

KS2 – Year Six

Year 6 Pearl and Diamond	Term 2 Autumn 2	Enquiry Theme	Extreme Earth
		Enquiry Engagement Question	Why do some areas have extreme natural incidents?
Role play	Inside	Volcano- Pompeii/ Mount Vesuvius linked?	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	I Am Not a Label by Cerrie Burnell						
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 retrieval where pupils are genuinely motivated to find out information	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval where pupils are genuinely motivated to find out information Draw out key information and to summarise the main ideas in a text.	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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.	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval where pupils are genuinely motivated to find out information Draw out key information and to summarise the main ideas in a text.	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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.	Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval where pupils are genuinely motivated to find out information Draw out key information and to summarise the main ideas in a text.	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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.	T

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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: <i>To inform</i> Non- chronological report Text(s): <i>Real life experiences/ Enquiry</i>			Genre: <i>To inform</i> Explanation Text(s): <i>Real life experiences/ Enquiry</i>			Genre: <i>To entertain</i> Narrative Text(s): When Hitler Stole Pink Rabbit- Judith Kerr (WCT)		
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 6 Style for speed: looping from b 7 Style for speed: joining from v, w, x and z 8 Handwriting for different purposes: abbreviations 9 Spacing between words 10 End-of-term check	6 Style for speed: looping from b	7 Style for speed: joining from v, w, x and z	8 Handwriting for different purposes: abbreviations	8 Handwriting for different purposes: abbreviations	9 Spacing between words	10 End-of-term check	
Writing Foundational Skills/ Knowledge	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence	Identify and use colons to explain	Identify and use colons to explain	Identify and write a combination of sentence types to avoid repetition	Identify and write a combination of sentence types to avoid repetition	
Maths Multiplication and Division Fractions A Fractions B	Number: addition, subtraction, multiplication, division.	Number: Fractions A	Number: Fractions A	Number: Fractions A	Number: Fractions B	Number: Fractions B	Number: Fractions B
Maths-Foundational Facts	Recall prime numbers to 100	Square numbers to 10	Cube numbers to 10	Round to the nearest 10, 100, 1000	Round to the nearest 10, 100, 1000 Find unit and non-unit fractions of amounts linked to division	Find unit and non-unit fractions of amounts linked to division	
Science Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	Describe how living things are classified into broad groups according to common observable characteristics. Talk about how scientific discoveries have changed scientific understanding in the past and continue to do so today.	Give reasons for classifying plants and animals based on specific characteristics. Discuss whether other evidence supports or refutes their answer.	Describe how animals can be divided into two main groups. Talk about how their scientific ideas change due to new data that they have gathered.	Describe how vertebrates can be divided into five smaller groups. Talk about how their scientific ideas change due to new data that they have gathered.	Describe how invertebrates can be divided into groups. Talk about how their scientific ideas change due to new data that they have gathered.	Describe how plants can be divided into two main groups. Talk about how scientific discoveries have changed scientific understanding in the past and continue to do so today.	
History							

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Geography Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, food, minerals and water.	Explore and understand biomes.	Explore and understand the tundra biome.	Understand how to use a 6-figure grid reference.	Explore and understand the woodland biome.	Explore and understand the grassland biome.	Explore and understand the savannah biomes.	Explore and understand rainforest biomes.
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 for different cushion designs.	Design a cushion seat with accurate dimensions, fabric choices, joining techniques and shape names.	Make the final padded cushion. Test the comfort of the seats and the pattern design.	Evaluate their final design against design criteria.	
Music Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.	Appraise different musical features in a variety of film contexts.	Identify and understand some composing techniques in film music.	Use graphic scores to interpret different emotions in film music.	Create and notate musical ideas and relate them to film music.	Play a sequence of musical ideas to convey emotion.		
Computing Webpage creation (6.2)	Review an existing website and consider its structure	Plan the features of a web page	Consider the ownership and use of images (copyright)	Recognise the need to preview pages	Outline the need for a navigation path	Recognise the implications of linking to content owned by other people	
PE Netball Dance	Netball	Netball Mark the pass or the shot	Netball	Netball Compete to win with the rebounding ball	Netball Stay active to intercept a pass	Netball	

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	Explore ways to improve our coordination		Implement some basic attacking semi-circle positions			Stay onside in games depending on the position being played	
	Dance Perform street dance actions	Dance Build conflict in duets using choreographic devices	Dance Prepare for and perform a street dance	Dance Perform physical theatre	Dance Show intention and tell a story with physical theatre	Dance Prepare for and perform a physical theatre duet	
RE Enquiry: Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Theme: Incarnation	Explain how different celebrations remember events which might be in the past or present	Discuss what Christmas traditions may link directly to the Biblical story of the birth of Jesus	Explain what a Christian might learn from Christmas items about the significance of Jesus' birth	Explain what a Christian might find most significant in Christmas celebrations	Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born	Start to explain how I might remember and celebrate somebody who is incredibly special	
PSHE and Citizenship Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Know own wants and needs Can take positive action to help others	Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others	Can demonstrate attributes of a positive role-model	Know how to regulate my emotions	Be able to make others feel welcomed and valued	Be able to contribute towards a group task Know what effective group work is	
MfL Do You Have a Pet?	Learn how to recognise, recall and spell eight common pets with their indefinite article/determiner	Learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.	Introduction to the structure 'that is called' in the foreign language, to allow them to introduce their pets.	Introduction to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.	Use the conjunction 'but' to make their sentences more complex and interesting	Revise and consolidate all language covered in the unit	
Visits/ visitors							
REAch2 11 Before 11 Promises	Flashmob dance						

