

Year 6	Summer Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 5 Curtain Up!	Reading: • 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 • give particular attention to new vocabulary – both a word’s meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors’ use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • provide reasoned justifications for their views • 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, • for example, reading information leaflets before a gallery or museum visit • use role-play to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: • a newspaper report, linked to a class text or another area of the school curriculum • a short play script (two or three scenes) to be performed on the opening night of Matt Kane’s new community theatre • a diary extract, linked to a class text or another area of the school curriculum • a review of a play script or poem • la letter, inked to a class text or another area of the school curriculum • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • develop understanding extending the range of prepositions to denote place and direction: up, down, under, past, towards, away, through, along, between • 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 • use a colon to introduce a list punctuating bullet points accurately and consistently distinguishing between defining and non-defining relative clauses • use correlative conjunctions: either... or; not only... but also; both... and understanding the difference between the active and passive voice • use the passive voice to affect the presentation of information • use commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials) • structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • extend use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words						

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	- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus to identify synonyms and antonyms for words - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: - 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 - writing an interesting and entertaining poem: using a range of literary language to create vivid imagery: simile, metaphor, onomatopoeia, personification and alliteration - writing an informative, persuasive review		
Maths Fractions, Decimals and Percentages Ratio and Proportion Measurement Properties of Shapes Statistics	Children will learn to: - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places - describe positions on the full coordinate grid (all four quadrants) - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - calculate and interpret the mean as an average - interpret and construct pie charts and line graphs and use these to solve problems - solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison		
Science Changing Circuits	To investigate ways in which the brightness of a bulb or speed of a motor is change Children will learn to: - recognise that the brightness of a bulb or the speed of a motor can be changed in a circuit - identify that the brightness of a bulb or speed of a motor depends on how much power is supplied to each component - recognise that bulbs and motors will blow out if too high a voltage is used Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	To plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb reptiles Children will learn to: - recognise that the brightness of the bulb in a circuit can be altered by changing the wires - suggest questions to investigate, decide what to do and what equipment to use to test the question - make fair comparisons and draw conclusions from their results Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	To create a simple device using a circuit Children will learn to: - design a simple circuit for a purpose - build a working circuit for a purpose - use their knowledge of circuits and components, such as switches, to create more complex circuits Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests

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	d) using test results to make predictions to set up further comparative and fair tests e) 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		d) using test results to make predictions to set up further comparative and fair tests e) 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		e) 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		
Computing Programming – Sensing	To create a program to run on a controllable device Children will learn to: • apply their knowledge of programming to a new environment • test their programs on an emulator • transfer their programs to a controllable device	To explain that selection can control the flow of a program Children will learn to: • identify examples of conditions in the real world • use a variable in an if... then... else... statement to select the flow of a program • determine the flow of a program using selection	To update a variable with a user input Children will learn to: • use a condition to change a variable • experiment with different physical inputs • explain that if you read a variable, the value remains	To use a conditional statement to compare a variable to a value Children will learn to: • explain the importance of the order of conditions in else if statements • use an operand (e.g. < > =) in an if... then... statement • modify a program to achieve a different outcome	To design a project that uses inputs and outputs on a controllable device Children will learn to: • decide what variables to include in a project • design the algorithm for their projects • design the program flow for their projects	To develop a program to use inputs and outputs on a controllable device Children will learn to: • create a program based on their designs • test their programs against their designs • use a range of approaches to find and fix bugs	
Geography Japan Today	To know where Japan is in the world Children will learn to: • locate Japan on a world map • identify the surrounding seas, and oceans of Japan • identify the capital city, and other major cities of Japan	To use latitude and longitude to describe the position of Japan and other countries on a map Children will learn to: • identify Japan and Asia on a global map • describe what a meridian line is • use the latitude and longitude to pinpoint a country's location	To learn about how earthquakes occur and the impact they have on a location Children will learn to: • describe how an earthquake occurs • describe why Japan has more earthquakes than the UK • identify hazards and safety precautions that could be put in place during an earthquake	To identify the physical geography of Japan Children will learn to: • give a definition of physical geography • identify a physical feature of Japan • compare and contrast the physical geography of Japan and the UK	To explore the human geography of Japan Children will learn to: • define the term human geography • identify anything that might affect a nation's population • compare the human geography of two locations	To compare the life of a Japanese school child with a UK school child Children will learn to: • identify any similarities between a UK school and a Japanese school • compare advantages and disadvantages to the different ways of education • describe what a Japanese school is like	
Art Japanese Art	To explore the visual elements of different Japanese art styles Children will learn to: • become familiar with some of the different Japanese art styles	To explore the Japanese art of ukiyo-e Children will learn to: • explain how a woodblock print is made • recognise and discuss some famous	To know about the importance of light and dark in artwork Children will learn to: • convey their own understanding of the concept of Notan	To learn about the Japanese art of origami Children will learn to: • demonstrate some understanding of the history and philosophy of origami	To learn about and use Japanese calligraphy Children will learn to: • identify what calligraphy is • recognise why calligraphy is considered an art form	To explore Japanese folk art Children will learn to: • understand what folk art is • explain what the Daruma doll	To explore modern art in Japan Children will learn to: • understand what manga is • understand how expression can be created by drawing

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At The Olympics	• perform to an accompaniment expressively and sensitively • perform dances fluently and with control • warm up and cool down independently • understand how dance helps to keep them healthy • use appropriate criteria to evaluate and refine their own and others' work • talk about dance with understanding, using appropriate language and terminology
French Fêtes de France (Festivals of France)	Children will: • revise essential personal identification vocabulary and structures, including questions (e.g. comment tu t'appelles?). and answers (e.g. je m'appelle...) • revise vocabulary for holidays, where we live and the weather • use the verb aller with holidays • introduce vocabulary associated with clothing • write poetry on a clothing theme • revise vocabulary for being at the café • introduce vocabulary associated with ice creams • revise vocabulary for places in the town, using adjectives for describing places, high-frequency words and core verbs