

KS2 – Year Six

Year 6 Pearl and Diamond	Term 4 Spring 2	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	

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading- whole class text	Resist by Tom Palmer						
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 where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)	Compare characters, settings and themes within a text and across more than one text. 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.	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.	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.	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.	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.		To
English- writing Composition To use the subjunctive form in formal writing. To use the perfect form of	Genre: To entertain Narrative Text(s): The Wall Between Us by Dan Smith			Genre: To inform Non chronological Text(s): The Humans- Ancient Civilizations and the Amazing Things They Taught Us by Jonny Marx		Genre: To inform Non chronological Text(s): The Humans- Ancient Civilizations and the Amazing Things They Taught Us by Jonny Marx	

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

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.			
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. 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,			

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

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. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.							
English- handwriting	16 Improving handwriting: pen breaks in longer words	18 Handwriting for different purposes	17 Handwriting for different purposes: annotations	18 Handwriting for different purposes	19 Choice of handwriting tools	20 End-of-term check	

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

16 Improving handwriting: pen breaks in longer words 17 Handwriting for different purposes: annotations 18 Handwriting for different purposes 19 Choice of handwriting tools 20 End-of-term check							
Writing Foundational Skills/ Knowledge	Identify and use colons to introduce lists	Identify and use colons to introduce lists	Identify and use colons to introduce lists	Identify and use colons to introduce lists	Identify and use colons to introduce lists	Identify and use colons to introduce lists	
Maths Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume	Number: Fractions, decimals and percentages	Number: Fractions, decimals and percentages	Number: Fractions, decimals and percentages	Measurement: Area, perimeter and volume.	Measurement: Area, perimeter and volume.		
Maths- Foundational Facts	Recall equivalent fractions to decimals and percentages	Recall equivalent fractions to decimals and percentages	SATs practice				
Science Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.							
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 how WW2 impacted the local area.	Know how agriculture and industry changed as a result of WW2.	Know how the role of women changed during WW2.	Know which people in their local area were involved in WW2.	Understand the impact of propaganda at the time.	Understand the significance of VE Day.	
Geography							

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

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 Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work	Understand the importance of Monteverdi in the history of opera.	Read and play a canon from staff notation.	Demonstrate an understanding of Baroque music features when composing.	Combine knowledge of staff notation and aural awareness to play a fugue.	Apply their understanding of fugue structure when performing with others.		
Computing Introduction to spreadsheets (6.4)	Create a data set in a spreadsheet	Build a data set in a spreadsheet	Explain that formulas can be used to produce calculated data	Apply formulas to data	Create a spreadsheet to plan an event	Choose suitable ways to present data	
PE Dance Tag Rugby	Dance Portray the theme of gangs through movements and gestures	Dance Use devices such as contract and variation in a group dance	Dance Use formations to demonstrate tension in relationships between performers	Dance Use claps, stamps and slaps to perform a live aural setting	Dance Dance as opposing gangs attacking each other	Dance Show performance qualities in our gang dance and evaluate our work	
	Tag Rugby Create attacking continuity by supporting the player with the ball	Tag Rugby Use set plays in attack to create space for the ball carrier	Tag Rugby Develop the 3-step rule, comparing and contrasting to the 3-second pass option	Tag Rugby Attack the space as a ball carrier to create scoring opportunities	Tag Rugby Change from an attacking to a defensive formation when possession is lost	Tag Rugby Observe and analyse classmate's performance	
RE Enquiry: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Explain who has been an influence or inspiration in my life and why	Discuss different types of festivals and celebrations and discuss what they	Explain some ways in which Christianity is influencing lives today	Explain some ways in which Christianity is influencing lives today with its impact on	Explain how the influence people have had on me has affected my views	Explain a legacy I would like to leave the world	

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

Theme: Beliefs and Meanings/Salvation		demonstrate about Christianity	regarding symbols and Christian organisations	people round the world and in this country	Explain a reason why people may believe Christianity is still a strong religion today		
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 their own learning strengths Know what the learning steps are they need to take to achieve their goal	Know how to set realistic and challenging goals	Know what their classmates like and admire about them	Know a variety of problems that the world is facing	Know some ways in which they could work with others to make the world a better place	Know some ways in which they could work with others to make the world a better place	
MfL At School	Learn how to recognise, recall and spell 10 different school subjects with the correct definite article/determiner. Learn how to conjugate the verb 'to study' in 1st person singular so they can say which subjects they study at school.	Learn how to tell the time and express at what time they study different school subjects	Learn how to apply the days of the week within the context of a school timetable.	Consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about the school subjects	Extend their sentences by learning how to justify their opinions with a reason.	Revise and consolidate all language covered in the unit	
Visits/ visitors							
REAch2 11 Before 11 Promises							