

KS2 – Year Six

Year 6 Pearl and Diamond	Term 5 Summer 1	Enquiry Theme	The Circle of Life
		Enquiry Engagement Question	What impact can I have on the ‘survival of the species’?
Role play	Inside		

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	Tyger by SF Said						
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	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	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. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Use non-fiction materials for purposeful information retrieval.	

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science textbooks) and in contexts 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: All genres for writing moderation Text(s): Range of key texts: including Treasure Island by Robert Louis Stevenson Wonder by RK Palacio			Genre: All genres for writing moderation Text(s): Range of key texts: including Treasure Island by Robert Louis Stevenson Wonder by RK Palacio		Genre: All genres for writing moderation Text(s): Range of key texts: including Treasure Island by Robert Louis Stevenson Wonder by RK Palacio	
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working withing this- below age-related						
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.							

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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, 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.						Noun is used to show additional information.	

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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 21 Handwriting for different purposes: fast-joined and print letters 22 Handwriting for different purposes: note making 23 Handwriting for different purposes: neat writing 24 Handwriting for different purposes: print letters for personal details 25 Different styles of writing	21 Handwriting for different purposes: fast-joined and print letters	21 Handwriting for different purposes: fast-joined and print letters	22 Handwriting for different purposes: note making	23 Handwriting for different purposes: neat writing	24 Handwriting for different purposes: print letters for personal details	25 Different styles of writing	
Writing Foundational Skills/ Knowledge	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	Identify and write non-standard English in direct speech for characterisation	Identify and write non-standard English in direct speech for characterisation	
Maths Geometry: Properties of Shapes Ratio Algebra	Geometry: Properties of shape.	Geometry: Properties of shape.	Ratio/Algebra Week	SATS Revision	SATS Week	Writing Focus Week	Geometry: Properties of shape.
Maths-Foundational Facts	SATs practise						
Science Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents							

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Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.							
History							
Geography Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	Understand the causes and effects of global warming.	Understand the importance of fossil fuel resources of the UK.	Understand the impact of non-renewable energy sources on the climate.	Understand how waste impacts the environment.	Understand how land use can impact the environment.	Know how to create a persuasive speech about climate change.	
Art and design Sculpture and Animation	Understand elements of animations. Know about Nick Park.	Evaluate work created by Nick Park and Aardman Studios and use artistic vocabulary to articulate critical responses. Compare Aardman and Tim Burton. Understand features of both types of animation.	Animate a 2D object.	Describe how they have shown movement with appropriate vocabulary.	Use a storyboard to create characters and a story. Make the animation: director, lighting, model movers, camera operator.	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology Great British Menu (Cooking & Nutrition)	Know what a menu is and its purpose.	Understand the process in which food is manufactured and produced.	Evaluate flavours that work well together through taste, texture and smell. Know the best ingredients to use based on analysis and specification.	Create detailed plans and designs for cooking.	Make the final dish.	Evaluate their final design against design criteria.	
Music Exploring the musical concept of theme and variations and discover how	Explore the musical concept of theme and variations	Compare and contrast different variations in the piece The Young	Use complex rhythms to be able to perform a theme.	Play TIKI-TIKI, TI-TIKI TIKI-TI rhymes in $\frac{3}{4}$ time	Use music notation to create visual representation of TIKI-		

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rhythms can 'translate' onto different instruments.		Person's Guide to the Orchestra.			TIKI, TI-TIKI TIKI-TI rhythms		
Computing 3D modelling (6.5)	Recognise that you can work in three dimensions on a computer	Identify that digital 3D objects can be modified	Identify that digital 3D objects can be modified	Create a 3D model for a given purpose	Plan my own 3D model	Create my own digital 3D model	
PE Athletics Rounders	Athletics Use sprint start technique to increase running speed	Athletics Perform the three stages of a triple jump	Athletics Use a heave throw technique	Athletics Assess ability to play a role in paralauff running	Athletics Perform the scissor jump technique	Athletics Record results over a range of track and field events	
	Rounders Use attacking tactical bowling to make it more difficult for the batter to hit	Rounders Track and catch a high ball	Rounders Understand the difference between attacking and defensive batting	Rounders Work in a pair in the field to restrict scoring	Rounders Apply tactics when running around bases to avoid overtakes	Rounders Apply attacking and defensive tactics in a competitive situation	
RE Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives? Theme: Life after death.	Consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds		Interpret some things the Qur'an says about life after death		Say how instructions in the Qur'an can help Muslims 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 what it means to be emotionally well Know that stress can be triggered by a range of things	Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart	Know that being stressed can cause drug and alcohol misuse	Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being	Know that some people can be exploited and made to do things that are against the law	Know why some people join gangs and the risk that this can involve	
MfL At the Weekend	Consolidate numbers and will progress to learning how to tell the time in increments of five.	Consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.	Consolidate the vocabulary introduced through a variety of listening and reading activities.	Extend their sentences by integrating a time phrase and connectives with the phrases for weekend activities.	Further extend their sentences by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.	Revise and consolidate all language covered in the unit	
Visits/ visitors							

REAch2 11 Before 11 Promises	Sleep Under the Stars 
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