

Year 6 - Medium Term Plan - Summer 1

	Week 1 w/c 21.04	Week 2 w/c 25.04	Week 3 w/c 02.05	Week 4 w/c 09.05	Week 5 w/c 16.05	Week 6 w/c 23.05
	Two-day teaching week	28 th Crucial Crew Visit	2 nd Bank Holiday Four-day teaching week	SATs Week	19 th Quidditch Day	27 th Jubilee Party
MATHS <small>(following White Rose Maths and Hamilton Trust revision unit)</small>	<p>Maths Revision Unit:</p> <ul style="list-style-type: none"> ✓ I know place value in numbers with 3 decimal places and \times/\div 10, 100, 1000. ✓ I know how to place and order negative numbers; calculate differences across 0. <p>PM Revision:</p> <ul style="list-style-type: none"> ✓ I know how to find areas and perimeters. ✓ I know how to find volume. 	<p>Maths Revision Unit:</p> <ul style="list-style-type: none"> ✓ I know how to add and subtract mentally. ✓ I know how to use column addition and subtraction & estimate answers. ✓ I know how to use mental multiplication and division. ✓ I know how to use long and short multiplication. ✓ I know how to use long and short division. <p>PM Revision:</p> <ul style="list-style-type: none"> ✓ I know how to find missing angles around a point, on a line, vertically opposite and in triangles. ✓ I know how to make and describe reflections and translations. ✓ I know how to describe 3-D shapes & identify nets. ✓ I know how to interpret pictograms, bar charts and line graphs. 	<p>Maths Revision Unit:</p> <ul style="list-style-type: none"> ✓ I know how to multiply and divide decimals by whole numbers. ✓ I know how to solve ratio and scale factor problems ✓ I know how to find equivalent fractions, decimals and percentages. ✓ I know how to find fractions and percentages of numbers and measures including money. <p>PM Revision:</p> <ul style="list-style-type: none"> ✓ I know how to sketch and interpret pie charts. ✓ I know how to understand and calculate a mean. ✓ I know how to extend and describe linear number sequences. ✓ I know how to solve equations & find pairs of numbers that satisfy an equation with two unknowns. 	<p>Maths Revision Unit:</p> <ul style="list-style-type: none"> ✓ I know how to add and subtract fractions. ✓ I know how to multiply and divide fractions. <p>PM Revision:</p> <ul style="list-style-type: none"> ✓ I know how to use 4 operations to reason and solve puzzles. ✓ I know how to solve multi-step problems in context. <p>✓ Wednesday 11th SATs Assessment - Arithmetic & Reasoning 1</p> <p>✓ Thursday 12th SATs Assessment - Reasoning 2</p>	<p>Puzzles and Patterns Challenge:</p> <p>Calculator Puzzles:</p> <ul style="list-style-type: none"> ✓ I know how to use a calculator to convert fractions to decimals. ✓ I know how to read and understand recurring displays. ✓ I know how to round to two decimal places. ✓ I know how to realise when a calculator has produced a rounding error. ✓ I know how to use a calculator and reasoning skills to aid problem solving. ✓ I know how to begin to use a calculator's memory keys (M+, M- and MR). 	<p>Maths Revision Unit: Number Puzzles:</p> <ul style="list-style-type: none"> ✓ I know how to solve logic puzzles. ✓ I know how to work systematically to solve visual puzzles. ✓ I know how to use mathematical reasoning to solve number puzzles. <p>Number Patterns:</p> <ul style="list-style-type: none"> ✓ I know how to find, describe and predict patterns. ✓ I know how to use short division, long division and short multiplication to find, describe and predict patterns.
ENGLISH <small>(following Hamilton Trust revision unit)</small>	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → I know how to discuss plot structure. → I know how to identify, insert and use cohesive devices within paragraphs. 	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → I know how to identify, insert and use conjunctions & adverbs. → I know how to rewrite a scene from the point of view. → I know how to use examples from the text to give reasons for their opinions. → I know how to read, discuss and plot events as a timeline. → I know how to use adverbials of time, space and number to create a cohesive recount. 	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → I know how to identify and sort sentences according to tense; choose the appropriate verb form. → I know how to identify and use formal and informal register. → I know how to retrieve and record information. → I know how to write a report. 	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → Monday 9th SATs Assessment - GPS & Spelling → Tuesday 10th SATs Assessment - Reading → I know how to edit and improve my writing. → I know how to present my work in a neat and appealing way. 	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → I know how to develop and perform an advertisement. → I know how to identify, convert and use active and passive voice. → I know how to identify, add, punctuate and use subordinate clauses. → I know how to retrieve and record information. → I know how to write a persuasive letter to read at Buckbeak's appeal. 	<p>Harry Potter Revision Unit:</p> <ul style="list-style-type: none"> → I know how to punctuate and write direct speech; rewrite reported speech as direct speech. → I know how to revise punctuation with commas, colons and semi-colons. → I know how to retrieve and record information. <p>Queen's Jubilee focus</p>
SPELLING	<p>Shakespeare and More (revision of rules):</p> <ul style="list-style-type: none"> × Ambitious Synonyms: Adjectives <p>Emma, George, Edward & Libby:</p> <ul style="list-style-type: none"> × Individual Spellings <p>*Spellings run from Friday-Friday - Test 29/4</p>	<p>Shakespeare and More (revision of rules):</p> <ul style="list-style-type: none"> × Words ending in -able. <p>Emma, George, Edward & Libby:</p> <ul style="list-style-type: none"> × Individual Spellings <p>*Spellings run from Friday-Friday - Test 06.05</p>	<p>No spellings during SATs week.</p>	<p>Shakespeare and More (revision of rules):</p> <ul style="list-style-type: none"> × Words ending in -able. <p>Emma, George, Edward & Libby:</p> <ul style="list-style-type: none"> × Individual Spellings <p>*Spellings run from Friday-Friday - Test 20/5</p>	<p>Shakespeare and More (revision of rules):</p> <ul style="list-style-type: none"> × Words ending in -ably. <p>Emma, George, Edward & Libby:</p> <ul style="list-style-type: none"> × Individual Spellings <p>*Spellings run from Friday-Friday - Test 27/5</p>	

GUIDED READING	Reading Explorers ▽ Inference Skills ▽ How I learn to spell	Reading Explorers ▽ Inference Skills ▽ Mayday, Mayday	Reading Explorers ▽ Inference Skills ▽ The Launch	Reading Explorers ▽ Inference Skills The Last Day	Reading Explorers ▽ Inference Skills On Your Bike!	Reading Explorers ▽ Inference Skills ▽ Winds of Change
HISTORY	History: The British Empire: → How far did the British Empire expand?	History: The British Empire: → Why was the East India Company significant?	History: The British Empire: → What did the British colonialism of India look like?	History: The British Empire: → What did the British colonialism of Australia look like?	History: The British Empire: → What did the British colonialism of Ireland look like?	History: → Queen's jubilee
VISUAL ARTS				Renaissance Art ↓ Why was Leonardo da Vinci significant?	Renaissance Art ↓ Leonardo da Vinci inspired artwork.	
M.F.L.		Rigilo 2: Unit 8: Les vêtements ⊗ Lesson 1 - How do you ask and say what clothes you'd like?	Rigilo 2: Unit 8: Les vêtements ⊗ Lesson 2 - How do you give opinions about clothes?	Rigilo 2: Unit 8: Les vêtements ⊗ Lesson 3 - How do you say what clothes you wear?	Rigilo 2: Unit 8: Les vêtements ⊗ Lesson 4 - How you ask and talk about prices?	
P.S.H.E & R.S.H.E.	PiXL LORIC: Laura Leadership: ☺ Lesson 3 - How do leaders lead by example?	PiXL LORIC: Laura Leadership: ☺ Lesson 4 - Why should good leaders be truthful and trustworthy?	PiXL LORIC: Laura Leadership: ☺ Lesson 5 - How do good leaders find solutions?	PiXL LORIC: Laura Leadership: ☺ Lesson 6 - How do good leaders cooperate and collaborate?	R.S.H.E - Year 6: Lesson 3 - Stamp out Stereotypes ☺ What are the correct terms to describe gender and sexuality? ☺ I know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying. ☺ What are the appropriate ways to communicate about gender and sexuality?	R.S.H.E - Year 6: Lesson 6 - When and how to get help. ☺ What are a range of problems that may affect people of my age? ☺ Who are the different sources of help, advice and support for a range of problems? ☺ I feel confident to ask for help and to help other people to ask for help if needed.
COMPUTING & E-SAFETY		Keychain Computing & NCCE: 3d Modelling: 📄 Lesson 1 - What is 3D modelling?	Keychain Computing & NCCE: 3d Modelling: 📄 Lesson 2 - How can I edit and make changes?	Keychain Computing & NCCE: 3d Modelling: 📄 Lesson 3 - How can I rotate and change position?	Keychain Computing & NCCE: 3d Modelling: 📄 Lesson 4 - How can I create holes?	Keychain Computing & NCCE: 3d Modelling: 📄 Lesson 5/6 - How can I plan and make my own 3D model?
P.E.	Covered by West Norfolk Sports					