

PICKHURST ACADEMY

YEAR 6 AUTUMN 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
- Take advantage of opportunities and responsibilities of later life
- Be good communicators and to be resilient

Confident and stand up for what is right

SUBJECT

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

MATHS

Place Value

- To explore numbers to 1,000,000.
- To explore numbers to 10,000,000.
- To read and write numbers to 10,000,000.

Baseline Assessment Week

Place Value

- To explore number line to 10,000,000.
- To compare and order any integers.
- To round any integer.
- To explore negative numbers.

Addition, Subtraction, Multiplication & Division

- To add and subtract integers.
- To explore common factors and common multiples.

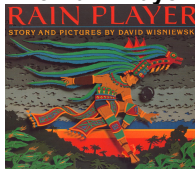
Addition, Subtraction, Multiplication & Division

- To explore square and cube numbers.
- To multiply up to a 4-digit number by a 2-digit number.
- To solve problems with multiplication.

Addition, Subtraction, Multiplication & Division

- To explore division using factors.
- To explore long division with remainders.
- To solve problems with division.

ENGLISH

	To explore powers of 10.			- To explore the rules of divisibility. - To explore primes to 100.	To explore short division.	To solve multi-step problems.
	Baseline Assessment  Learning Intention: To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Taught Reading Skill: To 'read around the word' and explore its meaning in the broader context of a section or paragraph. To draw on the understanding of the morphology and etymology of language to support their understanding. Speaking and Listening To listen and respond appropriately to adults and peers To ask relevant questions to extend their understanding and knowledge Punctuation and Grammar:	The Rain Player:  Learning Intention: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Taught Reading Skill: To infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. To begin to draw evidence from more than one place across a text. Speaking and Listening To use relevant strategies to build their vocabulary To articulate and justify answers, arguments and opinions Punctuation and Grammar: To use expanded noun phrases To punctuate direct speech to show character interactions	The Rain Player:  Learning Intention: To predict what might happen from details stated and implied Taught Reading Skill: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on Speaking and Listening: To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Punctuation and Grammar: To use the subjunctive Mood To organise my writing into headings and subheadings Spelling Focus: To spell words ending in -ible Writing objectives:	The Rain Player:  Learning Intention: To identify how language, structure and presentation contribute to meaning Taught Reading Skill: To explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Speaking and Listening: To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To speak audibly and fluently with an increasing command of Standard English Punctuation and Grammar: To organise my ideas into headings Spelling Focus: To spell Homophones & Near	The Rain Player:  Learning Intention: To retrieve, record and present information from non-fiction To compose a narrative written from another character's point of view Increase familiarity with a range of books Taught Reading Skill: To determine between fact and opinion in a fiction and non-fiction text Speaking and Listening: To participate in discussions, presentations, performances, role play, improvisations and debates To gain, maintain and monitor the interest of the listener(s) Punctuation and Grammar: To use relative clauses / parenthesis to add additional information Spelling Focus:	The Rain Player:  Learning Intention: To compose a narrative written from another character's point of view Increase familiarity with a range of books Taught Reading Skill: To draw out key information and to summarise the main ideas in a text. Speaking and Listening: To consider and evaluate different viewpoints, attending to and building on the contributions of others To select and use appropriate registers for effective communication Writing Skills: To use relative clauses / parenthesis to add additional information Spelling Focus: To spell adjectives ending in -ent into nouns ending in -ence/ -ency

	To use fronted adverbials (time, place and manner) To review previously taught punctuation To use Modal Verbs and adverbs Spelling Focus: To spell words with Cious / tious word endings (suffixes) Writing objectives: To describe a setting Instruction writing	Spelling Focus: To spell words ending in -able Writing objectives: To write in role to show character emotions To write a character description	To plan a Non-chronological / Newspaper report To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary	Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Writing objectives: To write a Non-chronological / Newspaper report To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Spell adjectives ending in -ant into nouns ending in -ance/-ancy Writing Objectives: To plan and write a discussion text To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Writing Objectives: Debate / Discussion text (re-draft, edit and publish) To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To assess the effectiveness of my own and others' writing To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
SCIENCE	Everything Changes (Evolution and Inheritance) To identify ways in which living things of the same kind vary and to begin to think about why these variations exist.	Everything Changes (Evolution and Inheritance) To recognise how organisms can be bred to select particular characteristics in their offspring.	Everything Changes (Evolution and Inheritance) To explore ways in which living things are adapted to suit the environments in which they live and to help them survive.	Everything Changes (Evolution and Inheritance) To evaluate variables that contribute to the extinction of living things.	Everything Changes (Evolution and Inheritance) To recognise that fossils allow us to study things that have lived in the past and provide evidence of evolution.	Everything Changes (Evolution and Inheritance) To describe the process of natural selection.
HISTORY	Maya Civilisation To use evidence to reach conclusions about the lives of the Maya in the past and the present.	Maya Civilisation To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.	Maya Civilisation To know and understand why religion was important to the Maya.	Maya Civilisation To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.	Maya Civilisation To be able to provide valid reasons why the Maya disappeared around 900 AD.	Maya Civilisation To reach a conclusion about whether the Maya are a significant society and should be remembered.
MFL	Phonics 4	À l'école (At School)	À l'école (At School)	À l'école (At School)	À l'école (At School)	À l'école (At School)

	To learn the next set of phonemes (Supplementary resources-> phonics-->L4)	To recognise, recall and spell ten different school subjects	To learn how to give an opinion	To learn how to say what the time is by the hour	To be able to say what time they study each subject.	To be able to present a short piece of text in both written and oral form
RE	Why do we need suffering in the world? To demonstrate my knowledge and understanding of the religions of the world.	Why do we need suffering in the world? To explore design argument as God the creator.	Why do we need suffering in the world? To debate the design argument as God the creator.	Why do we need suffering in the world? To explain why the problem of evil is used by some people to argue to existence of God.	Why do we need suffering in the world? To know the story of creation in Genesis and understand the links to the Big Bang and Evolution theories.	Why do we need suffering in the world? To know the story of creation in Genesis and understand the links to the Big Bang and Evolution theories and the Christian response to these theories.
PSHE	Me and My Relationships Demonstrate a collaborative approach to a task;	Me and My Relationships Explain what is meant by the terms 'negotiation' and 'compromise'.	Me and My Relationships Recognise some of the challenges that arise from friendships.	Me and My Relationships Recognise and empathise with patterns of behaviour in peer-group dynamics.	Me and My Relationships Describe the consequences of reacting to others in a positive or negative way.	Me and My Relationships Recognise that some types of physical contact can produce strong negative feelings.
COMPUTING	Online Safety - To describe issues online that give us negative feelings and know ways to get help. - To understand that there are lots of different types of secret codes.	Computing systems and networks: Bletchley Park To understand the importance of having a secure password.	Computing systems and networks: Bletchley Park To understand the importance of Bletchley Park to the World War II war effort.	Computing systems and networks: Bletchley Park To understand about some of the historical figures that contributed to technological advances in computing.	Computing systems and networks: Bletchley Park To research information about historical figures in computing.	Computing systems and networks: Bletchley Park To present information about historical figures in computing.
ART	Still Life Drawing To develop a range of sketch techniques.	Still Life Drawing To apply knowledge of composition to create a still life study.	Still Life Drawing To develop understanding when using a negative medium.	Still Life Drawing To develop understanding of hues.	Still Life Drawing To consider how to display artwork.	Still Life Drawing To evaluate knowledge and skills developed during a topic.

PE	Football - Outdoor: To be able to dribble the ball under pressure. Invasion Games - Indoor: To develop flexibility.	Football - Outdoor: To pass the ball accurately to a target to help to maintain possession. Invasion Games - Indoor: To apply skills and knowledge to move with the ball.	Football - Outdoor: To use different turns to keep the ball away from defenders. Invasion Games - Indoor: To apply skills and knowledge to be able to pass with the ball.	Football - Outdoor: To develop defending skills to gain possession. Invasion Games - Indoor: To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Football - Outdoor: To develop goalkeeping skills to stop the opposition from scoring. Invasion Games - Indoor: To apply a variety of attacking skills and techniques in a game.	Football - Outdoor: To be able to apply the rules and tactics you have learnt to play in a football tournament. Invasion Games - Indoor: To apply a variety of attacking skills and techniques in a game.
MUSIC	Happy - To listen and appraise the song 'Happy' by Pharell Williams. - To begin to recognise the style indicators of Pop music with a Soul influence.	Happy - Listen and appraise - Top Of The World. - To learn and/or build on knowledge and understanding about the interrelated dimensions of music through games.	Happy - Listen and appraise - Don't Worry Be Happy. - To learn and practise verse and chorus (lead vocal) of unit song.	Happy - Listen and appraise - Walking On Sunshine. - To learn and practise bridge with verse and chorus (lead vocal) of unit song.	Happy - Listen and appraise - When You're Smiling. - To learn and practise second vocal of unit song.	Happy - Listen and appraise - Love Will Save The Day. - To perform the song 'Happy' by Pharell Williams.
Citizenship			Democracy To understand democracy.		Democracy To know what it means to vote fairly.	
P4C	The Pig of Happiness	Signpost		Women Inventors		The Legend of Kobi Bryant

PICKHURST ACADEMY

YEAR 6 AUTUMN 2 MEDIUM TERM PLAN

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SUBJECT

Week 1

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Week 4

Week 5

Week 6

MATHS

Addition, Subtraction, Multiplication & Division

- To explore order of operations.
- To explore mental calculations and estimation.
- To reason from known facts.

Fractions

- To find equivalent fractions on a number line.
- To compare and order (denominator).
- To compare and order (numerator).

Fractions

- To add and subtract any two fractions.
- To add mixed numbers.
- To subtract mixed numbers.
- To solve multi-step problems.

Fractions

- To multiply fractions by integers.
- To multiply fractions by fractions.
- To divide a fraction by an integer.

Assessment Week

Fractions

- To find fraction of an amount.
- To covert units.
- To explore and convert metric measures.
- To calculate with metric measures.

ENGLISH

	Fractions To find equivalent fractions and simplifying.	To add and subtract simple fractions.		To divide any fraction by an integer.		
	The Explorer  Learning Intention: To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Taught Reading Skill: Vocabulary Focus: 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. Speaking and Listening: To listen and respond appropriately to adults and peers To ask relevant questions to extend their understanding and knowledge Punctuation and Grammar: To use organisational devices to guide the reader Spelling Focus:	The Explorer  Learning Intention: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Taught Reading Skill: Inference focus: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Speaking and Listening: To use relevant strategies to build their vocabulary To articulate and justify answers, arguments and opinions Punctuation and Grammar: To identify and use a range of sentence types including compound, complex and simple To use coordinating and subordinating conjunctions	The Explorer  Learning Intention: To predict what might happen from details stated and implied Taught Reading Skill: Prediction focus: To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on Speaking and Listening: To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Punctuation and Grammar: To distinguish between and informal language To use semicolons to separate main clauses Spelling Focus: To spell word families based on common words, showing how words are	The Explorer  Learning Intention: To identify how language, structure and presentation contribute to meaning Taught Reading Skill: To explain and discuss my understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Speaking and Listening: To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To speak audibly and fluently with an increasing command of Standard English Punctuation and Grammar: To use direct speech to character personality To review using adverbials to engage reader	The Explorer  Learning Intention: To compose a narrative written from another character's point of view Increase familiarity with a range of books To retrieve, record and present information Taught Reading Skill: Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts. Speaking and Listening: To participate in discussions, presentations, performances, role play, improvisations, and debates To gain, maintain and monitor the interest of the listener(s) Punctuation and Grammar:	The Explorer  Learning Intention: To compose a narrative written from another character's point of view Increase familiarity with a range of books Taught Reading Skill: To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Speaking and Listening: Consider and evaluate different viewpoints, attending to and building on the contributions of others To select and use appropriate registers for effective communication Punctuation and Grammar: To build cohesion across paragraphs Spelling Focus: To spell words with a hyphen to join a prefix ending in a vowel to a root

	To spell words ending in ably Writing Objectives: To understand the features of an information text To note and develop initial ideas, drawing on reading and research where necessary	Spelling Focus: To spell words ending in ibly Writing Objectives: To describe a setting using a range of sentence types	related in form and meaning Writing Objectives: To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Spelling Focus: Word families based on common words, showing how words are related in form and meaning Writing Objectives: To draft a new chapter to To use wide range of devices to build cohesion within and across paragraphs	To use commas to remove ambiguity Spelling Focus: To create diminutives using prefixes micro- or mini- Writing Objectives: To write my own adventure story To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	word beginning with a vowel. Writing Objectives: To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
SCIENCE	Light up your World (Light) To consolidate key ideas about the behaviour of light, including light sources and shadows	Light up your World (Light) To describe how a mirror reflects an image of an object	Light up your World (Light) To apply understanding of how light travels to explain how a periscope and other applications of mirrors work	Light up your World (Light) To investigate the relationship between shadow size and an independent variable	Light up your World (Light) To understand that white light is made of many colours and these can be separated out	Light up your World (Light) Review and Reflect: To give examples to explain the way that light behaves
GEOGRAPHY	South America: The Amazon To understand what the Amazon is, and where it is located	South America: The Amazon To understand the Amazon's climate, and how the native animals are adapted to it	South America: The Amazon To research the Amazonian city of Manaus	South America: The Amazon To understand what life is like in the Amazon, and how it is changing	South America: The Amazon To understand how the Amazon is being damaged and how it can be protected	South America: The Amazon To understand the value of the Amazon and how it can be protected

MFL	Les habitats (Habitats) To describe the essential elements that all plants and animals need to survive	Les habitats (Habitats) To understand how to use the high-frequency verb 'to grow'.	Les habitats (Habitats) To be able to decode longer and more complex texts	Les habitats (Habitats) To understand how to use the high-frequency verb 'to live'.	Les habitats (Habitats) To present in oral and written form where different plants and animals live	Les habitats (Habitats) To consolidate all learning in the unit
RE	Why do we need suffering in the world? To explain the purpose of suffering.	Why do we need suffering in the world? To explore the role of free will and forgiveness.	Why do we need suffering in the world? To explain how Christians respond to the problem of evil.	Why do we need suffering in the world? To explain the Muslim view of how Allah responds to suffering.	Why do we need suffering in the world? To demonstrate how Muslims support the suffering of others through the Five Pillars of Islam.	Why do we need suffering in the world? To understand the perspective of Buddhist suffering.
PSHE	Valuing Differences Recognise what bullying and discriminatory behaviour are.	Valuing Differences Know that all people are unique.	Valuing Differences Demonstrate ways of showing respect to others.	Valuing Differences Understand and explain the term prejudice.	Valuing Differences Explain the difference between a friend and an acquaintance;	Valuing Differences Define what is meant by the term stereotype;
COMPUTING	Online Safety - To think about the impact and consequences of sharing online. - To tinker with logo.	Programming: Intro to Python To understand nested loops	Programming: Intro to Python To understand basic Python commands	Programming: Intro to Python To use loops when programming	Programming: Intro to Python To understand the use of random numbers	Programming: Intro to Python Assessment Year 6: Intro to Python
PE	Tag Rugby - Outdoor: To develop attacking principles, understanding when to run and when to pass. Invasion Games - Indoor: To apply a variety of defending skills and techniques in a game.	Tag Rugby - Outdoor: To be able to use the 'forward pass' and 'offside' rules. Invasion Games - Indoor: To apply a variety of defending skills and techniques in a game.	Tag Rugby - Outdoor: To be able to play games using tagging rules. Invasion Games - Indoor: To invent a new game that requires attacking and defending skills.	Tag Rugby - Outdoor: To develop dodging skills to lose a defender. Invasion Games - Indoor: To invent a new game that requires attacking and defending skills.	Tag Rugby - Outdoor: To develop drawing defence and understanding when to pass. Invasion Games - Indoor: To apply a variety of skills and techniques I have learnt to play an invasion game.	Tag Rugby - Outdoor: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. Invasion Games - Indoor: To evaluate the success of the invasion game.

MUSIC	Christmas Songs - To listen to and appraise the songs from the play. - To recognise the styles and tempos of the songs. - To begin learning the songs from the play.	Christmas Songs To continue learning songs from the play.	Christmas Songs To continue learning songs from the play, developing dance motifs.	Christmas Songs To continue learning songs from the play, developing dance motifs.	Christmas Songs To polish performances of songs from the play, rehearsing dance motifs.	Christmas Songs - To perform songs from the play, using rehearsed dance motifs. - To evaluate my performance to reflect on how I can improve.
DT	Textiles: Stuffed Toys To apply my knowledge to create a fabric toy.	Textiles: Stuffed Toys To follow design criteria to design a stuffed toy.	Textiles: Stuffed Toys To develop understanding of stitch techniques.	Textiles: Stuffed Toys To evaluate the effect when adding detail to a product.	Textiles: Stuffed Toys To apply my knowledge of sewing techniques to assemble a product.	Textiles: Stuffed Toys To evaluate the success of a product.
Citizenship		Rule of Law To know why we have a 'Rule of Law'.			Rule of Law To learn the value and purpose of a range of rules.	
P4C	The Lion and The Mouse					John Lewis Christmas Advert

PICKHURST ACADEMY

YEAR 6 SPRING 1 MEDIUM TERM PLAN

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Week 1

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Week 4

Week 5

Week 6

MATHS

Converting units

- To explore miles and kilometres.
- To explore imperial measures.

Ratio

- To add or multiply?

Ratio

- To explore ratio and fractions.
- To scale drawings.
- To use scale factors.
- To explore similar shapes.

Ratio

- To solve ratio problems.
- To solve proportion problems.
- To explore recipes.

Algebra

Algebra

- To form expressions.
- To explore substitution.
- To explore formulae.
- To form equations.

Algebra

- To solve 1-step equations.
- To solve 2-step equations.
- To find pairs of values.
- To solve problems with two unknowns.

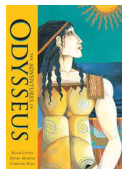
Decimals

- To explore place value within 1.
- To explore place value – integers and decimals.
- To round decimals
- To add and subtract decimals.

ENGLISH

- To use ratio language and introduction to the ratio symbol.

Odysseus



Learning Intention:
To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Taught Reading Skill:
Vocabulary focus:

To 'read around the word' and explore its meaning in the broader context of a section or paragraph.

To draw on the understanding of the morphology and etymology of language to support their understanding.

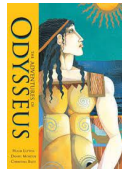
Speaking and Listening:
To listen and respond appropriately to adults and peers

To ask relevant questions to extend their understanding and knowledge

Punctuation and Grammar:

To review adverbials / prepositional phrases

Odysseus



Learning Intention:
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Taught Reading Skill:
To independently draw evidence for inferences from more than one place across a passage of a text.

Speaking and Listening:
To use relevant strategies to build their vocabulary

To articulate and justify answers, arguments and opinions

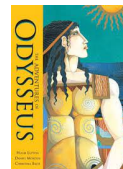
Writing Skills:
To identify verb tenses (including progressive, perfect and perfect continuous)

To use brackets, commas and dashes to indicate parenthesis

Spelling Focus:
To spell words with a long

- To explore 1-step and 2 step function machines.

Odysseus



Learning Intention:
To predict what might happen from details stated and implied

Taught Reading Skill:
Prediction focus:
To make predictions supported by relevant evidence from the text.

To confirm and modify predictions as I read on

Speaking and Listening:
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

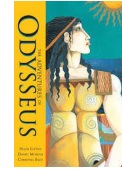
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Punctuation and Grammar:

To distinguish between formal and informal language

To use hyphens to remove ambiguity

Odysseus



Learning Intention:
To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Taught Reading Skill:
To identify how language, structure and presentation contribute to meaning

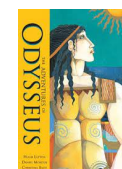
To make comparisons between an author's choice of character

Speaking and Listening:
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

To speak audibly and fluently with an increasing command of Standard English

Punctuation and Grammar:

Odysseus



Learning Intention:
To compose a narrative written from another character's point of view

To increase familiarity with a range of books

To retrieve, record and present information from fiction

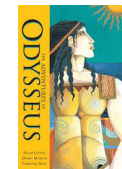
Taught Reading Skill:
To confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.

Speaking and Listening:
To participate in discussions, presentations, performances, role play, improvisations and debates

To gain, maintain and monitor the interest of the listener(s)

Punctuation and Grammar:

Odysseus



Learning Intention:
To compose a narrative written from another character's point of view

To increase familiarity with a range of books

Taught Reading Skill:
To draw out key information and to summarise and sequence the main ideas in a text.

Speaking and Listening:
To consider and evaluate different viewpoints, attending to and building on the contributions of others

To select and use appropriate registers for effective communication
Punctuation and Grammar:

To use apostrophes for possession and omission

Spelling Focus:
To spell words using hyphens compound adjectives to avoid ambiguity

	Spelling Focus: To spell words with suffixes beginning with vowel letters to words ending in -fer Writing Objectives: To describe a setting To write in role as a character	/e/ sound spelt 'ie' or 'ei' after c (and exceptions) Writing Objectives: To plan and write my own balanced argument	Spelling Focus: To spell words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Writing Objectives: To empathise with a character by writing in role To design my own Greek antagonist	To review the rules of direct and reported speech Spelling Focus: To spell word families based on common words, showing how words are related in form and meaning Writing Objectives: Report writing: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own writing To note and develop initial ideas, drawing on reading and research where necessary	To review using various sentence structures – including semicolons to separate compound sentences To use commas to remove ambiguity Spelling Focus: To spell word families based on common words, showing how words are related in form and meaning Writing Objectives: Writing narrative own Greek Myth: To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action To consider how authors have developed characters and settings in what I have read, listened to or seen performed	Writing Objectives: Writing narrative own Greek Myth (re-draft, edit and publish) Writing narrative own Greek Myth: To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action To consider how authors have developed characters and settings in what I have read, listened to or seen performed Assessing the effectiveness of their own and others' writing
SCIENCE	Body Pump (Animals Including Humans) To describe how the human circulatory system works.	Body Pump (Animals Including Humans) To describe how the human circulatory system works.	Body Pump (Animals Including Humans) To investigate and describe the main functions of the heart.	Body Pump (Animals Including Humans) To understand the composition of the blood and its function.	Body Pump (Animals Including Humans) To explain the function of valves, veins, arteries and capillaries in the human circulatory system.	Body Pump (Animals Including Humans) To explain how water helps humans' and other animals' bodies to function
HISTORY	The Ancient Greeks To know the location and time period of Ancient Greece, and draw	The Ancient Greeks To compare the lives led by the Spartans and the Athenians	The Ancient Greeks To understand the importance of the Olympic Games to the Ancient Greeks	The Ancient Greeks To be able to find about aspects of Ancient Greek	The Ancient Greeks To understand the importance of religion and the	The Ancient Greeks To communicate my knowledge and understanding of

	comparisons with other civilisations and present day		and to make a valid comparison with the modern Games	culture from a range of sources	gods to the Ancient Greek people	the legacy of the Greeks
MFL	Le week-end (The Weekend) To know how to tell the time in increments of five	Le week-end (The Weekend) To describe the activities that you may do at the weekend	Le week-end (The Weekend) To explore a variety of listening and reading activities related to the weekend	Le week-end (The Weekend) To integrate a time phrase and connectives	Le week-end (The Weekend) To be able to describe what time an activity happens and give opinions.	Le week-end (The Weekend) To consolidate all learning in the unit
RE	Why do we need suffering in the world? To highlight the good and bad within our world through cosmic dualism and Zoroastrianism.	Why do we need suffering in the world? To recognise good and bad choices through moral dualism in Zoroastrianism	Why do we need suffering in the world? To understand how Humanists interpret suffering.	Why do we need suffering in the world? To explain what a just war is.	Why do we need suffering in the world? To explain why some people are pacifists.	Why do we need suffering in the world? To explain why and how religious people work for peace.
PSHE	Keeping Myself Safe Accept that responsible and respectful behaviour is necessary online.	Keeping Myself Safe Know what is meant by addiction.	Keeping Myself Safe Explain how drugs can be categorised into different groups.	Keeping Myself Safe Understand some of the basic laws in relation to drugs;	Keeping Myself Safe Understand the actual norms around drinking alcohol.	Keeping Myself Safe Understand that all humans have basic emotional needs.
COMPUTING	Online Safety - To know how to create a positive online reputation. - To identify how barcodes and QR codes work.	Exploring AI What is AI?	Exploring AI To recognise how AI recognises text prompts.	Exploring AI To recognise how AI can be used to generate images,	Exploring AI To apply AI generated HTML code,	Exploring AI To debate the ethical implications of AI.
ART	Make My Voice Heard To develop understanding of graffiti art.	Make My Voice Heard To demonstrate understanding about Käthe Kollwitz inspiration.	Make My Voice Heard To apply knowledge to create an impactful piece of art.	Make My Voice Heard To apply knowledge to create an impactful piece of art.	Make My Voice Heard To explore the effectiveness of using alternative mediums.	Make My Voice Heard To evaluate the impact of a piece of art.
PE	Netball	Netball Outdoor: To be able to use the	Netball Outdoor: To be able to change	Netball Outdoor: To be able to defend ball	Netball	Netball Outdoor: To be able to change

	- Outdoor: To develop passing and moving. Dance: WW2 - Indoor: To perform the Lambeth Walk.	attacking principle of creating and using space. Dance: WW2 Indoor: To perform the Charleston.	direction and lose a defender. Dance: WW2 Indoor: To perform the Lindy Hop.	side and know when to go for interceptions. Dance: WW2 Indoor: To plan an interpretive dance which tells the story of a wartime event.	- Outdoor: To develop the shooting action. Dance: WW2 - Indoor: To perform an interpretive dance which reflects an aspect of WW2.	direction to get free from a defender and receive a pass. - To learn the positions of 5-a-side netball. Dance: WW2 - Indoor: To plan and perform in a WW2 style dance party.
MUSIC	A New Year Carol Listen and appraise - A New Year Carol by Benjamin Britten.	A New Year Carol - Listen and appraise - A New Year Carol by Benjamin Britten. - Discuss song using musical vocabulary.	A New Year Carol - Learn the Song - A New Year Carol by Benjamin Britten. - Recognise the style uses elements of Pop and Funk, eg the instruments used and the rhythmic patterns they play.	A New Year Carol - Listen and Appraise - I Mun Be Married On Sunday by Benjamin Britten. - Learn and perform the song - A New Year Carol by Benjamin Britten.	A New Year Carol - Listen and Appraise - Fishing Song by Benjamin Britten. - Perform the song - A New Year Carol by Benjamin Britten.	A New Year Carol - Listen and Appraise - Fishing Song - South African and Britten version. - Perform the song - A New Year Carol by Benjamin Britten.
Citizenship		Individual Liberty To explore what it means to live in freedom and understand what is meant by individual liberty.		Individual Liberty To know how to support the right to live in freedom and individual liberty.		Individual Liberty To understand the need to allow other people the right to their individual liberty.
P4C	The Silence Seeker		Dream Catcher		Warning: When I am Old I Will Wear Purple	

PICKHURST ACADEMY

YEAR 6 SPRING 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

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SUBJECT

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

MATHS

Decimals

- To multiply by 10, 100 and 1,000.
- To divide by 10, 100 and 1,000.
- To multiply and divide decimals by integers.

Fraction, Decimals & Percentages

- To explore decimal and fraction equivalents.
- To explore fractions as division.
- To understand percentages.

Fraction, Decimals & Percentages

- To explore and order equivalent fractions, decimals and percentages.
- To find the percentage of an amount – one step and multi-step problems.

Perimeter, Area & Volume

- To find the area of a triangle – counting squares.
- To find the area of any triangle including right-angled triangle.

Assessment Week

Statistics

- To explore line graphs.
- To explore dual bar charts.
- To read and interpret pie charts with percentages.
- To draw pie charts.

ENGLISH

	To multiply and divide decimals in context.	To convert fractions to percentages.	To find percentages – missing values.	- To find the area of a parallelogram. - To find the volume of a cuboid – counting cubes.		
	Clockwork  Learning Intention: to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Taught Reading Skill: To decipher the meaning of new vocabulary in its context. To perform a poem I have written from memory Speaking and Listening: To listen and respond appropriately to adults and peers Punctuation and Grammar: To use synonyms and antonyms to enhance meaning Spelling Focus: To spell words with endings which sound like /shuhl/ after a vowel letter	Clockwork  Learning Intention: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Taught Reading Skill: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Speaking and Listening: To use relevant strategies to build vocabulary Punctuation and Grammar: To use passive verbs to affect information presented within a sentence Spelling Focus: To spell words with endings which sound like /shuhl/ after a consonant letter	Clockwork  Learning Intention: To what might happen from details stated and implied Taught Reading Skill: To make predictions supported by relevant evidence from the text. Speaking and Listening: To give well-structured descriptions, explanations and narratives for different Punctuation and Grammar: To use semicolons and colons to punctuate items within a list Spelling Focus: To spell words with a 'soft c' spelt /ce/ Writing Objectives: To write in role to empathise with a character To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Clockwork  Learning Intention: Explain and discuss their understanding of what I have read Taught Reading Skill: To identify how language, structure and presentation contribute to meaning Speaking and Listening: To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Punctuation and Grammar: To organise ideas based on a theme or key idea Spelling Focus: To spell word families based on common words, showing how words are related in form and meaning Writing Objectives: To plan my writing by noting and developing initial ideas, drawing on	Clockwork  Learning Intention: To compose a narrative written based on my reading experience Taught Reading Skill: To retrieving, record and present key information from a text at quick recall Speaking and Listening: To participate in discussions, presentations, performances, role play, improvisations and debates Punctuation and Grammar: To build cohesion across paragraphs using adverbials Spelling Focus: To spell word families based on common words, showing how words are related in form and meaning Writing Objectives:	Clockwork  Learning Intention: To compose a narrative written based on my reading experience Taught Reading Skill: To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Speaking and Listening: To consider and evaluate different viewpoints, attending to and building on the contributions of others Punctuation and Grammar: To use ellipsis for effect To use parenthesis to add additional information for my reader Spelling Focus: To spell words with silent letters Writing Objectives:

	Writing Objectives: To write in role to show an understanding of setting To understand the structure of a Fibonacci Poem	Writing Objectives: To describe a setting To understand how an author builds tension through character description		reading and research where necessary considering how authors have developed characters and settings in what I have read.	To describe settings, characters and atmosphere. To integrate dialogue to convey character To advance the action using a wide range of devices to build cohesion within and across paragraphs	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
SCIENCE	Nature Library (Living Things) To demonstrate understanding of the process of classification and apply the process of classification to plants.	Nature Library (Living Things) To explore the classification of animals and recognise the main groups of vertebrates and invertebrates.	Nature Library (Living Things) To recognise that micro-organisms are groups of living things and explain what they are.	Nature Library (Living Things) To recognise that the classification system for living things has changed through history and is still changing	Nature Library (Living Things) To explore, how scientists handle disagreements in science.	Nature Library (Living Things) To use evidence and apply existing knowledge to classify and name an unknown animal or plant
GEOGRAPHY	Protecting The Environment To understand the threats to the health of our planet and some possible solutions	Protecting The Environment To understand what minerals are and question if they can be used sustainably	Protecting The Environment To understand the different types of energy available, and their advantages and disadvantages	Protecting The Environment To understand the importance of protecting the oceans	Protecting The Environment To carry out an enquiry into sustainability	Protecting The Environment To be able to explain how a particular environmental issue has been caused and suggest some possible solutions
MFL	Manger et Bouger (Healthy Lifestyles) To recognise, recall and spell ten healthy foods	Manger et Bouger (Healthy Lifestyles) To recognise, recall and spell nine unhealthy foods	Manger et Bouger (Healthy Lifestyles) To learn how to form more complex sentences about healthy and unhealthy foods	Manger et Bouger (Healthy Lifestyles) To learn key language for activities they do and do not do to keep fit	Manger et Bouger (Healthy Lifestyles) To be able to understand instructions on how to follow a simple healthy recipe	Manger et Bouger (Healthy Lifestyles) To consolidate all learning in the unit
RE	Why don't we all get on? To understand the story of Exodus.	Why don't we all get on? To use the story of Exodus to	Why don't we all get on?	Why don't we all get on? To understand why the Jewish Festival	Why don't we all get on?	Why don't we all get on?

		understand the way in which a Jewish person may live their life.	To explore the Jewish festival Passover.	of Passover is important for Jewish people.	To understand what the Jewish Diaspora is.	To know where the Jewish Diaspora took place.
PSHE	Rights and Responsibilities Know what the terms 'fact', 'opinion', 'biased' and 'unbiased'.	Rights and Responsibilities Understand the legal age for having a social media account.	Rights and Responsibilities Explain some benefits of saving money.	Rights and Responsibilities Recognise and explain that different jobs have different levels of pay.	Rights and Responsibilities Explain what is meant by voluntary, community and pressure (action) group.	Rights and Responsibilities Explain what is meant by living in an environmentally sustainable way.
COMPUTING	Online Safety - To be able to describe how to capture bullying content as evidence. - To understand the importance of online safety. - To explore the use and creation of sound on a device.	Data Handling 2: Big Data 2 To record, edit and add sound effects to a radio play.	Data Handling 2: Big Data 2 To understand how computers have changed and the impact this has had on the modern world	Data Handling 2: Big Data 2 To research one of the computers that changed the world and present information about it to the class.	Data Handling 2: Big Data 2 To design a computer of the future.	Data Handling 2: Big Data 2 To present and feedback on the designs of a computer for the future.
PE	Hockey - Outdoor: To develop dribbling to beat a defender. Gym and Fitness - Indoor: To develop an awareness of what your body is capable of.	Hockey - Outdoor: To develop sending the ball using a push pass. Gym and Fitness - Indoor: To develop speed and stamina.	Hockey - Outdoor: To develop receiving the ball with control. Gym and Fitness - Indoor: To develop strength using my own body weight.	Hockey - Outdoor: To be able to move into space to support a teammate. Gym and Fitness - Indoor: To develop co-ordination through skipping.	Hockey - Outdoor: To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. Gym and Fitness - Indoor: To perform actions that develop agility.	Hockey - Outdoor: To apply the rules and skills you have learnt to play in a hockey tournament. Gym and Fitness - Indoor: To develop control whilst balancing.

MUSIC	You've got a friend - To listen and appraise the song 'You've Got a Friend' by Carole King. - To learn about/start to recognise some of Carole King's compositions.	You've got a friend - To listen and appraise - The Loco-Motion. - To learn about/start to recognise some of Carole King's compositions.	You've got a friend - Listen and appraise - One Fine Day. - To learn and practise the main vocal part of unit song.	You've got a friend - Listen and appraise - Up On The Roof. - To learn and practise the whole song (main and second vocal parts) of unit song.	You've got a friend - Listen and appraise - Will You Still Love Me Tomorrow. - To improvise within the given performance.	You've got a friend - Listen and appraise - (You Make Me Feel Like) A Natural Woman. - To perform and evaluate the song.
DT	Cooking: Come dine with me To research the ingredients for a three-course meal.	Cooking: Come dine with me To identify the components of a three-course meal.	Cooking: Come dine with me To apply my knowledge to prepare a starter using a recipe.	Cooking: Come dine with me To apply my knowledge to prepare a main course using a recipe.	Cooking: Come dine with me To apply my knowledge to prepare a dessert using a recipe.	Cooking: Come dine with me To evaluate the success of a range of products.
Citizenship		Individual Liberty To understand that individual liberty does not mean freedom from following the rules.		Individual Liberty To understand the rights of children linked to the UN.		Individual Liberty To explore my own individual liberty and rights.
P4C	Could you work for Google?		All You Need Is Love by The Beatles		The Argument Clinic	

PICKHURST ACADEMY

YEAR 6 SUMMER 1 MEDIUM TERM PLAN

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SUBJECT

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

MATHS

Statistics

- To explore the mean.

Shape

- To measure and classify angles.
- To calculate angles.

Shape

- To explore angles in a quadrilateral and in polygons.
- To explore circles.
- To draw shapes accurately.
- To explore nets of 3-D shapes.

Position & Direction

- To read and plot points in four quadrants.
- To solve problems with coordinates.
- To explore translations.
- To explore reflections.

SATS week

Project Work Bakery

These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as

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ENGLISH

- To explore vertically opposite angles and angles in a triangle.

this, it will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.

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The Lion and The Unicorn



Learning Intention:
To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Taught Reading Skill:
To 'read around the word' and explore its meaning in the broader context of a section or paragraph.

To draw on the understanding of the morphology and etymology of language to support their understanding.

Speaking and Listening:
To listen and respond appropriately to adults and peers

To ask relevant questions to extend their

The Lion and The Unicorn



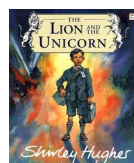
Learning Intention:
To make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Taught Reading Skill:
To give inferences making one or two pieces of evidence to support the point I am making

Speaking and Listening:
To use relevant strategies to build vocabulary
Articulate and justify answers, arguments and opinions

Punctuation and Grammar:
To use expanded noun phrases

The Lion and The Unicorn



Learning Intention:
To predict might happen from details stated and implied

To discuss themes and conventions within a text

Taught Reading Skill:
To make predictions supported by relevant evidence from the text.

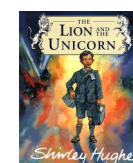
To confirm and modify my predictions as I read on

Speaking and Listening:
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Punctuation and Grammar:

SATS Week

The Lion and The Unicorn



Learning Intention:
To compose a narrative written from another character's point of view

Taught Reading Skill:
To confidently skim and scan, and use the skill of reading before and after to retrieve information.

Speaking and Listening:
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Punctuation and Grammar:
To use colons and semicolons to separate items in a list

Spelling Focus:

The Lion and The Unicorn



Learning Intention:
To compose a narrative written from another character's point of view

Taught Reading Skill:
To summarise key events of a story

Speaking and Listening:
To participate in discussions, presentations, performances, role play, improvisations and debates

Punctuation and Grammar:
To use complex and compound sentences with conjunctions

To use direct speech to show character dialect and personality

	understanding and knowledge Punctuation and Grammar: To use prepositional phrases To use expanded noun phrases To use parenthesis to add additional information for my reader Spelling Focus: To spell word families based on common words, showing how words are related in form and meaning Writing Objectives: To use emotive language to describe a setting To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	To use parenthesis to add additional information for my reader Spelling Focus: To spell words that can be nouns and verbs with suffixes Writing Objectives: To perform a poem I have written To use formal language throughout my writing To empathise with a character's emotions by writing in role To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	To organise my writing into headings and subheadings Spelling Focus: To spell words that can be nouns and verbs with suffixes Writing Objectives: To understand the features of a propaganda leaflet To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		To spell words with a long /o/ sound spelt 'ou' or 'ow' Writing Objectives: To empathise with a character's experience To write a set of instructions	Spelling Focus: To spell ambitious synonyms: Adjectives Writing Objectives: To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
SCIENCE	Danger! Low Voltage To represent a simple circuit in a diagram and describe how it works.	Danger! Low Voltage To use a switch in a simple circuit, show it in a diagram and describe how it works.	Danger! Low Voltage To demonstrate the effects of changing the current flowing through components in a circuit.	Danger! Low Voltage To demonstrate how circuits can be represented in, and constructed from, diagrams.	Danger! Low Voltage To research how electricity is generated and transmitted to the classroom, and discuss electricity generation in the future.	Danger! Low Voltage To present information on how electricity is generated and transmitted to the classroom, and to discuss its generation in the future.
HISTORY	The Impact of War To use war memorials and war	The Impact of War To use evidence to show how both the	The Impact of War To know and understand how the	The Impact of War To be able to explain if it was	The Impact of War To design a memorial that	The Impact of War To collect and present all our

	graves to reach decisions about the impact of the World Wars on our locality.	First and Second World War had an impact on the lives of the children in our locality	World Wars impacted daily life	more dangerous to live in our locality in the First or Second World War	reflects the contribution made by people in the locality in both World Wars	knowledge about the locality in wartime in an engaging and informative way
MFL	La Seconde Guerre mondiale (World War 2) To decode and breakdown longer texts in the foreign language	La Seconde Guerre mondiale (World War 2) To recognise, recall and spell the key countries involved in World War II	La Seconde Guerre mondiale (World War 2) To improve their listening and reading skills by listening to the story of an evacuee during the war.	La Seconde Guerre mondiale (World War 2) To recognise, recall and spell key vocabulary related to the war	La Seconde Guerre mondiale (World War 2) To use adjectives to compare city and country life	La Seconde Guerre mondiale (World War 2) To consolidate all learning in the unit
RE	Why don't we all get on? To explore the history of the Jewish Diaspora.	Why don't we all get on? To know what a parable is and why they are told.	Why don't we all get on? To re-tell the Christian parable of the prodigal son.	Why don't we all get on? To understand how and why Christians respond to persecution.	Why don't we all get on? To explore the sacrament of reconciliation.	Why don't we all get on? To understand how Christians are still persecuted today.
PSHE	Being My Best Explain what the five ways to wellbeing are.	Being My Best Identify aspirational goals;	Being My Best Research and present health and wellbeing issues.	Being My Best Identify risk factors in a given situation;	Being My Best Recognise what risk is;	Being My Best Understand what to do if someone needs basic first aid.
COMPUTING	Online Safety - To manage personal passwords effectively. - To explain how data can be safely transferred.	Creating media: History of Computers To investigate the data usage of online activities.	Creating media: History of Computers To identify how data analysis can improve city life.	Creating media: History of Computers To design a system for turning a school into a smart school.	Creating media: History of Computers To evaluate ideas for turning a school into a smart school.	Creating media: History of Computers To present ideas for turning a school into a smart school.
ART	Photography To develop understanding of using secondary source photography.	Photography To consider the impact of using text and image together in a piece of art.	Photography To understand abstract art through photography.	Photography To develop a self-portrait from a photograph.	Photography To replicate the mood and expression of a painting through photography.	Photography To evaluate the use of photography in art.

PE	Cricket - Outdoor: To develop throwing accuracy and catching skills. Tennis - Indoor: To understand and practise some of the fundamental skills of tennis.	Cricket - Outdoor: To develop batting accuracy and directional batting. Tennis - Indoor: To understand and practise some of the fundamental skills of tennis.	Cricket - Outdoor: To develop catching skills (close/deep catching and wicket keeping). Tennis - Indoor: To hit a ball with accuracy using forehand technique.	Cricket - Outdoor: To develop overarm bowling technique and accuracy. Tennis - Indoor: To hit a ball with accuracy using forehand technique.	Cricket - Outdoor: To develop a variety of fielding techniques and to use them within a game. Tennis - Indoor: To be able to play a backhand stroke with control and accuracy.	Cricket - Outdoor: To develop long and short barriers and apply them to a game situation. Tennis - Indoor: To be able to play a backhand stroke with control and accuracy.
MUSIC	Music and Me To listen and appraise the music of four inspiration women in history.	Music and Me - Listen to Something Helpful by Anna Meredith. - To explore the life and music of four chosen artists.	Music and Me - To write inspirational lyrics. - Listen to 'V-A-C Moscow' by Shiva Feshareki. - To write inspirational lyrics.	Music and Me - To write a rap to go with a given beat. - Listen to Shades of Blue by Eska. - To write a rap to go with a given beat.	Music and Me - To perform and share your song. - Listen to The Middle Middle by Afrodeutsche. - To perform and share your song.	Music and Me To evaluate your song.
Citizenship		Mutual Respect, Tolerance and Diversity To understand how all people are equal despite their differences.		Mutual Respect, Tolerance and Diversity To use a poem to show understanding of equality.		Mutual Respect, Tolerance and Diversity To express the equality of all people despite their differences through a written piece of work.
P4C	Sunscreen by Baz Luhrmann		Altruistic Animals		Monstrous – The Importance of Monsters	

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- Have the knowledge and skills for future learning and employment
- Take advantage of opportunities and responsibilities of later life
- Be good communicators and to be resilient

Confident and stand up for what is right

SUBJECT

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

MATHS

Residential Trip

**Consolidation
Project work – Tours**

- These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this, it

**Consolidation
Project work – Tours**

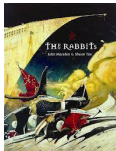
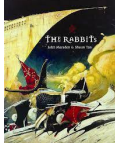
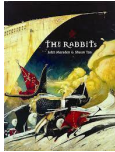
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**Maths Week
Investigations
Preparation for KS3
(Transition)**

Assessment Week

**Investigations
Preparation for KS3
(Transition)**

ENGLISH

		will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.	will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.			
	Residential Trip	The Rabbits  Learning Intention: To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Taught Reading Skill: To 'read around the word' and explore its meaning in the broader context of a section or paragraph. To draw on the understanding of the morphology and etymology of language to support their understanding. Speaking and Listening: To listen and respond appropriately to adults and peers	The Rabbits  Learning Intention: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Taught Reading Skill: To independently draw evidence from more than one place across a text. Speaking and Listening: To use relevant strategies to build vocabulary To articulate and justify answers, arguments and opinions Punctuation and Grammar: To use relative clauses and parenthesis to include	The Rabbits  Learning Intention: To predict what might happen from details stated and implied Taught Reading Skill: To make predictions supported by relevant evidence from the text To confirm and modify predictions as I read on Speaking and Listening: To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Punctuation and Grammar: To organise my ideas into headings and subheadings	The Rabbits  Learning Intention: To identify how language, structure and presentation contribute to meaning Taught Reading Skill: To explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary. Speaking and Listening: To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Assessment Week The Rabbits  Learning Intention: To retrieve, record and present information from a narrative Taught Reading Skill: To confidently skim and scan, and use the skill of reading before and after to retrieve information. To use evidence from across whole chapters or texts. Speaking and Listening: To participate in discussions, presentations, performances, role play, improvisations and debates

		To ask relevant questions to extend their understanding and knowledge Punctuation and Grammar: To use noun phrases to add additional information and build cohesion To use prepositional phrases to describe a setting Spelling Focus: To spell challenging synonyms and antonyms Writing Objectives: To note and develop initial ideas, drawing on reading and research where necessary To describe people, place and setting	additional information for my reader To use passive voices to affect how information is presented within a sentence Spelling Focus: To review common exception words Writing Objectives: To write using a formal register To empathise with a character by writing in role	Spelling Focus: To review statutory words Writing Objectives: To write a poem using stylistic vocabulary To draft and write a debate	Punctuation and Grammar: To review taught punctuation: colon, semicolon, apostrophe, dash, hyphen, comma, inverted commas Spelling Focus: To review statutory words Writing Objectives: To consider how authors have developed characters and settings in what I have read, listened to or seen performed To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Punctuation and Grammar: To review building complex and compound sentences with conjunctions; semicolons and commas to separate clauses / phrases Spelling Focus: To review statutory words Writing Objectives: To consider how authors have developed characters and settings in what I have read, listened to or seen performed To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
SCIENCE	Residential Trip	Body Health (Animals including humans) - To describe the impact of diet and exercise on human health and evaluate healthy eating guidance - To use secondary sources to investigate how scientific ideas were developed in the past.	Body Health (Animals including humans) To investigate variables that affect pulse rate	Body Health (Animals including humans) To identify the impact exercise has on the way the body functions	Body Health (Animals including humans) To identify and present the long-term effects on the body of drug use	Body Health (Animals including humans) To reflect and consolidate learning about a healthy lifestyle

GEOGRAPHY	Residential Trip	Our world in the Future - To understand the different topographical features of an area. - To plan and carry out fieldwork to answer a given enquiry question	Our world in the Future To understand how and why housing needs change over time	Our world in the Future To understand the importance of local work opportunities to the community	Our world in the Future To understand that communities need a range of accessible amenities and public services	Our world in the Future To plan for a sustainable future for our area
MFL	Residential Trip	Consolidation To consolidate all previous learning	Consolidation To consolidate all previous learning	Consolidation To consolidate all previous learning	Consolidation To consolidate all previous learning	Consolidation To consolidate all previous learning
RE	Residential Trip	Why don't we all get on? To examine the concept of freedom and compare ideas from different religious world views.	Why don't we all get on? To examine the concept of justice and compare ideas from different religious world views.	Why don't we all get on? To examine the concept of justice and compare ideas from different religious world views.	Why don't we all get on? To identify human rights and explore if any of the world religions have influenced them.	Why don't we all get on? To describe the influence of religious beliefs on the non-violent protest movement.
PSHE	Residential Trip	Growing and Changing Recognise some of the changes I have experienced.	Growing and Changing Know what is meant by the term stereotype;	Growing and Changing Understand the risks of sharing images online.	Growing and Changing Know what the word 'puberty' means.	Growing and Changing Explain the difference between a safe and an unsafe secret.
COMPUTING	Residential Trip	Skills Showcase: Inventing a Product - To be aware of strategies to help be protected online. - To design an electronic product. - To code and debug a program.	Skills Showcase: Inventing a Product To use CAD to design a product.	Skills Showcase: Inventing a Product To create a website.	Skills Showcase: Inventing a Product To create and edit a video.	Skills Showcase: Inventing a Product To understand the techniques used in advertising a product.
PE	Residential Trip	Athletics	Athletics	Athletics	Athletics	Athletics

		- Outdoor: To develop your own and others sprinting technique. Tennis - Indoor: To be able to perform an overhead tennis serve.	- Outdoor: To develop power, control and technique for the triple jump. Tennis - Indoor: To develop a volley for use in a tennis game.	- Outdoor: To develop power, control and technique when throwing for distance. Tennis - Indoor: To develop a volley for use in a tennis game.	- Outdoor: To develop throwing with force and accuracy for longer distances. Tennis - Indoor: To apply learnt skills in a variety of tennis games.	- Outdoor: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. Tennis - Indoor: To apply learnt skills in a variety of tennis games.
MUSIC	Residential Trip	Reflect, rewind and replay - To listen and appraise classical music. - Listen to L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music.	Reflect, rewind and replay - To play an instrument within a song. - Familiarise and build on musical vocabulary. - Reflect Armide Overture by Jean-Baptiste Lully composed in 1686.	Reflect, rewind and replay - To improvise using voices and instruments. - Reflect on The Marriage of Figaro: Overture by Mozart written in 1786, the Classical period.	Reflect, rewind and replay - To create a composition. - Reflect on Armide Overture by Jean-Baptiste Lully was composed in 1686.	Reflect, rewind and replay - To share and perform. - Reflect Homelands by Nitin Sawhney written in 1999.
DT	Residential Trip	Electrical Systems: Steady Hand Games To research and analyse a range of children's toys	Electrical Systems: Steady Hand Games To identify the key components of a steady hand game.	Electrical Systems: Steady Hand Games To understand the importance of a stable base.	Electrical Systems: Steady Hand Games To apply my knowledge of electronics when incorporating them in a product.	Electrical Systems: Steady Hand Games To evaluate the success of a product.
Citizenship		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?		Economics, Money and Managing Resources - How to use a bank account. - How can money affect my feelings?
P4C	Ah hah!		Howard Gardner's Multiple Intelligences		Love	