



Year 6 Term 6 Medium Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| English | To write a newspaper article To summarise information around a theme To retrieve and record Information from nonfiction sources | To articulate and justify answers, arguments and opinions To create an introductory paragraph To develop a consistent argument, supported by evidence | To write a conclusion to sum up the main points in an argument To understand Different poetic terms and use them appropriately To précis a passage | To answer questions on content and structure of a poem To use a variety of multi-clause sentence structures to compare and contrast To identify how the content of the poem can be performed | To perform a poem with sound effects To identify differences in content with poems of a similar structure To plan for a new poem building on an existing structure | To write a new poem, using a plan To create atmosphere using voice To perform, being aware of audience | Completion and consolidation |
| Reading | To predict what might happen from details stated and implied To identify /explain how information / narrative content is related and contributes to meaning as whole | To make inferences from the text/ explain and justify inferences with evidence from the text To make comparisons within the text | To retrieve and record information /identify key details from fiction and non-fiction To identify/ explain how meaning is enhanced through choice of words and phrases | To summarise main ideas from more than one paragraph To give/explain the meaning of words in context | To make inferences from the text/ explain and justify inferences with evidence from the text To predict what might happen from details stated and implied | To give/explain the meaning of words in context To identify/ explain how meaning is enhanced through choice of words and phrases To summarise main ideas from more than one paragraph | To retrieve and record information /identify key details from fiction and non-fiction To make comparisons within the text and across other texts |
| Maths | To translate shapes on a grid To reflect objects | White Rose Bakery Project: Best value Profit and Loss Packaging | White Rose Bakery Project: Baking problems Cooking problem Baking practical activity | White Rose Tours Project: Conversions Accommodation Budget Time problems | White Rose Futures Project: Annual salary Hourly rates Bills Mortgage | White Rose Futures Project: Dream home design Decorating Scale modelling | Completion and consolidation |

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| Science | <p>To compare the adaptations of animals in different habitats.</p> <p>To use and apply knowledge of climate change to consider what this means for the adaptation of living things.</p> | <p>To compare the adaptations of animals in different habitats.</p> <p>To use and apply knowledge of climate change to consider what this means for the adaptation of living things.</p> | <p>To observe and raise questions about how local plants are adapted to their environment</p> | <p>To observe and raise questions about how local plants are adapted to their environment</p> | <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | Completion and consolidation |
| RE | <p>Racism: The Golden Rule and the Silver Rule – can these rules reduce racism?</p> | <p>Racism: Anti-racist people from different religions: what can we learn?</p> | <p>Racism: How can I express my own vision for justice and equality? 'More unites us than divides us.'</p> | <p>Kingdom of God: How can we make the world a better place?</p> <p>Do Christians think Jesus came to Earth to get people into Heaven, or to make the world more like Heaven?</p> | <p>Kingdom of God: If Christians believe that Jesus is a king, then what would his kingdom be like?</p> <p>How would I try to do more to make the world a better place, to 'follow King Jesus'?</p> | <p>Kingdom of God: What Jesus would have been like if he were the complete opposite?</p> <p>What is the meaning of the Parable of the Unforgiving Servant</p> | <p>Kingdom of God: Is forgiveness is better than punishment, why forgiveness is sometimes so hard, and is it important in the 'Kingdom of God'?</p> <p>Is the Kingdom of God growing in the world today?</p> |

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| Computing | | To recognise that you can work in three dimensions on a computer | To identify that digital 3D objects can be modified | To recognise that objects can be combined in a 3D model | To create a 3D model for a given purpose | To plan my own 3D model | To create my own digital 3D model |
| History | To understand the causes of World War 2 | To understand how the Battle of Britain was won | To make inferences about the Blitz using images | To understand the emotions and experiences of children during the evacuation | To evaluate the accuracy and reliability of sources | To identify the impact of WW2 on women's lives | To explain why migrants come to Britain |
| Music | To use musical vocabulary to identify features of different eras of music | To improve accuracy in pitch and control, singing with expression and dynamics | To identify pitches within an octave when singing | To use knowledge of pitch to develop confidence when singing in parts | To be able to notate a melody using pitches up to an octave | Preparing for Leavers Worship | Preparing for Leavers Worship |
| DT | To explain the use of complementary flavours | To research and design a three-course meal | To research and design a three-course meal | To explain recipe choices | To apply culinary skills and knowledge | To apply culinary skills and knowledge | To apply culinary skills and knowledge |
| PE 1 Athletics | To choose the appropriate speed to run at To choose the appropriate throwing technique To Choose the appropriate jumping technique | To communicate, collaborate, and compete with others To develop control whilst performing skills at speed. To understand the importance of being physically fit | To perform skills with accuracy, confidence, and control To learn how to evaluate and recognise own success | To run, jump, catch and throw in isolation and in combination To compare performance with previous ones and demonstrate improvement to achieve personal best | To choose skills that meet the needs of the situation To combine and perform skills with control To develop an understanding of how to improve in different physical activities and sports | Sports Day | To choose the appropriate speed to run at To choose the appropriate throwing technique To Choose the appropriate jumping technique |
| PE 2 Forest School and Swimming | Lessons to be decided by the coaches teaching each session | | | | | | |
| PSHE Session 1 | To know that it is important to take care of my mental health | To know how to take care of my mental health | To understand that there are different stages of grief and different types of loss that cause people to grieve | To recognise when people are trying to gain power or control | To judge whether something online is safe and helpful for me | To use technology positively and safely to communicate with my friends and family | |

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| PSHE Session 2 | Puberty | Menstruation | Conception | Pregnancy and Birth | | | |
| French | My family | Household Tasks | Family Weekend | What would you Like to do? | Would you like... | Sleepover | |