



Medium Term Planning 2022-2023

Year Group: 6
Term: Summer



RE

Transformation Freedom and Responsibility Stewardship. Islam

Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.

- Show knowledge and understanding of:
 - a range of religious beliefs
 - those actions of believers which arise as a consequence of their beliefs
 - the life and work of key figures in the history of the People of God
 - what it means to belong to a church community
 - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Show understanding of, by making links between:
 - beliefs and sources
 - beliefs and worship
 - beliefs and life
- Use religious vocabulary widely, accurately and appropriately
- Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose
- Show understanding of how own and

English

English Class Novels:

Whole Class Reading:

Themes:

- Energy/Forces
- Frank Cottrell Boyce
- Children's Classics Vol 2
- Novels Vol 2
- Notable People Vol 1
- Children's Classics Vol 2
- Ibtihaj Muhammad
- Pompeii
- Songs
- The Raven
- Living Things

Word Reading

To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Spelling

To use further prefixes and suffixes and

Maths

Properties of shape.

To identify 3-D shapes, including cubes and other cuboids, from 2-D representations

To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

To draw given angles, and measure them in degrees (°)

To identify:

- angles at a point and 1 whole turn (total 360°)
- angles at a point on a straight line and half a turn (total 180°)
- other multiples of 90°

To use the properties of rectangles to deduce related facts and find missing lengths and angles.

To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and direction.

To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language,

Science

Forces

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Working Scientifically

To planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

To taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

To recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

To using test results to make predictions to



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<p>other's decisions are informed by beliefs and moral values</p> <ul style="list-style-type: none"> • Use sources to support a point of view • Express a point of view and give reasons 	<p>understand the guidance for adding them To spell some words with 'silent' letters To continue to distinguish between homophones and other words which are often confused To use knowledge of morphology and etymology in spelling To use dictionaries to check the spelling and meaning of words To use a thesaurus</p> <p><u>Handwriting and Presentation</u> To write legibly, fluently and with increasing speed.</p> <p><u>Writing Composition</u></p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Description • Poetry • Narrative • Newspaper • Biography <p>To plan, draft, write, edit and proofread writing effectively and perform own compositions using appropriate intonation, volume and movement. To identify audience and purpose for writing, selecting appropriate forms. Select appropriate grammar and vocabulary to enhance meaning. Use a range of devices to build cohesion. Use organisational and presentational devices to structure texts and guide the reader. Evaluate and assessing their own and others'</p>	<p>and know that the shape has not changed.</p> <p><u>Volume</u> To calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes To estimate volume and capacity</p>	<p>set up further comparative and fair tests</p> <p>To reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identifying scientific evidence that has been used to support or refute ideas or arguments</p>
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	<p>work. Ensure consistent tense, subject/verb agreement and appropriate register.</p> <p><u>SPaG</u></p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms To use passive verbs to affect the presentation of information in a sentence To use the perfect form of verbs to mark relationships of time and cause To use expanded noun phrases To use modal verbs or adverbs to indicate degrees of possibility To use relative clauses To use commas to clarify meaning or avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas To use semi-colons, colons or dashes to mark boundaries between independent clauses To use a colon to introduce a list To punctuate bullet points consistently</p>		
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<p><u>History</u> <u>Local History study – site visit/ mining / village</u> To carry out a local history study.</p> <p>To carry out a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p> <p>To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><u>Geography</u> <u>Where has my food come from?</u> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Art</u> <u>Art & Architecture (links to local history monuments).</u></p> <p>Improve their mastery of art and design techniques, including drawing. Create sketchbooks to record their observations.</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Learn about great artists, architects and designers in history.</p>	<p><u>DT</u> <u>Food and Nutrition Bread making (Local History Stotties).</u></p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes].</p> <p>To understand the source, seasonality and characteristics of a broad range of ingredients.</p>
<p><u>Music</u> <u>Durham Charanga – Dancing in the street Reflect, rewind, replay.</u> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p><u>PE</u> <u>Outdoor and adventurous Orientation.</u> Draw their own maps and plans and set trails for others to follow Use the eight points of the compass to orientate themselves Plan before starting an orienteering challenge. <u>Communication.</u> Together, plan and share roles within the group based on each other's strengths.</p>	<p><u>Computing</u> <u>Online safety</u> Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p>	<p><u>MFL</u> <u>Free time</u> To listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help To speak in sentences, using familiar</p>



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<p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Work increasingly well in groups where roles and responsibilities are understood. Change roles or ideas if they are not working. Recognise own and others' feelings. Recognise and talk about the dangers of tasks. Recognise how to keep themselves and others safe.</p> <p><u>Problem solving.</u></p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies Recognise what went well and why, what you would do differently next time.</p> <p>Games</p> <p><u>Physical Skills.</u></p> <p>Pass, control, dribble and shoot with accuracy and fluency while on the move. Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate. Demonstrate the confidence and competence to successfully take part in the range of games as described above. Demonstrate the perseverance to improve.</p> <p><u>Thinking Skills.</u></p> <p>Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team. Make decisions quickly in a game. Change tactics/roles as necessary for the success of the whole team. Understand the transference of skills from one type of game to another and apply appropriately. Reflect on own and others' performance to help improve personal and team skills and performance.</p>	<p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it. To identify the positive and negative influences of technology on health and the environment.</p> <p>Networks</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Quizzing.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>vocabulary, phrases and basic language structures. To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To understand basic grammar. To describe people, places, things and actions orally and in writing.</p>
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	<p><u>Team skills.</u></p> <p>Understand and keep to the rules of the games described above to enable the game to flow and keep players safe.</p> <p>Select different positions in the team based on strengths of players.</p> <p>Challenge and encourage each other to perform to the best of their ability.</p> <p>Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games.</p>		
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