

KS2 – Year Six

Year 6 Pearl and Diamond	Term 6 Summer 2	Enquiry Theme	Impactful Industry
		Enquiry Engagement Question	How did inventions widen our world?
Role play	Inside	Factory	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading- whole class text	You Are Awesome by Matthew Syed						
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 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	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Retrieve, record and present information from non-fiction texts. 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	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).	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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	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). Retrieve, record and present information from non-fiction texts.	Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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		To
English- writing	Genre: To discuss Debate /discursive			Genre: To entertain Poetry			

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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.	Text(s): <i>Real life experiences</i>			Text(s): Use Pie Corbett Poetry Poetry Spine		
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,						

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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. To recognise and use the terms modal verb, relative pronoun,						Noun is used to show additional information.	

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relative clause, parenthesis, bracket, dash, cohesion and ambiguity.							
English- handwriting 26 Handwriting for different purposes: presentation 27 Handwriting for different purposes: decorated capitals 28 Handwriting for different purposes: layout 29 Assessment 30 Handwriting for different purposes: handwriting patterns	26 Handwriting for different purposes: presentation	26 Handwriting for different purposes: presentation	27 Handwriting for different purposes: decorated capitals	28 Handwriting for different purposes: layout	29 Assessment	30 Handwriting for different purposes: handwriting patterns	
Writing Foundational Skills/ Knowledge	Identify and write anaphora	Identify and write anaphora	Identify and write epistrophe	Identify and write epistrophe	Identify and write exaggeration	Identify and write exaggeration	
Maths Ratio Algebra Consolidation	Number: Ratio	Number: Ratio	Number: Algebra	Number: Algebra	Themed projects, consolidation and problem solving		
Maths- Foundational Facts	Consolidation/ Secondary School Readiness						
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 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.							

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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	Understand the causes and consequences of the Industrial Revolution.	Understand the changes that the Industrial Revolution brought to Britain.	Understand what life was like for children during the late 18 th and 19 th centuries.	Evaluate the social impact made by the mechanisation of industry.	Evaluate the environmental consequences of the Industrial Revolution.	Evaluate the legacy of the Industrial Revolution and its effect on Britain and the wider world.	
Geography							
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 Creating their very own leavers' song personal to their experiences as a class.	Listen to and describe music.	Write lyrics for a song	Organise lyrics into a song structure	Use vocal improvisation and known melodies against a backing track	Compose a melody	Compose a verse melody	
Computing Sensing movement (6.6)	Create a program to run on a controllable device	Explain that selection can control the flow of a program	Update a variable with a user input	Use an conditional statement to compare a variable to a value	Design a project that uses inputs and outputs on a controllable device	Develop a program to use inputs and outputs on a controllable device	
PE Tennis Cricket	Tennis Communicate clearly with a partner to score points in doubles play	Tennis Attempt a two-handed backhand shot with control	Tennis Perform a lob shot to hit the ball over an opponent's head	Tennis Apply the correct rules and scoring system in a game	Tennis Play in different doubles formations and work with a partner to improve	Tennis Discuss and apply a range of tactics in doubles play to achieve success	

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	Cricket Create pressure on a batter by setting a ring field	Cricket Track and catch a high ball consistently	Cricket Perform a short-pitched bowl to get the batter to hit the ball in the air	Cricket Work in a pair to restrict runs scored when fielding	Cricket Play an on-drive	Cricket Set an attacking field	
RE Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives? Theme: Life after death.	Explain some actions a Muslim might take as Jihad		Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow Explain how believing in Akhirah influences Muslims to do their best to lead good lives		Express a vision of how leading a good life could make the world the place I want it to be		
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 it is important to take care of their own mental health	Know ways that they can take care of their own mental health	Know the stages of grief and that there are different types of loss that cause people to grieve	Know that sometimes people can try to gain power or control them	Know some of the dangers of being 'online'	Know how to use technology safely and positively to communicate with their friends and family	
MfL Vikings	Learn how to decode and breakdown longer texts, learning to use language learning strategies to help decipher meaning.	Start to learn how to describe themselves physically in terms of height and character using the first-person conjugation of the high frequency irregular verb 'to be'	Consolidate the language from last lesson and will continue to learn how to describe themselves physically, by describing their hair colour, length and type using the first-person conjugation of the high frequency irregular verb 'to have'.	Integrate the vocabulary for describing eye colour with the language from the rest of the unit to describe their physical appearance and character.	Further develop their decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.	Revise and consolidate all language covered in the unit	
Visits/ visitors							
REAch2 11 before 11 Promises	Perfect A Pitch 						



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