




Medium Term Plan

YEAR 6 Palm Class

Migration and Movement – Summer 1 2024

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	Focus on Spelling, grammar and punctuation in preparation for SATS week.				SATS week	Independent writing task based on core reading text.
Class reading core text Fly me home 	Predict what might happen from details stated and implied Session 1	Give/explain the meaning of words in context Identify/ explain how meaning is enhanced through choice of words and phrases Session 2 Make inferences from the text/explain and justify inferences with evidence from the text Session 3	Identify/ explain how meaning is enhanced through choice of words and phrases Session 4 Retrieve and record information /identify key details from fiction and non-fiction Session 5	Summarise main ideas from more than one paragraph Session 6 Make comparisons within the text Session 7	SATS WEEK	Prioritise foundation subject
Grammar and Punctuation	Identifying clauses Semi-colons Colons	Dashes Hyphens Devices to build cohesion Paragraphs	Organising sentences within paragraphs Organising paragraphs within texts	Conjunctions Adverbs and fronted adverbials Prepositions Speech Word families	SATS week	Writing focus this week.



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			Devices to build cohesion Determiners Suffixes Apostrophes			
Handwriting Letter-Join	Lesson 9 Practise KS2 spellings list 2 Lesson 10 Practise KS2 spelling list 2.	Lesson 11 Practise KS2 spellings list 3 Lesson 12 Practise KS2 spelling list 3	Lesson 13 Practise KS2 spellings list 4 Lesson 14 Practise KS2 spelling list 4	Lesson 15 Practise KS2 spellings list 5 Lesson 16 Practise KS2 spelling list 5	Lesson 17 Practise KS2 spellings list 6 Lesson 18 Practise KS2 spelling list 6	Lesson 19 Practise KS2 spellings list 7 Lesson 20 Practise KS2 spelling list 7
Spelling Shed	Step 22: Words with 'cial'/shuhl/ after a vowel	Step 23: Words with 'tial'/shul/	Step 24: Words beginning with 'acc'	Step 25: Words with the suffix '-ably'	Step 26: Words with the suffix '-ible'	Step 27: Words with the suffix '-ibly'
Maths	Decimals EOU assessment Fractions, decimals and percentages Step 1 - Decimal and fraction equivalent Step 2 - Fractions as division Step 3 - Understand percentages Step 4 - Fractions to percentages Arithmetic focus -	Fractions, decimals and percentages Step 5 - Equivalent decimals, fractions and percentages Step 6 - Order fractions, decimals and percentages Step 7 - Percentage of an amount Step 8 - Percentage of an amount - multi step Step 9 - Missing values EOU	Statistics Step 4 - Pie charts with percentages Step 5 - Draw pie charts Step 6 - The mean EOU assessment Shape Step 1 - Measure and classify angles. Step 2 - Calculate angles Step 3 - Vertically opposite angles Arithmetic focus -	Shape Step 4 - Angles in a triangle Step 5 - Angles in a triangle - special cases Step 6 - Angles in a triangle - missing angles Step 7 - Angles in quadrilaterals Step 8 - Angles in polygons Step 9 - Circles Step 10 - Draw shapes accurately	SATS week	Foundation subject focus



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	Multiplying and dividing by 10, 100, 1000.	Statistics Step 1 - Line graphs Step 2 - Dual bar graphs Step 3 - Read and interpret pie charts Arithmetic focus - Decimal - 4 operations	Percentages	Step 11 - Nets of shapes		
Science To be taught in a day 20/5/24	To explore how light travels	To explore reflection	To explore reflection and explain how it can be used to help us see	To investigate how shadows can change	To investigate how we can show why shadows have the same shape as the object that casts them	To investigate how we see objects
History To be taught in a day 21/5/24	To know and understand why people undertake journeys.	To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.	To know and understand why the Irish 3rd class passengers travelled on the Titanic	To know and understand why the Kindertransport took place.	To know and understand why people travelled on the Empire Windrush.	To know and understand why refugees risk their lives making journeys today.
Computing To be taught in a day 22/5/24	To explain how data can be safely transferred.	To investigate the data usage of different online activities.	To identify how data collection can improve city life.	To design a system for turning a school into a smart school.	To present ideas for turning a school into a smart school.	



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Music	.	.To appraise the work of a classical composer (Felix Mendelssohn)	To improvise as a group, using dynamics and pitch	To improvise as a group, using texture.	.To use knowledge of dynamics, texture and pitch to create a group composition.	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch
RE To be taught in a day 24/5/24	ENGAGE with the idea of different pathways to the same goal	ENQUIRE into a dilemma about choosing the right pathway in a Hindu holy book	EXPLORE (1) ideas about different pathways to moksha in Hindu Narrative	EXPLORE (2) bhakti yoga as a pathway to moksha in Hindu Community Practice	EVALUATE what pupils have learnt about Hindu belief in different pathways to Moksha	EXPRESS your RE learning so it can be shared with others
PE Mr Heneghan Athletics	1. Use power to improve the start of a short sprint 2. Refine running skills to improve times 3. Work with others to record accurate results	1. Develop the 3 phases of the triple jump 2. Use the correct technique to jump further 3. Take part in sustained physical activity to develop strength	1. Develop and implement the heave throw 2. To throw for distance using the heave throw 3. Evaluate their own and others' performance	1. Explain what a parlauf run is 2. Take part in partner and team running challenges 3. Collaborate effectively in both a pair and team to run the quickest time possible	1. Collaborate as a team 2. Develop fitness through a range of jumping skills 3. Perform the scissor jump consistently with good technique	1. To compete and recognise their own success 2. To select and apply techniques to improve performance 3. To be physically active for sustained periods
PE Mr Heneghan Swimming	1. Swim 5 metres using any stroke unaided 2. Swim between 10 and 15 metres with support	1. Sink under water and push from side submerged 2. Push, glide and log roll from front to back	1. Using front crawl legs travel 10 metres on front and back 2. Swim for as long as possible without float	1. Perform a tuck float for 5 seconds 2. Attempt to perform a surface dive 3. Pick up an object off the bottom of the pool	1. Perform three floats and link without putting feet on the bottom 2. Swim 10 metres on the front with one swimming aid	1. Use breaststroke legs to swim 10 metres 2. Swim on front and back using breaststroke legs



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PSHE	To understand that online relationships should be treated in the same way as face to face relationships.	To understand the changes that happen during puberty.	To understand the biology of conception.	To understand the development of the baby during pregnancy.	To understand the development of the baby during pregnancy.	To understand how to help someone who is choking.
Design Technology To be taught in a day 23/5/24	To understand how ingredients are reared and processed.	To make adaptations to design a recipe.	To evaluate nutritional content.	To practise food preparation skills.	To design a product label.	To follow and make an adapted recipe.
French	What Challenges Can I See? To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live.	A Helping Hand To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions.	The Bigger Picture To listen attentively to spoken language and show understanding by joining in and responding in the context of positive environmental actions that some groups of people are going to take.	Let's Work Together To describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions to address them.	Let's Make a Plan To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of environmental challenges and positive actions to address them.	Speak Up To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them.
Enrichment activities						