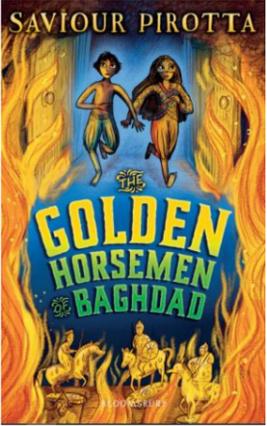


Year Group: Year 6 Theme: Term: Summer 1		British Value: Democracy			Root of Learning: Keeping on going	Outdoor learning opportunities: Orienteering
	1 17.4.23	2 24.4.23 Strike Day	3 1.5.23 Monday bank holiday Strike Day	4 8.5.23 – SATs week Monday bank holiday	5 15.5.23	6 22.5.23
English (together) Text: The Golden Horsemen of Baghdad  Outcome: Narrative	GPS Skill 1 LO: To accurately identify where a comma is used and why. Recap over the uses of a comma and clauses. Identify commas in a text. Answer GPS questions on commas and conjunctions. Applications: - Setting description of The House of Wisdom. Modelled, shared and guided writing to happen during the setting description. Spelling shed quizzes based on GPS SATs questions – cross-curricular computing	WAGOLL L.O: To analyse the key features, structure and GPS features of a narrative. - Success criteria - Vocabulary explore - exploring meaning - analysis of adjectives, adverbs and verbs - key GPS features – spotter activity GPS Skill 2 LO: To accurately punctuate spoken language Teach the skill <ul style="list-style-type: none"> • What is it, what is the purpose of it • Identify examples within studied novel, discuss the impact • GPS questions linked to the skill • Apply within sentences • Application of the skill, purposefully within a paragraph or extended piece of writing Teaching of editorial editing	GPS Skill 2 LO: To accurately punctuate spoken language - Continue Application in a narrative		GPS/Planning of Hot Task https://www.literacyshed.com/catch-a-lot.html Watch the literacy shed video. - Use an image to write speech bubbles and discuss the conventions of punctuating spoken language.	Writing of Hot Task Children to write and edit their hot task. Independent writing



Sandal Primary School Medium Term Planning and Weekly Overview

		<p>Slow write to support ARE writing</p> <p>GD writing groups</p> <p>Spelling shed quizzes based on GPS SATs questions – cross-curricular computing</p>				
Speaking and Listening Opportunities						
<p>Spelling</p> <p>Follow the NoNonsense Spelling Scheme</p>	<p>Send home: embarrass rhyme rhythm secretary knowledge symbol system sacrifice thorough committee</p>	<p>Revisit common spelling patterns from across KS2</p> <p>Test: embarrass rhyme rhythm secretary knowledge symbol system sacrifice thorough committee</p>	<p>Revisit common spelling patterns from across KS2</p>		<p>Words ending in ‘ant’, ‘ance and ‘-ancy’</p> <p>Send home: Acceptance Assistance Hesitancy Significant Resistant Clearance Performance endurance</p>	<p>Words ending in ‘ant’, ‘ance and ‘-ancy’</p> <p>Test: Acceptance Assistance Hesitancy Significant Resistant Clearance Performance endurance</p>
<p>Reading</p> <p>VIPERS texts</p>	<p>Non-fiction text</p> <p>Vocabulary Retrieval explanation Summarise</p> <p>Mixed VIPERS questions</p>	<p>Fiction text</p> <p>Vocabulary Inference Prediction</p> <p>Mixed VIPERS questions</p>	<p>Poetry</p> <p>Vocabulary Retrieval explanation Summarise</p> <p>Mixed VIPERS questions</p>	Revision	<p>Non-fiction text</p> <p>Vocabulary Retrieval explanation Summarise</p> <p>Mixed VIPERS questions</p>	<p>Poetry</p> <p>Vocabulary Inference Prediction</p> <p>Mixed VIPERS questions</p>
<p>Maths – Miss Webster</p> <p>Fluency Varied Fluency Reasoning Problem solving (test style q’s)</p>	<p>Statistics</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average <p>Calculating mean – 2Do on Purple Mash – Cross-curricular computing</p>	<p>Arithmetic and problem solving revision across the maths curriculum</p>	<p>Arithmetic and problem solving revision across the maths curriculum</p>		<p>Position and direction</p> <p>Practical activity/project</p>	<p>Position and direction</p> <p>Practical activity/project</p>
<p>Maths – Miss Mountain</p> <p>Fluency Varied Fluency Reasoning Problem solving (test style q’s)</p>	<p>Ratio</p> <p>Introduction to ratio</p> <p>Ratio and fractions</p> <p>Scale drawing</p>					

Sandal Primary School Medium Term Planning and Weekly Overview

	Use scale factors Ratio problems Recipes					
Maths – Miss Allan Shape, space and measure <i>Fluency</i> <i>Varied Fluency</i> <i>Reasoning</i> <i>Problem solving (test style q's)</i>	Statistics - <i>Read and interpret line graphs</i>					
LBH	Radius, diameter and circumference of a circle	Radius, diameter and circumference of a circle	FDP arithmetic revision	FDP arithmetic revision	Four operations revision	Four operations revision
Science Living things and their habitats	Knowledge Harvest	How are animals classified? <u>LO I can describe how living things can be classified into broad groups</u>  Hi I'm Isaac the identify and classifying iguana!	What is a classification key? <u>LO: I understand how I can use classification keys to help group, identify and name a variety of living things.</u>  Hi I'm Isaac the identify and classifying iguana!	How can we classify plants? IPADS - Research to complete own classification task <u>LO: I can describe how living things can be classified into broad groups</u>  Hi I'm Isaac the identify and classifying iguana!	Is yeast a living microorganism? <u>LO: I understand that microorganisms are also living things.</u>  Hi I'm Oscar the observing octopus!	What are the five main groups of microorganisms? IPADS needed for extra support <u>LO: can describe how living things can be classified into broad groups</u>  Hi I'm Ellie the explaining and evaluating elephant!
Geography KAPOW SCHEME – Where does our energy come from?	Lesson 1: Why is energy important? To know why energy sources are important.	Lesson 2: What is renewable energy? To understand the benefits and drawbacks of different energy sources.	Lesson 3: How does the United States generate energy? To understand how a settlement has grown around an energy source.	Lesson 4: How does the United Kingdom generate energy? To know how energy sources are distributed in an area.	Lesson 5: What is the best way to generate energy? To explain reasons for choosing an energy source. Create own slideshow or video clip. – cross curricular computing	Lesson 6: Where is the best place for a solar panel on the school grounds? To collect and present data on where to position a solar panel on the school grounds.
History						
Art Artist: Andy Warhol Skill: Printing				Lesson 1: Exploring Andy Warhol Investigating who he was, what he was famous for and exploring what his art work entails focusing on Pop Art.	Lesson 2: Exploring printing Use polystyrene tiles and printing ink to create relief prints. Consider the number of layers of ink that could be used.	Lesson 3: Creating our own Warhol inspired print Print needs to include some fine detail.



Sandal Primary School Medium Term Planning and Weekly Overview

Design Technology	Making and evaluating pizzas	Making and evaluating pizzas				
Spanish	<p>Lesson 1: Revision of me gusta</p> <ul style="list-style-type: none"> To use gusta(n) confidently. To use gusta (n) with animals 	<p>Lesson 2: Me encanta(n)</p> <ul style="list-style-type: none"> To use gusta(n) confidently To begin to use me encanta To use me encanta with food/colour and animals. 	<p>Lesson 3: A mi también/a mi tampoco.</p> <ul style="list-style-type: none"> To revise también and tampoco To también and tampoco with encanta 	<p>Lesson 4: ¿Que te encanta hacer?</p> <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form. 	<p>Lesson 5: ¿Que te encanta hacer?</p> <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form. 	<p>Lesson 6: ¿Que te encanta hacer?</p> <ul style="list-style-type: none"> To ask and respond to ¿Que te encanta? To combine me encanta + verb in infinitive form.
<p>P.E</p> <p>White Rose Rugby (Outside provider): Dance</p> <p>Miss Webster & Miss Allan: Cricket</p>	<p>To recap the learning of basic arm movements of cheer (broken T, T, High V, Low V, High touch down, low touch down, liberty, Right L, Left L, Right bow and arrow, left bow and arrow, buckets, candle sticks, daggers)</p> <p>To introduce more complex arm movements (U, K, Diagonals)</p> <p>To introduce more complex combinations of arm movements.</p>	<p>To master the arm movements of Cheer</p> <p>To recap our understanding of cheer jumps (Tuck, Star, toe touch)</p> <p>To begin to combine our jumps and arm movements into a complex combination.</p> <p>To create our own combination of jumps and arm movements.</p>	<p>To recap the basic stunts of Cheer (Kneeling, thigh stands)</p>	<p>To begin to learn complex stunts such as (Hand platforms)</p> <p>To understand the different roles involved in a stunt (base, flyer, front and back spot)</p> <p>To perform Cheer stunts confidently in different roles.</p>	<p>To begin to combine arm movements, jumps and stunts to create a combination to music.</p> <p>To perform a stunt with confidence knowing your role.</p> <p>To perform a combination of arm movements and jumps confidently to music.</p> <p>To create your own combination to include in the whole class performance.</p>	<p>To perform the entire song with confidence.</p> <p>To use acting/ singing and dancing in combination to create effect.</p>
	<p>What do pupils remember from year 5?</p> <p>The focus of the learning is to consolidate pupils' understanding of batting.</p>	<p>The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</p>	<p>The focus of the learning is to consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</p>	<p>The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games.</p> <p>During this sequence of learning, "attacking," means ways of winning the game.</p> <p>The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</p>	<p>The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games.</p> <p>During this sequence of learning, "defensive" means ways of not losing the game.</p> <p>The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a mini game.</p>



Sandal Primary School Medium Term Planning and Weekly Overview

<p>Music</p> <p>Leavers' Song Children spend the topic creating their very own leavers' song personal to their experiences as a class; listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses, exploring the concept of the four chord backing track and composing melodies</p>	<p>Lesson 1: A Single Year Evaluating a song based on its lyrics, tempo, melody and arrangement</p> <p>Learning Objectives To listen to and describe music.</p> <p>National curriculum - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Lesson 2: Writing lyrics Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics</p> <p>Learning Objectives To write lyrics for a song</p> <p>National curriculum - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Lesson 3: Strong structure Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse</p> <p>Learning Objectives To organise lyrics into a song structure</p> <p>National curriculum - Appreciate and understand a wide range of high-quality live and recorded music Drawn from different traditions and from great composers and musicians</p>	<p>Lesson 4: Backing track The children explore using a backing track for their song and use vocal improvisation and known melodies over backing tracks</p> <p>Learning Objectives To explore a backing track</p> <p>To use vocal improvisation and known melodies</p> <p>National curriculum --- Improvise and compose music for a range of purposes using the interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Lesson 5: Creating a melody The children will compose a melody for the chorus of their song using different kinds of notation.</p> <p>Learning Objectives To compose a melody</p> <p>National curriculum Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	
<p>PSHE</p> <p>JIGSAW Unit Healthy Me</p> <p>Sandal Root of Learning Keeping Going</p> <p>ZONES OF REGULATION TAUGHT ALONGSIDE THIS</p>	<p>Taking Responsibility for My Health and Well Being</p> <p>I can take responsibility for my health and make choices that benefit my health and well being</p> <p>I am motivated to care for my physical and emotional health</p>	<p>Drugs</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p>	<p>Exploitation</p> <p>I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited can help themselves</p>	<p>Gangs</p> <p>I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressured</p>	<p>Emotional and Mental Health</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>	<p>Managing Stress and Pressure</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse I can use different strategies to manage stress and pressure</p>
<p>Computing</p> <p>- Networking and Quizzing</p>	<p>Networking- Our School Network and Accessing the Internet</p> <ul style="list-style-type: none"> To find out what a LAN and WAN are. To find out how we access the 	<p>Networking- Research</p> <ul style="list-style-type: none"> To research and find out about the age of the internet. 	<p>Quizzing- Introducing 2DIY</p> <ul style="list-style-type: none"> To create a picture-based quiz for young children. 	<p>Quizzing- Using 2Quiz</p> <ul style="list-style-type: none"> To learn how to use the question types within 2Quiz. <p>Success criteria:</p>	<p>Quizzing- Using 2Quiz</p> <ul style="list-style-type: none"> To learn how to use the question types within 2Quiz. <p>Success criteria:</p>	<p>Quizzing -Exploring Grammar Quizzes</p> <ul style="list-style-type: none"> To explore the grammar quizzes. <p>Success criteria:</p>



Sandal Primary School Medium Term Planning and Weekly Overview

	<p>internet in school.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Children know about their school network. <p>Extension: Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.</p>	<ul style="list-style-type: none"> • To think about what the future might hold. <p>Success criteria:</p> <ul style="list-style-type: none"> • Children have researched and found out about Tim Berners-Lee. - Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult 	<p>Success criteria:</p> <ul style="list-style-type: none"> - Children have used the 2DIY activities to create a picture-based quiz. - Children have considered the audience's ability level and interests when setting the quiz. - Children have shared their quiz and responded to feedback. 	<ul style="list-style-type: none"> - Children understand the different question types within 2Quiz. - Children have ideas about what sort of questions are best suited to the different question types. - Children have used 2Quiz to make and share a science quiz (or another subject). - Children have considered the audience's ability level and interests when setting the quiz. - Children have shared their quiz with peers. - Children have given and responded to feedback. 	<ul style="list-style-type: none"> - Children understand the different question types within 2Quiz. - Children have ideas about what sort of questions are best suited to the different question types. - Children have used 2Quiz to make and share a science quiz (or another subject). - Children have considered the audience's ability level and interests when setting the quiz. - Children have shared their quiz with peers. - Children have given and responded to feedback. 	<ul style="list-style-type: none"> - Children have tried out the different types of grammar games. - Children have chosen an appropriate tool to make their own grammar game(s).
<p>RE</p> <p>How do Jews remember the Kings and Prophets in worship and life?</p>	<p>What do we know about Jews and Judaism?</p> <p>(RECAP ON previous years learning)</p>	<p>Who was King David and why is he important to Jews?</p>	<p>Who was King David and why is he important to Jews?</p>	<p>What did the Prophets say?</p>	<p>What did the Prophets say?</p>	<p>What does the story of Esther teach? How is the festival of Purim celebrated?</p>