texts.</p> <p>LO: To make comparisons within and across books.</p>	<p><b>Spoken Language skills embedded across all subjects</b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Imitate</li> <li>● 80:20 rule</li> <li>● Poetry recital</li> <li>● Leavers presentation</li> </ul> <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>LO: To listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</p>	<p><b>Focus:</b></p> <p><b>Summer 1</b></p> <p><u>Grammar</u> - (Stand alone sessions)</p> <p>LO: To identify and use conjunctions.</p> <p>LO: To identify word classes.</p> <p>LO: To insert commas and semicolons.</p> <p>LO: To insert relative clauses into sentences.</p> <p>LO: To insert parentheses into sentences.</p> <p>LO: To understand and correctly identify different ttypes of clauses.</p> <p>LO: To understand how conjunctions and commas can change the meaning of a sentence.</p> <p>LO: To identify verbs, nouns, determiners and adjectives.</p> <p>LO: To identify and use active and passive voice.</p> <p>LO: To insert dashes into sentences.</p> <p><u>Spelling</u></p> <p>List coverage:</p> <p>LO: To spell homophones and near homophones correctly.</p>



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LO: To learn a wider range of poetry by heart e.g. narrative, verse and sonnet.  
 LO: To Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.  
 LO: To draw inferences (characters' feelings, thoughts & motives  
 LO: To summarise main ideas drawn from more than 1 paragraph, identify key details that support the main ideas.  
 LO: To Identify and comment on a writer's choice of language.  
 LO: To show awareness of the writer's craft by commenting on the use of language, grammatical features and structures of text.  
 LO: To 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.  
 LO: To provide reasoned justifications for my views with evidence from text?  
 LO: To present a counter argument in response to others' points of view.

LO: To ask questions to develop ideas and make contributions that take account of others' views.  
 LO: To use evidence to support ideas and opinions. Explain ideas and opinions, elaborating to make meaning explicit.  
 LO: To take an active part in discussions, taking different roles.  
 LO: To use hypothetical and speculative language to express possibilities.  
 LO: To use Standard English fluently in formal situations.  
 LO: To debate an issue, maintaining a focused point of view.  
 LO: To use formal language of persuasion to structure a logical argument.  
 LO: To perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.  
 LO: To perform poems or plays from memory, making deliberate choices about how they convey ideas and characters, contexts and atmosphere.  
 LO: To talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.  
 LO: To pay close attention to and consider the views and opinions of others in discussions.  
 LO: To make contributions to discussions, evaluating others' ideas and responding to them.  
 LO: To understand and select the appropriate register according to the context.

LO: To spell homophones and near homophones correctly.  
 LO: To spell common exception words.  
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 LO: To spell common exception words.

**Summer 2**

**Spelling:**

LO: To spell words with the digraph 'ch' pronounced differently.  
 LO: To spell words ending in -tive and -sive.  
 LO: To spell words with the 'ph' sound.  
 LO: To spell words with a letter 'c'.  
 LO: To spell common exception words.  
 LO: To spell common exception words.

**English (Writing)**

**Summer 1**

**Focus: Narrative (Story) - The Graveyard Book**

**Handwriting**

LO: To use diagonal and horizontal strokes to join letters.

**Composition (Planning and Composition)**

LO: To discuss writing to learn from its structure, vocabulary and grammar. (Reading and all SS sessions)

**Composition (Editing)**

LO: To proof-read for spelling errors.  
 LO: To proof-read for punctuation errors.  
 LO: To assess the effectiveness of my writing.



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<p>LO: To understand which letters are break letters. LO: To increase the legibility and consistency of my handwriting.</p> <p>Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3/4/5 content and writing structures):</p> <ul style="list-style-type: none"> <li>● Dilaogue (SS1, SS2, SS4, SS5, SS6, SS9, SS11 )</li> <li>● Informal speech (SS5)</li> <li>● Reported speech (SS5)</li> <li>● Prepositions (SS1)</li> <li>● Simile (SS1, SS8)</li> <li>● Rhetorical questions (SS2)</li> <li>● Onomatopoeia (SS2, SS9)</li> <li>● Precise verbs (SS3, SS6)</li> <li>● Personification (SS3, SS6)</li> <li>● Adverbial phrases (SS3, SS6, SS7, SS10, )</li> <li>● Hyphen (SS3)</li> <li>● Noun Phrases (SS3, SS4, SS9)</li> <li>● Power of three (SS9)</li> <li>● Complex sentences (SS10)</li> <li>● Rhyme (SS11)</li> </ul>	<p>LO: To discuss and record ideas before writing. (All SS sessions) LO: To compose and rehearse sentences orally. (All SS sessions) LO: To compose and write sentences including varied and rich vocabulary. (All SS sessions) LO: To compose and write a range of sentence structures. (All SS sessions) LO: To organise paragraphs around a theme. (All SS sessions) LO: To use simple organisational devices. (All SS sessions)</p> <p><u>Independent Writing</u> LO: To discuss and record my ideas before writing. (Planning) LO: To create a clear structure for settings, characters and plot. LO: To write a story.</p>	<p>LO: To assess the effectiveness of others’ writing. LO: To suggest improvements to others.</p> <p><u>Performance (Reading as a Writer)</u> LO: To read aloud my own writing to a group while controlling my tone and volume.</p> <p><u>LOs specific to the Jane Considine lessons.</u> <b><u>LO: To create effective sentences for a Narrative.</u></b></p> <p>LO: To find a shape for a newspaper. (FtS1) LO: To find a shape for a newspaper. (FtS2) LO: To understand the story of Goldilocks. (ED1) LO: To create a headline, strapline and photograph captions. (SS1) LO: To introduce 5W’s, the jelly effect and use questions. (SS2) LO: To use shifts in formality in writing. (SS3) LO: To create a heading and include data and community’s voice in a newspaper. (SS4) LO: To create a heading, and write about future and planned actions. (SS5) LO: To write a heading and tweets. (SS6)</p>
<p><b>Summer 2</b> <b>Focus: Non fiction - Newspaper</b> <u>Handwriting</u> LO: To use diagonal and horizontal strokes to join letters. LO: To understand which letters are break letters. LO: To increase the legibility and consistency of my handwriting.</p>	<p><u>Composition (Planning and Composition)</u> LO: To discuss writing to learn from its structure, vocabulary and grammar. (Reading and all SS sessions) LO: To discuss and record ideas before writing. (All SS sessions) LO: To compose and rehearse sentences orally. (All SS sessions) LO: To compose and write sentences including varied and rich vocabulary. (All SS sessions)</p>	



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Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3/4/5 content and writing structures):

- Pun (SS1)
- Alliteration (SS1)
- Hyperbole (SS2)
- Questions (SS2)
- Formal/informal language (SS3, SS7)
- Dialogue (SS3)
- Passive voice (SS3)
- Power of three (SS4)
- Complex sentences (SS4)
- Subjunctive form (SS4)
- Reported speech (SS5)
- Bulletpoints (SS5)
- Parenthesis (SS6)
- Quotes (SS6)

LO: To compose and write a range of sentence structures. (All SS sessions)  
LO: To organise paragraphs around a theme. (All SS sessions)  
LO: To use simple organisational devices. (All SS sessions)

Independent Writing

TLC: To discuss and record ideas before writing. (Planning)  
TLC: To create a clear structure for a newspaper.  
TLC: To write a newspaper report.

**Maths - including STEM**

**Focus:**

Geometry

LO: To measure and classify angles.  
LO: To calculate angles.  
LO: To calculate vertically opposite angles.  
LO: To calculate angles in a triangle.  
LO: To calculate angles in quadrilaterals.  
LO: To Calculate angles in polygons.  
LO: To draw shapes accurately.  
LO: To Recognise parts of a circle.  
LO: To Match 3D shapes to their nets.

Problem solving consolidating prior learning.

LO: To solve real life problems.  
White Rose Bakery  
White Rose Tours

**Focus:**

Transition Tasks

(Problems and challenges more-able children)

(59) Four-by Four

LO: To visualise 2D shapes.  
LO: To find fractions of shapes.  
LO: To solve mathematical problems or puzzles.

(62) Maize

LO: To add and subtract two digits mentally.  
LO: To multiply and divide by single-digit numbers.  
LO: To solve mathematical problems or puzzles.

(76) Slick Jim

LO: To find fractions of quantities.

**Focus:**

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Arithmetic test
- Times Tables test



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White Rose Futures	<p>Lo: To understand the relationship between multiplication and division.</p> <p>Lo: To solve mathematical problems or puzzles.</p>	
<b><u>Art</u></b>	<b><u>Computing</u></b>	<b><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></b>
<p><b><u>Focus: Print</u></b> LO: To explore the works of David Hockney. LO: To explore the works of Andy Warhol. LO: To create visually-interesting prints using screen printing.</p> <p><b><u>Focus: Sculpture</u></b> LO: To explore the works of Dame Barbara Hepworth. LO: To create thought-provoking forms using frameworks. LO: To apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.</p>	<p><b><u>Focus: 6.8 Binary Code</u></b> 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><b><u>Focus: 6.1 Coding plus activities from CS First - Game design</u></b> LO: To consider the intended audience carefully when I design and make digital content. LO: To turn a complex programming task into an algorithm. LO: To use variables within a game to keep track of objectives. LO: To test and debug a program and use logical methods to identify the cause of the bug. LO: To identify a specific line of code that is causing a problem and attempt to fix it. LO: To include interactivity in programming. LO: To use flowcharts to test and debug a program. LO: To evaluate and suggest improvements to my own and others digital solutions.</p>	<p><b><u>Focus:</u></b></p> <p><b><u>Focus:</u></b></p>



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<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><b><u>Focus: The Vikings</u></b></p> <p><b>To describe myself and talk about my daily routines.</b> LO: To learn a brief history about the Viking Age. LO: To learn how to decode and break down unfamiliar languages. LO: To describe myself physically in terms of height and character LO: To begin to use a wider range of vocabulary to describe myself. LO: To use a wider range of vocabulary to describe myself. LO: To use adverbial time quantifiers in French to talk about daily routines.</p> <p><b><u>Focus: Healthy Lifestyles</u></b></p> <p><b>To name 20 food and drink items and to discuss a healthy lifestyle.</b> LO: To name foods and drinks that are considered good for a healthy diet? LO: To name foods and drinks that are considered bad for a healthy diet if eaten in excess. LO: To tell at least one thing that I do during the week in terms of exercise. LO: To give a general account of what I do to lead a healthy lifestyle. LO: To follow a simple French recipe.</p>	<p><b><u>Focus: Place knowledge</u></b> LO: To understand similarities and differences between the human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p><b><u>Focus: Geography Fieldwork</u></b> LO: To use fieldwork to observe, measure and present the human and physical features in the local area (using a range of methods including sketch maps, plans and graphs, digital technologies). LO: To use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. LO: To use six-figure grid references to locate places in the wider world on an Ordnance Survey map.</p>	<p><b><u>Focus: Anglo-Saxons and Vikings</u></b> <b>Key question: Who won the struggle for power?</b> LO: To understand how Anglo Saxon life changed after the arrival of the Vikings. LO: To explain how Britain fought back. LO: To understand why the Vikings were so successful in raiding and trading.</p> <p><b><u>Focus: Ancient Maya</u></b> <b>Key question: Who were the Mayans</b> LO: To understand what it was like living in ancient Maya. LO: To understand how important was land and farming to the Mayan civilisation LO: To understand what happened and what remained.</p> <p><b><u>Focus: Post 1066 Study Day</u></b> <b>Key question: Can I understand key events that happened during the time of the Windrush?</b></p> <p>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?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>



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**Focus:**

**Social theme: How does music shape our way of life?**

**Musical spotlight: Using chords and structure.**

LO: To sing and articulate clearly the words in a hip hop song Wake Up.  
LO: To explore the social and spiritual purpose of a Gospel.  
LO: To focus on creating legato in my voice when singing Down By The Riverside.  
LO: To include more notes and rests in my improvisation with a song Down By The Riverside?  
LO: To accurately play A, E and B flat in my instrumental part?

**Focus:**

**Social theme: How does music connect us with the environment?**

**Musical spotlight: Respecting each other through composition.**

LO: To use the musical vocabulary to describe Reggae style music.  
LO: To sing Heal The Earth song with emotion to pass the message more accurately.  
LO: To sing Heal The Earth song with emotion to pass the message more accurately?  
LO: To include a home note and musical phrasing in my composition.  
LO: To perform So Amazing to an audience?

**Focus: Paralympics**

LO: To recognise that everyone is different.  
LO: To demonstrate respect and fair play.  
LO: To highlight positive impacts through the achievement of others.  
LO: To gain respect for differing sporting abilities and strategies.  
LO: To understand determination and what it looks like.  
LO: To understand discrimination and the effects it has on people.  
LO: To recognise physical and mental barriers to achieving goals and how these can be overcome.

**Focus: Cricket**

LO: To set up appropriate fielding positions as a team and as an individual.  
LO: To recognise danger areas when fielding.  
LO: To throw at a target with accuracy.  
LO: To throw at a target with accuracy and speed.  
LO: To perform an overarm bowl with accuracy, speed and weight.  
LO: To apply batting skills when striking at a target.  
LO: To work effectively as part of a team when fielding and batting.

**Focus:**

**Relationships**

Jigsaw Piece 1

- a) LO: To know that it is important to take care of my mental health.
- b) LO: To understand that people can get problems with their mental health and that it is nothing to be ashamed of.

Jigsaw piece 2

- a) LO: To know how to take care of my mental health.
- b) LO: To understand how I can help myself and others when worried about a mental health problem.

Jigsaw piece 3

- a) LO: To understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- b) LO: To recognise when I am feeling those emotions and have strategies to manage them.

Jigsaw piece 4

- a) LO: To recognise when people are trying to gain power or control.
- b) LO: To demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

Jigsaw piece 5

- a) LO: To judge whether something online is safe and helpful for me.



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- b) LO: To resist pressure to do something online that might hurt myself or others.

Jigsaw piece 6

- a) LO: To use technology positively and safely to communicate with my friends and family.
- b) LO: To take responsibility for my own safety and well-being.

**Focus:**

**Changing Me**

Jigsaw Piece 1

- a) LO: To be aware of my own self-image and how my body image fits into that.
- b) LO: To know how to develop my own self esteem.

Jigsaw piece 2

- a) LO: To be able to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- b) LO: express how I feel about the changes that will happen to me during puberty.

Jigsaw piece 3

- a) LO: To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- b) LO: To recognise how I feel when I reflect on the development and birth of a baby.

Jigsaw piece 4

- a) LO: To understand how being physically attracted to someone changes the nature of





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		<p>the relationship and what that might mean about having a girlfriend/ boyfriend.</p> <p>b) LO: To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>Jigsaw piece 5</p> <p>a) LO: To be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>c) LO: To express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p>Jigsaw piece 6</p> <p>a) LO: To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>c) LO: To know how to prepare myself emotionally for the changes next year.</p>
<b>Religious Education</b>	<b>Science including STEM</b>	
<p><b>Focus:</b> <i>Forgiveness</i> TLC: Can I discuss and explore the meaning of forgiveness? TLC: Can I understand approaches to forgiveness through Christianity?</p>	<p><b>Focus:</b></p>	



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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?

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