

KS2 – Year Six

Year 6 Pearl and Diamond	Term 1 Autumn 1	Enquiry Theme	Urbanisation- local area
		Enquiry Engagement Question	How has Reading evolved over time and why?
Role play	Inside	The Heart	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	The Final Year by Matt Goodfellow						
Reading To compare characters, settings and themes within a text and across more than one text. To draw out key information and to summarise the main ideas in a text. To recognise more complex themes in what they read (such as loss or heroism). To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information where pupils are genuinely motivated to find out information.	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Draw out key information and to summarise the main ideas in a text.	Compare characters, settings and themes within a text and across more than one text. Recognise more complex themes in what they read (such as loss or heroism). Draw out key information and to summarise the main ideas in a text. Discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Draw out key information and to summarise the main ideas in a text.	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Draw out key information and to summarise the main ideas in a text.	Compare characters, settings and themes within a text and across more than one text. Recognise more complex themes in what they read (such as loss or heroism). Draw out key information and to summarise the main ideas in a text. Discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Draw out key information and to summarise the main ideas in a text.	

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English- writing Composition To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	Genre: To inform Persuasive Text(s): <i>Real life experiences</i>			Genre: To inform Report- newspaper Text(s): <i>Real life experiences/ Enquiry</i>			Genre: To inform Explanation Text(s): <i>Real life experiences/ Enquiry</i> A clear and		
English- phonics Phase ... Little Wandle Letters and Sounds	<i>Little Wandle Letters and Sounds – for those children working withing this- below age-related</i>								
English- spelling To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). To spell all of the Y5 and Y6 statutory spelling words correctly. To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g.									

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observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/ license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.							
English- vocabulary, grammar and punctuation To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.							

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To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.							
English-handwriting 1 Style for speed: crossbar join from t: th, ti, tr, ta 2 Style for speed: looping from g: \l, \i, \r, \a, \g 3 Style for speed: looping from j and y 4 Style for speed: looping from f 5 Style for speed: different joins to s	1 Style for speed: crossbar join from t: th, ti, tr, ta	2 Style for speed: looping from g: \l, \i, \r, \a, \g	3 Style for speed: looping from j and y	4 Style for speed: looping from f	5 Style for speed: different joins to s		
Writing Foundational Skills/ Knowledge	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	Identify and write conjunctive adverbs to link paragraphs Distinguish between active and passive voice Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	Identify and write conjunctive adverbs to link paragraphs Distinguish between active and passive voice	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	
Maths Place Value Addition and Subtraction Multiplication and Division	Number: place value	Number: place value	Number: place value	Number: addition, subtraction, multiplication, division.	Number: addition, subtraction, multiplication, division.	Number: addition, subtraction, multiplication, division.	Number: addition, subtraction, multiplication, division.
Maths-Foundational Facts	Read and write numbers to 10,000,000	Count forwards and backwards beyond 10,000 in various steps	Count forwards and backwards beyond 10,000 in various steps including negative numbers	Find 10/ 100/ 1000/ 10,000 more or fewer than a given number	Recall addition facts to 20, 40, 60, 80, 100, 180, 360 and 1000	Recall multiplication and division facts up to 12x12	
Science Identify and name the main parts of the human circulatory system, and describe the functions of the	Identify and name the main parts of the human circulatory system and describe what each part does.	Describe how and why blood flows around the body, explaining what our pulse rate data tells us about how the	Describe the differences between cells, tissues, organs and organ systems, and explain how muscle	Describe how nutrients and water are transported around the human body and explain how the	Recognise the impact of diet, exercise, drugs and lifestyle on the way the human body functions, and evaluate	Consolidate and demonstrate understanding of the human circulatory system by creating an	

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heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans	Observe and record the internal structure of the heart, drawing and labelling a diagram that presents their observational data clearly enough to explain how the heart functions.	circulatory system responds to activity. Collect pulse rate data before and after a modelling activity, construct a bar chart showing their results, and present findings in a format that helps answer: 'How does the circulatory system respond to exercise?'	tissue enables the heart and body to move blood and nutrients. Present a hierarchical diagram (cell – tissue – organ – organ system) that shows the relationship between these levels or organisation, choosing the format that most clearly answers: 'How is the human body organised?'	digestive and circulatory systems work together. Research and present their findings about nutrient transport using a chosen format – selecting the format that most clearly answers: 'How does a nutrient get from food to a body cell?'	our own dietary balance using the Eatwell Guide. Construct a bar chart or pie chart of their own dietary data from last 5 days, presenting the data in a format that allows them to answer: 'How balanced is my diet?' and suggest evidence-based improvements.	explanation product that accurately shows how blood, nutrients and lifestyle factors interact. Choose a presentation format that most effectively communicates their scientific knowledge – and write a justification for their choice, evaluating whether the format allowed them to show what they know.	
History A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Know key events from the history of Reading town.	Understand the significance of Reading Abbey.	Explain how national events changed the local community.	Understand the effects of industrialisation on Reading.	Understand how industry affected everyday life.	Understand how Reading has changed over time.	
Geography							
Art and design Self Portraits (Digital Media)	Understand elements of self-portraits and photography. Know about Annie Leibovitz.	Understand the process of taking good self-portraits. Consider how lighting and composition change a photograph.	Evaluate photography created by Annie Leibovitz and use artistic vocabulary to articulate critical responses. Reflect on designs using artistic vocabulary	Consider how to show emotion and personality through portraiture.	Use feedback to edit designs. Produce a design inspired by Annie Leibovitz.	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology Take a Seat (Textiles)	Understand the historical background of chairs and padded seats.	Compare materials for a padded seat considering touch, durability, suitability for applying print etc.	Sketch a range of cushion designs. Understand how to create a drawn pattern	Design a cushion seat with accurate dimensions, fabric choices, joining	Make the final padded cushion.	Evaluate their final design against design criteria.	

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			for different cushion designs.	techniques and shape names.	Test the comfort of the seats and the pattern design.		
Music Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.	Appraise the work of a classical composer (Felix Mendelssohn).	Improvise as a group using dynamics and pitch.	Improvise as a group using texture.	Use knowledge of dynamics, texture and pitch to create a group composition.	Use teamwork to create a group composition featuring changes in texture, dynamics and pitch.		
Computing Communication and collaboration (6.1)	Explain the importance of internet addresses	Recognise how data is transferred across the internet	Explain how sharing information online can help people to work together	Evaluate different ways of working together online	Recognise how we communicate using technology	Evaluate different methods of online communication	
PE Hockey Gymnastics	Gymnastics Use controlled flight onto high apparatus	Gymnastics Perform a base role and a flyer role in partner balances	Gymnastics Perform more advanced partner balances and give constructive feedback to others	Gymnastics Use rhythmic gymnastics equipment, such as hoops and balls in a sequence	Gymnastics Incorporate musicality and timing into a group sequence	Gymnastics Combine skills in pairs balance and rhythmic gymnastics into a group performance	
	Hockey Shoot under pressure from close range	Hockey Perform long corner routines as part of a team	Hockey Use goal-side marking to prevent an attacker from getting close to the goal	Hockey Use the banana run to force an oncoming attacker out wide	Hockey Use a hit out to successfully restart a game	Hockey Play competitively using new skills	
RE Enquiry: What is the best way for a Muslim to show commitment to God? Theme: Commitment.	Discuss what I have been committed to and what I would like to commit to in the future	Explain why some reasons for prayer might be important to Muslims	Explain why helping the poor or needy might support a Muslim in showing commitment to God	Explain how fasting might show commitment to God for a Muslim	Name a commitment that is important to me and say why it is important Explain some of the ways that Muslims might show commitment to God	Identify commitments I could improve upon and say how	
PSHE and Citizenship Relationships Mental health Identifying mental health worries and sources of support Love and loss	Know how to set goals for the year ahead Understand what fears and worries are	Know about children's universal rights (United Nations Convention on the Rights of the Child)	Know that personal choices can affect others locally and globally	Know about the lives of children in other parts of the world	Understand that their own choices result in different consequences and rewards	Understand how democracy and having a voice benefits the school community	Understand how to contribute towards the democratic process

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Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use							
MfL The Date	Recognise, recall and spell the 7 days of the week	Consolidate the 7 days of the week taught last lesson and will learn how to recognise, recall and spell the 12 months of the year	Consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31	Start to put all their new language into context by learning the structure necessary to say the date	Build on their knowledge of how to say the date by learning how to say when their birthday is	Revise and consolidate all language covered in the unit	
Visits/ visitors							
REAch2 11 Before 11 Promises	Flashmob dance 						