



**Year 6**  
**Summer Term Medium Term Plan**



<u>Key Dates/Events</u>	<u>Maths</u>	
<p><b>April</b></p> <ul style="list-style-type: none"> <li>● Earth Day (22nd April)</li> <li>● Lunch theme day - St George's Day (23rd April)</li> <li>● Y2 Career workshop (27th April)</li> <li>● Get Ahead School Games (28th April)</li> <li>● Y5 STEM superstars workshop (29th April)</li> <li>● Year 5 Firefighter readers</li> </ul> <p><b>May</b></p> <ul style="list-style-type: none"> <li>● Get Ahead Games (8th May)</li> <li>● Y6 SATs week (wc 11th May)</li> <li>● Mental Health Awareness Week (wc 11th May)</li> <li>● Colour Carnival (15th May)</li> <li>● Lunch theme day - Fiesta Fun (21st May)</li> <li>● Year 3 STEM wind turbine challenge (21st May)</li> <li>● Year 5 Firefighter readers</li> </ul> <p><b>June</b></p> <ul style="list-style-type: none"> <li>● National Fieldwork Week (wc 1st June)</li> <li>● Y4 Multiplication Check week (wc 1st June)</li> <li>● Y1 Phonics Screening Check week (wc 8th June)</li> <li>● Make Music Day (11th June)</li> <li>● Y3 and Y4 AIM High Writing Day (12th June)</li> <li>● Pyjamarama (12th June)</li> <li>● Athlete Mentor Day (15th June)</li> <li>● Refugee Week (wc 15th June)</li> <li>● Lunch theme day - World Cup (18th June)</li> <li>● Ninja Run (19th June)</li> <li>● Windrush Day (22nd June)</li> <li>● Sports Week (wc 22nd June)</li> <li>● KS1 sports festival day (24th June)</li> <li>● LKS2 sports festival day (25th June)</li> <li>● Year 5 Firefighter readers</li> </ul>	<p><b>Focus Summer 1:</b></p> <p><b>Shape</b></p> <p>LO:To measure and classify angles</p> <p>LO:To calculate angles</p> <p>LO:To calculate the angles in a triangle</p> <p>LO:To calculate opposite angles</p> <p>LO:To calculate missing angles in triangles</p> <p>LO:To calculate angles in a quadrilateral</p> <p>LO:To calculate angles in a polygon</p> <p>LO:To know the parts of a circle</p> <p>LO:To draw shapes accurately</p> <p>LO:To recognise, describe and build nets of 3D shapes</p>	<p><b>Focus Summer 2: Position and Direction</b></p> <p>LO:To understand coordinates in the first quadrant</p> <p>LO:To read and plot coordinates in four quadrants</p> <p>LO: To solve problems with coordinates</p> <p>LO:To translate</p> <p>LO:To reflect</p> <p><b>Transition tasks</b></p> <p>(59) Four-by Four</p> <p>LO: To visualise 2D shapes.</p> <p>LO: To find fractions of shapes.</p> <p>LO: To solve mathematical problems or puzzles</p> <p>(62) Maze</p> <p>LO: To add and subtract two digits mentally.</p> <p>LO: To multiply and divide by single-digit numbers.</p> <p>LO: To solve mathematical problems or puzzles.</p> <p>(76) Slick Jim</p> <p>LO: To find fractions of quantities.</p> <p>LO: To understand the relationship between multiplication and division.</p> <p>LO: To solve mathematical problems or puzzles.</p> <p><b>Consolidation of skills ready for transition</b></p>



**Year 6**  
**Summer Term Medium Term Plan**



<p><b>July</b></p> <ul style="list-style-type: none"> <li>• Languages Day (14th July)</li> <li>• Transition (activities running in the final 2 weeks of school)</li> </ul>		
<b>English (Spoken Language)</b>	<b>English (Reading)</b>	<b>English (Phonics and Spelling)</b>
<p><b><u>Opportunities to develop spoken language across the curriculum:</u></b></p> <p><b>Planned, purposeful talk in every lesson</b> Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p><b>Explicit teaching of oracy skills</b> Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p><b>High-quality adult modelling of language</b> Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p><b>Dialogic teaching and questioning</b> Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p><b>Collaborative talk structures</b> Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p><b>Opportunities for purposeful talk beyond lessons</b> Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p><b><u>Focus Summer</u></b></p> <p><b><u>SATS focus based on gap analysis Summer 1</u></b></p> <p><b>Vocabulary</b> LO: To discuss how presentation and structure contribute to meaning. LO: To explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p> <p><b>Retrieval</b> LO: To retrieve, record and present information from a wide variety of non-fiction texts. LO: To ask my own questions and follow a line of enquiry.</p> <p><b>Explanation</b> LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates. LO: To distinguish between fact, opinion and bias explaining how they know this.</p>	<p><b><u>Phonics/ Spelling Summer 1</u></b> Step 25: Words with origins in other countries and languages Step 26: Grammar Vocabulary 1 Step 27: Grammar Vocabulary 2 Step 28: Adding the prefix 'over-' Step 29: Words with the suffix '-ful' Step 30: Adjectives used to describe settings</p> <p><b><u>Phonics/ Spelling Summer 2</u></b> Step 31: Adjectives used to describe feelings Step 32: Adjectives to describe characters Step 33: Words that can be nouns and verbs Step 34: Words with unstressed vowel sounds Step 35: Adverbs synonymous with determination Step 36: Mathematical Vocabulary</p>



**Year 6**  
**Summer Term Medium Term Plan**



**Oracy for presentation and audience**

Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation).

**Inclusive, scaffolded approaches**

Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.

**Summary**

LO: To make comparisons across different books.  
LO: To summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

**Inference**

LO: To make inferences about events, feelings, states backing these up with evidence.  
LO: To infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

**Prediction**

LO: To confirm and modify predictions in light of new information.

**English (Writing)**

**Handwriting Summer 1**

Unit 22: Practising writing double letters cc, oo, gg, ss, ff, ee, rr, mm, pp, ii, ll, tt  
Unit 23: Practising spacing within words by, my, fly, soldier, sufficient, variety, conscience, achieve, science  
Unit 24: Ensuring letters are the correct proportion brave, hare, mouse, tortoise, solemn, lake, pancake, diamonds  
Unit 25: Practising presentation draw borders

**Handwriting Summer 2**

Unit 26: Practising fluency copy pronouns

**Grammar and Composition Summer 1**

**Focus: Short units Literacy shed (Piano, Rock, Paper Scissors, Alma)**

LO: To independently write  
LO: To write a flashback (piano)  
LO: To write a continuation of a story (Alma)  
LO: To use speech to advance action (

LO: To use a variety of sentence structure to convey meaning

**Grammar and Composition Summer 2**

**Focus: Varmints**

L1 LO: To write a narrative  
Synonyms, relative clause  
L2 LO: To write a narrative  
Onomatopoeia, semi-colon, question  
L3 LO: To write a narrative  
Complex sentence, colon, power of 3  
L4 LO: To write a narrative  
Noticing, short sentences, personification



**Year 6**  
**Summer Term Medium Term Plan**



<p>Unit 27: Practising speedwriting copy synonyms Unit 28: Practising presentation copy a poem</p>	<p><b><u>Grammar (Classroom secrets)</u></b> LO: To link ideas across paragraphs using a wide range of devices.</p>	<p>L5 LO: To write a narrative Colon, passive voice, metaphor L6 LO: To write a narrative Noticing, feeling, fronted adverbial L7 LO: To write a narrative noticing/feeling, simile, repetition/time adverbial L8 LO: To write a narrative Dialogue, punctuation, pathetic fallacy L9: LO To write a narrative Repetition, alliteration, modal verbs <b><u>Grammar (Classroom secrets)</u></b> Consolidation of year 6 grammar</p>
<p><b><u>Art</u></b></p>	<p><b><u>Computing</u></b></p>	<p><b><u>Design and Technology</u></b></p>
<p><b><u>Focus Summer 1</u></b></p> <p><b><u>Craft and Design: Photo Opportunity</u></b> LO: To apply an understanding of composition to create an effective photomontage advertising poster. LO: To apply an understanding of abstract art through photography. LO: To demonstrate an understanding of design choices using digital photography techniques. LO: To apply an understanding of photography to design and recreate a famous painting. LO: To demonstrate observation and proportion to create art in a photorealistic style.</p> <p><b><u>Painting and Mixed Media: Artist Study</u></b> LO: To understand how to analyse a famous painting. LO: To understand how to find meaning in painting.</p>	<p><b><u>Focus - Summer 1</u></b></p> <p><b><u>Safe Use: Managing online information</u></b> L.O. To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. L.O. To explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> <p><b><u>Computing Systems and networks: Exploring AI</u></b> L.O. To explore the basics of AI. L.O. To recognise how AI processes and responds to text prompts. L.O. To debate the ethical implications of AI.</p> <p><b><u>Safe use:</u></b> <b><u>Online reputation</u></b></p>	<p><b><u>Focus: Electrical systems: steady hand game (Lesson 2-4)</u></b></p> <p>LO: To research and analyse a range of children's toys. LO: To design a steady hand game. LO: To construct a stable base.</p> <p><b><u>Summer 1 Focus:</u></b> <b><u>Cooking and nutrition: Come dine with me: (Lessons 2,4,5 &amp; 6)</u></b></p> <p><b><u>L1: LO</u></b> - To research and design a three-course meal. <b><u>L2: LO</u></b> - To apply culinary skills and knowledge. <b><u>L3: LO</u></b> - To apply culinary skills and knowledge. <b><u>L4: LO</u></b> - To apply culinary skills and knowledge.</p>



**Year 6**  
**Summer Term Medium Term Plan**



<p>LO: To apply drama techniques to explore the meaning of a painting.</p> <p>LO: To apply interpretation skills to analyse and respond to an abstract painting.</p> <p>LO: To understand how art can tell stories or portray messages.</p> <p>LO: To develop starting points for creative outcomes.</p> <p>LO: To demonstrate an understanding of painting techniques to make personal choices.</p> <p><b>Focus Summer 2</b> <b><u>Sculpture and 3D: Making memories</u></b></p> <p>LO: To analyse how art can explore the concept of self.</p> <p>LO: To explore sculptural techniques.</p> <p>LO: To use creative experience to develop ideas and plan a sculpture.</p> <p>LO: To apply an understanding of materials and techniques to work in 3D.</p> <p>LO: To problem solve, evaluate and refine artwork to achieve a chosen outcome.</p>	<p>L.O. To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p><b>Focus - Summer 2</b> <b><u>Programming: Intro to Python and Microbits</u></b></p> <p>L.O To tinker with a new piece of software.</p> <p>L.O. To understand nested loops.</p> <p>L.O To understand basic Python commands.</p> <p>L.O To use loops when programming.</p> <p><b>Safe Use:</b> <b><u>Privacy and Security</u></b></p> <p>L.O. To describe how and why people should keep their software and apps up to date, e.g. auto updates.</p>	<p><b><u>Summer 2 Focus Structures: Playgrounds (Lessons 1-3; omit lesson 4)</u></b></p> <p><b>L1: LO</b> - To design a playground with a variety of structures.</p> <p><b>L2: LO</b> - To build a range of structures.</p> <p><b>L3: LO</b> - To improve and add detail to structures.</p>
<b><u>French (Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b>Focus</b></p> <p><b><u>Planning a French holiday</u></b></p> <p>L.O. To begin using the near future tense.</p> <p>L.O. To identify and form the present and near future tenses.</p> <p>L.O. To describe which clothes to pack for a holiday.</p> <p>L.O. To read and understand a story about a summer holiday.</p> <p>L.O. To plan a holiday to France.</p>	<p><b>Focus Autumn - Can I carry out an independent fieldwork enquiry?</b></p> <p>LO: To develop an enquiry question.</p> <p>LO: To determine the most effective data collection methods for fieldwork.</p> <p>LO: To plan a route for a fieldwork trip.</p> <p>LO: To collect the data to answer the enquiry question.</p> <p>LO: To determine an answer to the enquiry question.</p> <p>LO: To present my findings.</p>	<p><b>Focus Summer</b></p> <p><b>Key Question: Who should go on the banknote?</b></p> <p>LO: To explain the significance of people on banknotes.</p> <p>LO: To explore what makes a monarch historically significant.</p> <p>LO: To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.</p> <p>LO: To investigate why Mary Seacole is historically significant.</p>



**Year 6**  
**Summer Term Medium Term Plan**



<p>Assessment (end of unit quiz)</p> <p><b><u>Focus Summer</u></b> <b><u>Visiting a town in France</u></b></p> <p>L.O. To create a description of my route to school. L.O. To begin to understand and speak directions to places in a town. L.O. To learn about travel to France through role play. L.O. To express and justify an opinion on where to visit in a town. L.O. To analyse a text and identify key grammatical features. Assessment (end of unit quiz)</p>	<p><b><u>Better Planet Schools (L5)</u></b></p> <p>How can we improve habitats for wildlife in our school grounds?</p>	<p>LO: To research historically significant sporting figures. LO: To evaluate the significance of different historical figures by applying criteria.</p>
<p><b><u>Music</u></b></p>	<p><b><u>Physical Education</u></b></p>	<p><b><u>Personal, Social and Health Education (Jigsaw)</u></b></p>
<p><b><u>Focus Summer</u></b> <b><u>Baroque</u></b></p> <p>LO: To understand the importance of Monteverdi in the history of opera. LO: To read and play a canon from staff notation. LO: To demonstrate an understanding of Baroque music features when composing. LO: To combine knowledge of staff notation and aural awareness to play a fugue. LO: To apply their understanding of fugue structure when performing with others.</p> <p><b><u>Composing and performing a leavers' song</u></b></p> <p>LO: To listen to and describe music LO: To write lyrics for a song LO: To organise lyrics into a song structure</p>	<p><b><u>Focus Summer 1</u></b></p> <p>OAA LO: To build communication and trust whilst showing an awareness of safety. LO: To collaborate as a team to solve problems. LO: To develop tactical planning and problem solving. LO: To work as a team and use critical thinking to determine the best approach. LO: To develop navigational skills and map reading. LO: To use a key to identify objects and locations.</p> <p>Rounders LO: To develop throwing and catching under pressure and apply these to a striking and fielding game. LO: To develop bowling under pressure whilst abiding by the rules of the game. LO: To strike a bowled ball with increasing consistency.</p>	<p><b><u>Focus Summer 1 - Relationships</u></b></p> <p><b><u>Knowledge:</u></b> LO: To know that it is important to take care of our own mental health LO: To know ways that we can take care of our own mental health LO: To know the stages of grief and that there are different types of loss that cause people to grieve LO: To know that sometimes people can try to gain power or control over others LO: To know some of the dangers of being 'online' LO: To know how to use technology safely and positively to communicate with friends and family</p> <p><b><u>Social and emotional skills:</u></b> LO: To recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p>



Year 6  
Summer Term Medium Term Plan



LO: To use vocal improvisation and known melodies against a backing track  
LO: To compose a melody  
LO: To compose a verse melody

LO: To develop fielding techniques and select the appropriate action for the situation.  
LO: To understand and apply tactics in a game.  
LO: To apply skills and knowledge to compete in a tournament.

**Focus Summer 2**

**Athletics**

LO: To develop my own and others sprinting technique.  
LO: To identify a suitable pace for the event.  
LO: To develop power, control and technique for the triple jump.  
LO: To develop power, control and technique when throwing for distance.  
LO: To develop throwing with force and accuracy for longer distances.  
LO: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

**Cricket**

LO: To develop my own and others sprinting technique.  
LO: To identify a suitable pace for the event.  
LO: To develop power, control and technique for the triple jump.  
LO: To develop power, control and technique when throwing for distance.  
LO: To develop throwing with force and accuracy for longer distances.  
LO: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

LO: To be able to help ourselves and others when worried about a mental health problem  
LO: To recognise when we are feeling grief and have strategies to manage this  
LO: To demonstrate ways to stand up for ourselves and friends in situations where others are trying to gain power or control  
LO: To resist pressure to do something online that might hurt ourselves or others  
LO: To take responsibility for our own safety and well-being

**Focus Summer 2 - Changing Me**  
**(Teach the NSPCC PANTS lesson; Teach the Heads Up Kids Transition Unit to teach the transition objectives)**

**Knowledge:**

LO: To know how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally (taught in Big Talk in January)  
LO: To know how a baby develops from conception through the nine months of pregnancy and how it is born (taught in Big Talk in January)  
LO: To know how being physically attracted to someone changes the nature of the relationship  
LO; To know the importance of self-esteem and what we can do to develop it  
LO: To know what we are looking forward to and what we are worried about when thinking about transition to secondary school / moving to our next class

**Social and emotional skills:**

LO: To recognise ways we can develop our own self-esteem



**Year 6**  
**Summer Term Medium Term Plan**



		<p>LO: To express how we feel about the changes that will happen to them during puberty (taught in Big Talk in January)</p> <p>LO: To recognise how we feel when reflecting on the development and birth of a baby (taught in Big Talk in January)</p> <p>LO: To understand that mutual respect is essential in a boyfriend / girlfriend relationship and that there shouldn't be a feeling of pressure into doing something</p> <p>LO: To celebrate what we like about our own and others' self- image and body-image</p> <p>LO: To use strategies to prepare ourselves emotionally for the transition (changes) to secondary school</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><b><u>Focus Summer Term</u></b> Christianity (Living) How do people mark important events in life?</p> <p>To identify the different ways Christians show commitment to their faith.</p> <p>To research the Christian sacrament of confirmation and present my findings (rites of passage).</p> <p>To research the Christian sacrament of marriage and present my findings (rites of passage).</p> <p>Forgiveness</p> <p>To discuss and explore the meaning of forgiveness.</p> <p>To understand approaches to forgiveness through Christianity.</p> <p>To understand approaches to forgiveness in Judaism.</p> <p>To understand approaches to forgiveness through Islam.</p> <p>To understand approaches to forgiveness in Humanism.</p>	<p><b><u>Focus Summer 1</u></b> <u>Light</u> To identify that light appears to travel in straight lines from a light source To explain how an object is seen To explain how the eye works To explain why shadows have the same shape as the objects that cast them. To report and present findings in written form from enquiries using displays and presentations to explain how shadows change during the day To explain the difference between reflection and refraction To explain and draw a diagram the path of reflected light</p> <p><b><u>Focus Summer 2</u></b> <u>Electricity</u> To use symbols when drawing a simple circuit diagram To link the brightness of a lamp or the volume of the buzzer with the number of voltage of cells used.</p>	<p>No Outsiders lessons (PSHE)</p> <p>Weekly assemblies (Picture News and PSHE)</p> <p>11 before 11 opportunities</p> <p>Pol Ed Lessons embedded within PSHE</p> <p>Project evolve - online safety</p> <p>Project Based Learning</p> <p>Children's University</p> <p>Transition</p> <p>Specific curriculum days</p> <p>Outdoor learning opportunities</p>



**Year 6**  
**Summer Term Medium Term Plan**



To present my ideas on forgiveness.

To investigate variations in how components function  
To write a conclusion  
To name renewable and nonrenewable sources of energy