

# MEDIUM TERM PLANNING Summer 1

## Marsh Green Primary School



| Year 6                                                           | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |        |        |        |        |
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|                                                                  | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| <b>English</b><br><br><b>Mission 5</b><br><br><b>Curtain Up!</b> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give particular attention to new vocabulary – both a word's meaning(s) and its correct pronunciation</li> <li>• maintain positive attitudes to reading and understanding of what they read</li> <li>• discuss and evaluate authors' use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• provide reasoned justifications for their views</li> <li>• apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information,</li> <li>• for example, reading information leaflets before a gallery or museum visit</li> <li>• use role-play to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write: <ul style="list-style-type: none"> <li>• a newspaper report, linked to a class text or another area of the school curriculum</li> <li>• a short play script (two or three scenes) to be performed on the opening night of Matt Kane's new community theatre</li> <li>• a diary extract, linked to a class text or another area of the school curriculum</li> <li>• a review of a play script or poem</li> <li>• a letter, linked to a class text or another area of the school curriculum</li> </ul> </li> <li>• plan, draft, evaluate and edit writing</li> <li>• proof-read for spelling and punctuation errors</li> <li>• develop understanding extending the range of prepositions to denote place and direction: up, down, under, past, towards, away, through, along, between</li> <li>• use hyphens to avoid ambiguity using brackets, dashes and commas for parenthesis using correlative conjunctions: either...or, not only...but using punctuation (semi-colons, colons and dashes) accurately to show clauses and vary pace</li> <li>• use a colon to introduce a list punctuating bullet points accurately and consistently distinguishing between defining and non-defining relative clauses</li> <li>• use correlative conjunctions: either... or; not only... but also; both... and understanding the difference between the active and passive voice</li> <li>• use the passive voice to affect the presentation of information</li> <li>• use commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials)</li> <li>• structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast)</li> <li>• extend use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> </ul> |        |        |        |        |        |

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|                                                                                                                                                              | <ul style="list-style-type: none"><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus to identify synonyms and antonyms for words</li><li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li></ul> <p><b>Revisit:</b></p> <ul style="list-style-type: none"><li>• writing an entertaining play script: understanding the purpose, audience and structure of a play script; using dialogue to develop characters, add humour and move action forward using structural devices such as question tags and rhetorical questions for effect in informal speech/language, in the appropriate context developing and organizing ideas using improvisation performing their own composition, using appropriate volume and intonation to make meaning clear</li><li>• writing an interesting and entertaining poem: using a range of literary language to create vivid imagery: simile, metaphor, onomatopoeia, personification and alliteration</li><li>• writing an informative, persuasive review</li></ul>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| <p><b>Maths</b></p> <p><b>Properties of Shapes</b></p> <p><b>Number and Place Value</b></p> <p><b>Addition, Subtraction, Multiplication and Division</b></p> | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• draw 2-D shapes using given dimensions and angles</li><li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li><li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li><li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li><li>• recognise, describe and build simple 3-D shapes, including making nets</li><li>• identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li><li>• solve problems involving addition, subtraction, multiplication and division</li><li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li><li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li><li>• use our knowledge of the order of operations to carry out calculations involving the four operations</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| <p><b>Science</b></p> <p><b>Changing Circuits</b></p>                                                                                                        | <p><b>To recap what electricity is and investigate static electricity</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• distinguish the differences between static and current electricity</li><li>• accurately describe what electrical charge is</li><li>• convey their understanding of static electricity by providing an example of where this might be generated</li></ul> <p><b>Children will learn to work scientifically by:</b></p> <p>a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>To recap our knowledge and understanding of circuits</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• identify what the main components of a circuit are</li><li>• recognise what the difference between a series and a parallel circuit is</li><li>• draw and/or construct working circuits</li></ul> <p><b>Children will learn to work scientifically by:</b></p> <p>a) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> | <p><b>To recognise and use conventional symbols for circuits</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• appreciate why symbols are used to draw circuit diagrams</li><li>• recognise the symbols for various common circuit components</li><li>• use conventional circuit symbols to draw and/ or construct circuits</li></ul> <p><b>Children will learn to work scientifically by:</b></p> <p>a) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
| <p><b>Computing</b></p> <p><b>Programming – Variables in Games</b></p>                                                                                       | <p><b>To define a ‘variable’ as something that is changeable</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• identify examples of information that is variable</li><li>• explain that the way that a variable change can be defined</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>To explain why a variable is used in a program</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• identify a program variable as a placeholder in memory for a single value</li><li>• explain that a variable has a name and a value</li><li>• recognise that the value of a variable can be changed</li></ul>                                                                                                                                                                                                                             | <p><b>To choose how to improve a game by using variables</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• decide where in a program to change a variable</li><li>• make use of an event in a program to set a variable</li><li>• recognise that the value of a variable can be used by a program</li></ul>                                                                                                                                                                                                                                                             | <p><b>To design a project that builds on a given example</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• choose the artwork for their projects</li><li>• explain their design choices</li><li>• create algorithms for their projects</li></ul> | <p><b>To use my design to create a project</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• create the artwork for their projects</li><li>• choose a name that identifies the role of a variable</li><li>• test the code that they have written</li></ul> | <p><b>To evaluate my project</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• identify ways that their games could be improved</li><li>• extend their games further using more variables</li><li>• share their games with others</li></ul> |

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|                                                         | <ul style="list-style-type: none"> <li>identify that variables can hold numbers or letters</li> </ul>                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>History</b><br><br><b>The Changing Role of Women</b> | <b>To explore the role of women in society from ancient times to the Renaissance</b><br>Children will learn to: <ul style="list-style-type: none"> <li>understand that the rights and roles of women have changed through time</li> <li>describe some of the origins of patriarchy</li> <li>describe some of the ways in which the rights of women differed from those of men from ancient times to the Renaissance</li> </ul> | <b>To find out about women's roles in the 17th, 18th and 19th centuries</b><br>Children will learn to: <ul style="list-style-type: none"> <li>understand that women were forbidden by law from undertaking certain roles</li> <li>explain some of the ways in which women were restricted during the Victorian era</li> <li>identify examples of women who achieved great things despite the restrictions on them</li> </ul> | <b>To find out about the women's suffrage movement</b><br>Children will learn to: <ul style="list-style-type: none"> <li>understand the term 'suffrage'</li> <li>explain who the suffragettes were, and how and why they campaigned for change</li> <li>identify some individual suffragettes and describe their contribution to the movement</li> </ul>                                        | <b>To find out about the role of women during the First World War</b><br>Children will learn to: <ul style="list-style-type: none"> <li>identify when the First World War took place</li> <li>explain the role women played in the war effort during WW1</li> <li>recognise the impact the war had on women's suffrage</li> </ul>                               | <b>To explore the role of women during the 1950s</b><br>Children will learn to: <ul style="list-style-type: none"> <li>summarise how the position of women changed from ancient times to 1928</li> <li>use a variety of sources of information to find out about the position of women in society during the 1950s</li> <li>consider and evaluate primary and secondary sources of information, and assess their accuracy and value</li> </ul> | <b>To find out about second-wave feminism during the 1960s and 1970s and to evaluate the changing rights of women and establish if there is gender equality today</b><br>Children will learn to: <ul style="list-style-type: none"> <li>convey an understanding of what the term 'second-wave feminism' means</li> <li>describe some of the ways in which women's rights were improved in the 1960s and 1970s?</li> <li>identify some of the different ways in which women were perceived during this time</li> <li>order key events in the history of women's rights chronologically</li> <li>name some of the key people involved in women's rights movements and evaluate their contributions</li> <li>discuss and evaluate the issue of gender equality today</li> </ul> |
| <b>DT</b><br><br><b>Fairground</b>                      | <b>To explore a range of existing fairground rides and investigate how they move</b><br>Children will learn to: <ul style="list-style-type: none"> <li>identify the moving parts of a rotating ride/ object</li> <li>create a detailed diagram of their chosen ride/object</li> <li>explain how they think a ride/object is powered and/or built</li> </ul>                                                                    | <b>To investigate ways of using electrical motors to create rotating parts</b><br>Children will learn to: <ul style="list-style-type: none"> <li>understand how pulley and belt systems can be used to transfer movement</li> <li>describe how an electrical circuit with a motor can be used to create rotating parts</li> <li>manipulate their pulleys to create different movements</li> </ul>                            | <b>To create prototype models to investigate stable frameworks</b><br>Children will learn to: <ul style="list-style-type: none"> <li>describe ways of strengthening and reinforcing structures</li> <li>suggest ways in which ideas for frameworks could be developed into ideas for their own fairground ride designs</li> <li>use a variety of materials and components accurately</li> </ul> | <b>To design a fairground ride with a rotating part</b><br>Children will learn to: <ul style="list-style-type: none"> <li>make informed decisions about what rides they will make</li> <li>design an appropriate electrical circuit for their ride</li> <li>describe the process they will need to go through to successfully complete their product</li> </ul> | <b>To make a fairground ride following a design</b><br>Children will learn to: <ul style="list-style-type: none"> <li>follow a design to create a fairground ride with a rotating part</li> <li>work accurately and safely with a variety of tools, materials and electrical components</li> <li>identify ways of improving their fairground rides to create a high quality finished product</li> </ul>                                        | <b>To evaluate a finished product</b><br>Children will learn to: <ul style="list-style-type: none"> <li>evaluate their finished products fairly</li> <li>suggest ways they could improve their products if they were to remake them</li> <li>recognise ways in which they have been successful</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RE</b>                                               | Children will learn to:                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p><b>Big Question:</b><br/>How important are the similarities and differences between and within religions?</p> <p><b>What do people believe about life after death?</b></p> | <ul style="list-style-type: none"><li>convey their thoughts on what life is like</li><li>identify what religions say about living and dying</li><li>identify what Hindus believe about life after death</li><li>identify what Christians believe about life after death</li><li>identify what Muslims believe about life after death</li><li>explore the philosophical question of whether death is the end</li></ul>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>PSHE</b></p> <p><b>Anti-social Behaviour, the Role of the Police and the Law</b></p>                                                                                    | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>recognise reasons for rules and laws; consequences of not adhering to rules and laws</li><li>understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li></ul>                                                                                                                                         | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>recognise there are human rights, that are there to protect everyone</li><li>increase their awareness about the relationship between rights and responsibilities</li></ul>                                                                                                                                                                                                                                                                 | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>recognise the different groups that make up their community; what living in a community means</li></ul>                                                                                                                                                                                                            | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>understand that there are basic human rights shared by all peoples and all societies – and that these rights sometimes conflict</li></ul>                                                                                                                                                                          | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li><li>appreciate the relationship between rights and responsibilities</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Music</b></p> <p><b>You've Got a Friend</b></p>                                                                                                                         | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>know and talk about the fact that we each have a musical identity and discuss the musical identities of different female artists. Discuss:<ul style="list-style-type: none"><li>how do they each go about creating music?</li><li>how has creating music helped them to build their confidence?</li><li>how do you know that making music and performing makes them happy?</li></ul></li></ul> | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>compare pieces/songs by different artists, talking about what stands out musically in each of them, their similarities and differences.</li><li>identify any instrumental sounds and voice types recognised in different artists' music</li><li>talk about how a piece of music makes them feel using musical vocabulary</li><li>express opinions about a piece of music and say why they did/didn't like it using musical terms</li></ul> | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>create a composition (song or rap lyrics), either independently or working as part of a group, based on the theme of musical identity (Music and Me)</li><li>draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing</li></ul> | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>create a composition (song or rap lyrics), either independently or working as part of a group, based on the theme of musical identity (Music and Me)</li><li>draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing</li></ul> | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>introduce and take part in a group performance of a composition and be able to say how they have put their own identity into the music</li><li>talk about how a piece of music makes them feel using musical vocabulary</li></ul>           | <p>Children will learn to:</p> <ul style="list-style-type: none"><li>introduce and take part in a group performance of a composition and be able to say how they have put their own identity into the music</li><li>talk about how a piece of music makes them feel using musical vocabulary</li><li>appraise their own and others' performances, discussing what went well and how they could be improved</li></ul> |

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|                                                                                 | <ul style="list-style-type: none"> <li>what do they say about themselves through their music?</li> <li>talk about how a piece of music makes them feel using musical vocabulary</li> <li>express opinions about a piece of music and say why they did/didn't like it using musical terms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |
| <b>Sports</b><br><br><b>Athletics</b>                                           | Children will learn to: <ul style="list-style-type: none"> <li>choose the best pace for a running event, so that they can sustain their running and improve on a personal target</li> <li>show control at take-off in jumping activities</li> <li>show accuracy and good technique when throwing for distance</li> <li>organise and manage an athletic event well</li> <li>understand how stamina and power help people to perform well in different athletic activities</li> <li>identify good athletic performance and explain why it is good, using agreed criteria</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |
| <b>Gym</b><br><br><b>Counter-balance and counter-tension</b>                    | Children will learn to: <ul style="list-style-type: none"> <li>make up longer, more complex sequences, including changes of direction, level and speed</li> <li>develop their own solutions to a task by choosing and applying a range of compositional principles</li> <li>combine and perform gymnastic actions, shapes and balances</li> <li>show clarity, fluency, accuracy and consistency in their movements</li> <li>say, in simple terms, why activity is good for their health, fitness and wellbeing</li> <li>show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</li> <li>link at three different levels</li> <li>know and understand how to perform at different levels</li> <li>link and perform multiple sequential elements e.g. up to 10</li> <li>adapt an individual sequence to become a group sequence</li> <li>understand the importance of warming up and cooling down</li> </ul> |  |  |  |  |  |
| <b>French</b><br><br><b>Fêtes de France</b><br><br><b>(Festivals of France)</b> | Children will: <ul style="list-style-type: none"> <li>revise essential personal identification vocabulary and structures, including questions (e.g. comment tu t'appelles?). and answers (e.g. je m'appelle...)</li> <li>revise vocabulary for holidays, where we live and the weather</li> <li>use the verb aller with holidays</li> <li>introduce vocabulary associated with clothing</li> <li>write poetry on a clothing theme</li> <li>revise vocabulary for being at the café</li> <li>introduce vocabulary associated with ice creams</li> <li>revise vocabulary for places in the town, using adjectives for describing places, high-frequency words and core verbs</li> </ul>                                                                                                                                                                                                                                                                            |  |  |  |  |  |