

**Medium Term Plan – Summer 2 – Year 6**

**Core Text: Rain Player**

**Topic: Hola Mexico!**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b><u>Maths Teaching and Learning</u></b>	Post SATs project work	Post SATs project work	Post SATs project work	Post SATs project work	Post SATs project work	Post SATs project work	Post SATs project work
<b><u>Text Type</u></b>	Information text – Maya Civilisation	Information text – Maya Civilisation	Information text – Maya Civilisation	Information text – Maya Civilisation	Instructions	Instructions	Instructions
<b><u>T4W Stage</u></b>	Imitation	Innovation	Invention	Invention	Imitation	Innovation	Invention
<b><u>Grammar and Punctuation (Active English)</u></b>	Structure and organisation - title - paragraphs - subheadings - Bullet points Building cohesion - pronouns	Building cohesion – adverbials and synonyms	Comparative adverbials Facts and opinions Appropriate register	Active and passive voice Expanded noun phrases Appropriate register	Tenses Conjunctions of time Subjunctive mood	Colons Imperative verbs Adverbs for clarity Bullet points/ numbered steps	Formal and informal language
<b><u>Spelling</u></b>	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units	Recapping previous units
<b><u>Terminology (technical vocabulary)</u></b>	Paragraph Subheadings Bullet points Topic Present tense Past tense Third person Introduction Conclusion	Conjunctive adverbs - Time - Place - Manner - Reason Contrast Consequence Layout	Adverbials Comparative Facts Opinions Introduction Summary Conclusion	Active Passive Subject Object Noun Adjective Implied relative pronoun	Present Past Future Progressive Simple past Perfect	Bullet points (or numbers) Colon List Chronological order Imperative verbs	Introduction Conclusion



	Title Layout					Adverbs (of manner)	
<b>Greater Depth SC</b>	Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion.	Consideration of organisation of text – incorporating original ideas of organisation and presentation.	Writers will make their own choice about the purpose and audience.	Word and language choices show the individual ‘voice’ and style of the pupil as a writer.	Linking of conclusion to introduction	Writers will make their own choice about the purpose and audience.	Writing is carefully structured and organised according to its context.
<b>SEND SC</b>	I can write an introduction.	I can write an introduction.	I can use paragraphs to group ideas.	I can use paragraphs to group ideas.	I can use conjunctions of time to show chronological order.	I can use imperative verbs to express commands.	I can use imperative verbs to express commands.
<b>Handwriting</b>	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit
<b>Rainbow Grammar (where appropriate)</b>							
<b>Cross-curricular Writing Opportunities</b>	<p><b>Maths: Maya number system</b>  <b>Science:</b>  <b>History: Maya Civilisation</b>  <b>Geography: Short blurb advertising a holiday to Mexico</b>  <b>RE: Mexican festivals and celebrations</b>  <b>Art:</b>  <b>Design and Technology: Instructions</b>  <b>PSHE/SMSC: N/A</b>  <b>Computing:</b></p>						



	Music: N/A						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b><u>Science objectives</u></b></p> <p><b>Light</b> E1, E2, E3</p> <p><b>Working Scientifically</b> A5, A6, A7</p>				To understand how light travels E1, E2, A5, A7	To understand how we see E1, E2, A7	To understand how shadows are formed E3, A6, A7	
<p><b><u>History objectives</u></b></p> <p><b>Maya Civilisation</b> A1, A2, A3, A4 B1, B2 E1, E2</p>	To understand what we know today about the Maya civilisation A1, A2, A3, A4	To understand where and how the Maya lived A1, A2, A3, A4, B2	To develop the skill of retrieving information from various sources of information (drawings of Catherwood) B2, E1, E2		To understand how the Maya number system worked A4, B1		
<p><b><u>Geography objectives</u></b></p> <p><b>Locational Study – North and South America</b> A3 B1, B3 C1, C4, C5</p>	To know how to plan a journey to Mexico, taking into account time zones C1, C4, C5	To develop the skill of describing human features of geography B1, B3	To know how to compare geographical locations in relation to their physical features D1, A3,				

D1							
<p><b><u>Religious Education objectives</u></b></p> <p><i>Christianity: Covenant</i> <i>Personal resonance</i> A6 <i>Knowledge and Understanding</i> B6 <i>Evaluation and Critical Thinking</i> C6</p>			<p>To understand what is meant by the term ‘mutual commitment’. A6</p>	<p>To understand the links between Bible texts and the New Covenant. B6</p>	<p>To understand what the New Covenant means to Christians today C6</p>		
<p><b><u>Art objectives</u></b></p> <p><i>Day of the Dead Artwork</i> B1, B2 E3 F1, F2, F3, F4 <i>Frida Kahlo: Portraits</i> A1, A2, A4, A5 A7, E1, E2, E3, E4 F1, F2, F3, F4</p>		<p>To develop the skill of analysing and using a variety of techniques, including layering prints. B1, B2, E3</p>	<p>To develop the skill of comparing ideas and approaches in my own and others’ work. F1, F2, F3, F4</p>		<p>To develop the skill of responding to an artist’s work. E1, E2, E3, E4</p>	<p>To develop the skill of comparing ideas and approaches in my own and others’ work. F1, F2, F3, F4</p>	<p>To develop the skill of using a variety of tools and techniques in my drawings and paintings. A1, A2, A4, A5 A7</p>

<p><b><u>Design and Technology objectives</u></b></p> <p><i>Festival Drinks: Designing, Evaluating and Budgeting</i> A1, A2 B1, B2 C1 D1</p>				<p>To know how to conduct market research B1, B2 To know how to create a healthy recipe A1, A2</p>	<p>To know how to follow a recipe to make a healthy drink C1, D1</p>		
<p><b><u>PSHE objectives</u></b></p> <p><i>Information Sharing Coping with Change Illegal Touch (FGM?) Living and Growing Street Aware</i></p>	<p><b>Sharing Information</b> Scarf lesson: <b>Think before you click</b> LO: To understand and describe how information can spread</p>	<p><b>Managing Change</b> Scarf lesson: <b>Helpful or unhelpful?</b> LO: To know some of the changes we may have experienced</p>	<p><b>FGM</b> Scarf lesson: <b>Acting appropriately</b> LO: To understand that some inappropriate touch is also illegal</p>	<p><b>Living and Growing</b> LO: To consider puberty and reproduction Consider physical and emotional behaviour in relationships</p>	<p><b>Living and Growing</b> LO: To explore the process of conception and pregnancy To explore positive and negative ways of communicating</p>	<p><b>Street Aware Workshops</b></p>	
<p><b><u>Computing objectives</u></b></p> <p><i>E-Safety</i> A1, A2, A3, A4, A5, A6</p>	<p>To develop my understanding of using computers and the internet safely. A1, A2, A3, A4, A5, A6</p>						



<p><b>Music objectives</b> <b><u>A6, B4, C6, D4,</u></b> <b><u>D11, D12, D13.</u></b> <b><u>Moving on</u></b> <b><u>Musical Focus:</u></b> <b><u>Leaving</u></b> <b><u>Assembly</u></b> <b><u>Cross-curricular</u></b> <b><u>link : Computing</u></b></p>	<p>To know how to sing a song with expression and sustained notes. (D12)</p>	<p>To know how to perform complex song rhythms confidently. (D13)</p>	<p>To know how to identify the structure of a piece of music. (A6)</p>	<p>To know how to sing in two or three part harmonies. (D4)</p>	<p>To know how to play instrumental parts to accompany a song. (C6)</p>	<p>To understand modulation in a musical bridge. (B4)</p>	<p>To know how to prepare for a performance. (D11)</p>
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