

KS2 – Year Six

Year 6 Pearl and Diamond	Term 3 Spring 1	Enquiry Theme	For So Many; By So Few- A Lasting Legacy
		Enquiry Engagement Question	How can conflict be positive?
Role play	Inside	Air Raid Shelter	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	When Hitler Stole Pink Rabbit by Judith Kerr						
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 (e.g. in reading history, geography and science textbooks) and in contexts	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Draw out key information and to summarise the main ideas in a text.	Recognise more complex themes in what they read (such as loss or heroism). Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	Compare characters, settings and themes within a text and across more than one 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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Draw out key information and to summarise the main ideas in a text.	Recognise more complex themes in what they read (such as loss or heroism). Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	Compare characters, settings and themes within a text and across more than one text.	To

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where pupils are genuinely motivated to find out information							
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 Formal letter Text(s): <i>Real life experiences</i>			Genre: To persuade Persuasive Text(s): <i>Real life experiences/ Enquiry</i>		Genre: To instruct Instructions Text(s): <i>Real life experiences/ Enquiry</i>	
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							

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-ant to spell nouns ending in -ance/-ancy (e.g. 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.							

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To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. English-handwriting 11 Improving handwriting: the importance of consistent sizing 12 Improving handwriting: the importance of proportion 13 Improving handwriting: the importance of spacing 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 15 Improving handwriting: the importance of closed and open letters Writing Foundational Skills/ Knowledge Identify and use dashes and ellipses in direct speech for characterisation Maths Fractions- consolidation Position and Direction Converting Units Decimal Maths-Foundational Facts Multiply and divide by 10, 100, 1000 Science Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes							
	11 Improving handwriting: the importance of consistent sizing	12 Improving handwriting: the importance of proportion	12 Improving handwriting: the importance of proportion	13 Improving handwriting: the importance of spacing	14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders	15 Improving handwriting: the importance of closed and open letters	
	Identify and use dashes and ellipses in direct speech for characterisation	Identify and use dashes and ellipses in direct speech for characterisation	Identify and use dashes and ellipses in direct speech for characterisation	Identify and write simple sentences to enhance the mood and/or add emphasis	Identify and write simple sentences to enhance the mood and/or add emphasis	Identify and write simple sentences to enhance the mood and/or add emphasis	
	Fractions Consolidation	Geometry: Position and direction.	Measurement: converting units	Number: Decimals	Number: Decimals	Number: Decimals	
	Multiply and divide by 10, 100, 1000	Recall decimal compliments to 1	Recall decimal compliments to 10	Double and halve numbers to 100 including decimals	Round to the nearest tenth and hundredth	Convert ml to l, cm to mm and mins to hours	

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

Use the idea that light travels in straight lines to explain why							
History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history	Know the causes, countries involved and chronology of WW2.	Understand how WW2 impacted on daily life in Britain.	Understand the experience of a child evacuee during WW2.	Know about the construction of WW2 bomb shelters.	Understand what the holocaust was.	Know about key events that contributed to the Allies' victory in WW2.	
Geography Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Recognise the characteristics of the world's oceans.	Identify the layers of the ocean.	Recognise the adaptation of the marine species to their environment.	Investigate a marine area and the impact of tourism.	Identify the impacts of overfishing on a UK working fishing village.	Explain the dangers of plastic in the ocean on marine life and other creatures.	
Art and design Relief Printing and Colour (Painting)	Understand elements of printing. Know about Andy Warhol.	Understand the difference between portraits and self portraits. Understand the difference between painting and printing.	Evaluate work created by Andy Warhol and use artistic vocabulary to articulate critical responses. Reflect on designs using artistic vocabulary	Consider contrasting and complementary colours.	Use feedback to edit designs. Produce a design inspired by Andy Warhol.	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology Hats Off to You (Structures)	Understand how the functionality of hats has developed over time. Know the role of a milliner.	Understand the construction of different types of hats. Know about the historical hat maker John Batterson and fashion hat maker Philip Treacy.	Know how to create an exploded diagram and design linked to target market and design specification.	Create a 3D design of a final hat idea.	Make the final hat.	Evaluate their final design against design criteria.	
Music Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Use musical vocabulary to identify features of different eras of music.	Improve accuracy in pitch and control for singing with expression and dynamics.	Identify pitches within an octave when singing.	Use knowledge of pitch to develop confidence when singing in parts.	Be able to notate a melody using pitches up to an octave.		

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

Computing Variables in games (6.3)	Define a 'variable' as something that is changeable	Explain why a variable is used in a program	Choose how to improve a game by using variables	Design a project that builds on a given example	Use my design to create a project	Evaluate my project	
PE Gymnastics Swimming – catch up	Gymnastics Perform a 10-element group sequence using both floor and apparatus	Gymnastics Perform with equipment and respond creatively to music	Gymnastics Create judging criteria and then assess performances against it	Gymnastics Create and perform interesting patterns as a group	Gymnastics Select and apply the appropriate walk and presentation to start a sequence	Gymnastics Perform a 10-element sequence within a 1-minute time limit	
	Swimming- under specialist coach tuition						
RE Enquiry: Is anything ever eternal? Theme: Beliefs and Meanings/Salvation	Explain why I think some things will last forever and what I mean by that	Discuss different types of love and whether they may be able to last for ever	Discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life	Discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good	Explain my own beliefs about whether anything is ever eternal Make links between different Christian beliefs and their views on whether anything is ever eternal	Explain my own beliefs about what it means to lead a good life	
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 that people can hold power over others individually or in a group	Know that power can play a part in a bullying or conflict situation Know why some people choose to bully others	Know that there are different perceptions of 'being normal' and where these might come from	Know that difference can be a source of celebration as well as conflict	Know that being different could affect someone's life	Know that people with disabilities can lead amazing lives	
MfL Clothes	Learn how to recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners	Learn how to recognise, recall and spell a further 5 different items of clothing with their indefinite articles/determiners	Learn how to describe what they are wearing by colour using 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'.	Learn more about the changes involved in adjectival agreement when describing items of clothing by colour.	Integrate everything they have learnt so far to describe what they wear in 4 different scenarios in the foreign language: at school, at home, in summer and in winter.	Revise and consolidate all language covered in the unit	
Visits/ visitors							



Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

REAch2 11 Before 11 Promises							
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