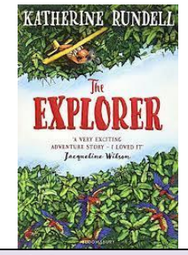
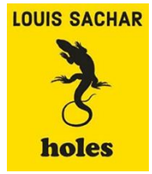
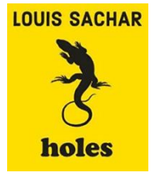
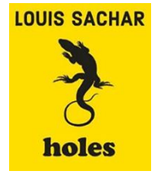
Year 6 – Summer Two - Medium Term Plan

Theme: My Local Area
The Big Question: Where does Mansfield fit in the world?

Reading for Pleasure Class Novel:
The Explorer by Katherine Rundel



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	English	**Unit: Fiction** **Focus/Outcome:** To write a letter to mum. **Supporting Text:** **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*	**Unit: Fiction** **Focus/Outcome:** To write a letter to mum. **Supporting Text:**  **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*	**Unit: Fiction** **Focus/Outcome:** To build suspense **Supporting Text:** **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*	**Unit: Fiction** **Focus/Outcome:** To build suspense **Supporting Text:**  **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*	**Unit: Fiction** **Focus/Outcome:** Instructions how to survive Camp Green Lake **Supporting Text:**  **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*	**Unit: Fiction** **Focus/Outcome:** Instructions how to survive Camp Green Lake **Supporting Text:** **NC Link:** *show understanding through intonation, tone, and volume so that the meaning is clear to an audience* *drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence* *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*

Enrichment

Launch:

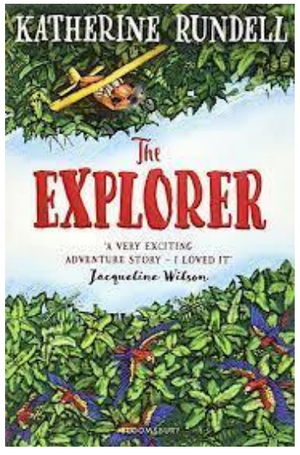
Exploration of the local area.

Key Questions:

Have any of your family members worked in a mine?

Visits/Visitors:

Mansfield Museum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Guided Reading	**Class Text: The Explorer** **Chapters 1 - 4**	**Class Text: The Explorer** **Chapters 5 - 9**	**Class Text: The Explorer** **Chapters 10 - 15**	**Class Text: The Explorer** **Chapters 16 - 20**	**Class Text: The Explorer** **Chapters 21 - 25**	**Class Text: The Explorer** **Chapters 26 - 30**
	 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning				
	Cross Curricular: Baking instructions Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	**Cross Curricular: Journey of a River (Poetry)** Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	**Cross Curricular: Amazon Rainforest** Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	**Cross Curricular: Deforestation** Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	**Cross Curricular: Leaving Year 6 (Poetry)** Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	**Cross Curricular: Rules of Dodgeball** Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS
Maths	Themed projects, consolidation and problem solving White Rose Bakery	Themed projects, consolidation and problem solving WhiteRose Bakery	Themed projects, consolidation and problem solving WhiteRose Tours	Themed projects, consolidation and problem solving WhiteRose Tours	Themed projects, consolidation and problem solving WhiteRose Futures	Themed projects, consolidation and problem solving WhiteRose Futures
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**

	Science	**Unit: Scientists and Inventors** **Lesson:** Why was Stephen Hawking Famous? **NC Link:** *To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations*	**Unit: Scientists and Inventors** **Lesson:** Who was Libbie Hyman? **NC Link:** *To give reasons for classifying plants and animals based on specific characteristics*	**Unit: Scientists and Inventors** **Lesson:** Why was Marie Maynard Daly famous? **NC Link:** *To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*	**Unit: Scientists and Inventors** **Lesson:** Why was Alexander Fleming famous? **NC Link:** *To record data using scatter graphs*	**Unit: Scientists and Inventors** **Lesson: Who was Mary Leakey?** **NC Link:** *To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*	**Unit: Scientists and Inventors** **Lesson:** What was Steve Jobs famous for? **NC Link:** *To use recognised symbols when representing a simple circuit in a diagram.*	
		Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
	Computing	**Unit: Programming - Sensing** Lesson: The Micro:Bit. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly*	**Unit: Programming - Sensing** Lesson: Go with the flow. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly*	**Unit: Programming - Sensing** Lesson: Sensing Inputs. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly*	**Unit: Programming - Sensing** Lesson: Finding your way. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly*	**Unit: Programming - Sensing** Lesson: Designing a step counter. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly*	**Unit: Programming - Sensing** Lesson: Making a step counter. **NC Link:** *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *use technology safely, respectfully and responsibly* 	

	Art & Design			**Focus: Line and Shape** **Unit: Tessellation Art** Lesson: What is tessellation art? **NC Link:** *to create sketch books to record their observations and use them to review and revisit ideas* *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* *about great artists, architects and designers in history.*	**Focus: Line and Shape** **Unit: Tessellation Art** Lesson: Artist case study – Escher. **NC Link:** *to create sketch books to record their observations and use them to review and revisit ideas* *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* *about great artists, architects and designers in history.*	**Focus: Line and Shape** **Unit: Tessellation Art** Lesson: How can I design my own piece of tessellation art? **NC Link:** *to create sketch books to record their observations and use them to review and revisit ideas* *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* *about great artists, architects and designers in history.*	**Focus: Line and Shape** **Unit: Tessellation Art** Lesson: Making my own piece of tessellation art. **NC Link:** *to create sketch books to record their observations and use them to review and revisit ideas* *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* *about great artists, architects and designers in history.*	
	Design & Technology	**Unit: To design a beak that would enhance human evolution.** Lesson: Planning and designing. Cross Curricular: Science – Evolution **NC Link:** *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* 	**Unit: To design a beak that would enhance human evolution.** Lesson: Making Cross Curricular: Science – Evolution **NC Link:** *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* 	**Unit: To design a beak that would enhance human evolution.** Lesson: Evaluation Cross Curricular: Science – Evolution **NC Link:** *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* 			

	Geography		**Unit: Where is Mansfield in the world?** Lesson: What does the human geography of Mansfield look like? **NC Link:** *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.*	**Unit: Where is Mansfield in the world?** Lesson: Field Work – Collecting Data in Mansfield. **NC Link:** *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	**Unit: Where is Mansfield in the world?** Lesson: Analysis of data collected. **NC Link:** *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*			

	History	**Unit: What was it like to be a miner?** Lesson: Consequence and Legacy. What is the consequence and legacy of the mines in Mansfield? **NC Link:** *Local history studies* *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)* *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.* 						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MFL	**Unit: Tell me when** Lesson: Counting up to 31 **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*	**Unit: Tell me when** Lesson: Days of the Week **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*	**Unit: Tell me when** Lesson: Months **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*	**Unit: Tell me when** Lesson: Birthdays **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*	**Unit: Tell me when** Lesson: What's the Date? **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*	**Unit: Tell me when** Lesson: Yesterday, Today , Tomorrow **NC Link:** *Speak in sentences using familiar vocabulary, phrases and basic language structures.* *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.* *Read carefully and show understanding of words, phrases and simple writing.* *Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Music	**Charanga Unit:** Reflect, Rewind and Replay	**Charanga Unit:** Reflect, Rewind and Replay	**Charanga Unit:** Reflect, Rewind and Replay	**Charanga Unit:** Reflect, Rewind and Replay	**Charanga Unit:** Reflect, Rewind and Replay	**Charanga Unit:** Reflect, Rewind and Replay

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Week 1	**W**eek 2	Week 3	Week 4	**Week 5**	Week 6

	PE	**Unit: Dodgeball** **Lesson:** How can you throw a ball with precision and speed? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Dodgeball** **Lesson:** How can you dodge with control in a game of dodgeball? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Dodgeball** **Lesson:** How can you block the ball to protect yourself or a teammate? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Dodgeball** **Lesson:** How can you catch a ball during a game of dodgeball? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Dodgeball** **Lesson:** How can you work as a team in a dodgeball tournament? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Dodgeball** **Lesson:** How can you work as a team in a dodgeball tournament? **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	
	PE	**Unit: Rounders** Lesson: Striking **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Rounders** Lesson: Striking **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Rounders** Lesson: Fielding **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Rounders** Lesson: Fielding **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Rounders** Lesson: Team Games **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	**Unit: Rounders** Lesson: Team Games **NC Link:** *Play a competitive game showing understanding of strategy and tactics used within a game* *use running, jumping, throwing and catching in isolation and in combination*	
		Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
	RE	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Worldviews 	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Influential Thinkers 	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Humanist Thinkers 	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Main Beliefs 	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Symbols and Meanings 	**Theme:** Humanism **Key Question:** What are the differences between religious and non-religious worldviews? **Lesson:** Living a Good Life 	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	PSHE	**Unit: Changing Me** Lesson: My self-image. **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.*	**Unit: Changing Me** Lesson: Puberty **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.*	**Unit: Changing Me** Lesson: Babies – Conception to birth. **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.*	**Unit: Changing Me** Lesson: Boyfriends and Girlfriends **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.* *Pc – Sexual orientation*	**Unit: Changing Me** Lesson: Real self and Ideal self **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.*	**Unit: Changing Me** Lesson: The Year Ahead **NC Link:** *From 2020, the following subjects will become compulsory in applicable schools in England.* *relationship education in primary schools* *relationship and sex education in secondary schools* *health education in state funded primary and secondary schools* *These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.*	