

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Summer 2023 Medium Term Plan /Curriculum Overview**  
**Bombs and Blackberries (Local History Study & WW2)**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Eden Camp Visit</li> <li>• Transition Days</li> <li>• Y6 Presentation</li> <li>• Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>• Entry point – WWII artefacts exploring.</li> <li>• Exit point –Headteachers assembly a chance for sharing positive work.</li> <li>• Class Story</li> <li>• Homework – TT Rockstars, EdShed (Spellings)</li> <li>• PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science – Explorify</li> <li>• Outdoor Learning – planting and taking care of plants</li> <li>• Enterprise</li> </ul>
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>LKS2 curriculum objectives to be covered by the following texts:</p> <p><b>Focus:</b>  <b>Whole school picture books projects:</b></p> <p>Gorilla</p> <p><b>Analysis of lyrics in music lessons</b></p> <p><b>Book Study: The Moonlight Hare</b></p>	<p><b>Focus:</b>            WW2 – link with aspects of History curriculum to further engage            GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.            Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?            Can I identify what makes a WAGOLL expected or greater depth than age-related standard?</p>	<p><b>Focus:</b>  <u>Grammar</u>            Word Classes (daily Quiz, Quiz – Trade)            Phrases and Clause types (Exciting Sentences link)            Use of commas with phrases and clauses.            Analysis of Year 6 writing.            Use of parenthesis for added meaning.            Apostrophes – revision (identified gap)</p> <p>Can I recognise and use the terms subject and object?            Can I identify the difference between active and passive voice?</p>

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<p>A range of texts from Literacy Shed + focusing on all aspects of VIPERS (fiction and non-fiction).</p> <p>Echo Reading.</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?          (continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          reading books that are structured in different ways and reading for a range of purposes          increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions          recommending books that they have read to their peers, giving reasons for their choices          identifying and discussing themes and conventions in and across a wide range of writing          making comparisons within and across books          learning a wider range of poetry by heart          preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience).</p> <p>Can I understand what I have read?</p>	<p>Can I up level my vocabulary by investigating connotations of words?          Can I choose a variety of exciting sentences in the right genre context?</p> <p><u>Writing</u>          Can I use speech to advance a story and characterize?          Can I write a formal explanation text?          Can I write using persuasive techniques?          Can I write a discussion text using fronted adverbials and parenthesis?</p> <p><u>Handwriting</u>          Focus on areas of weakness in maintaining fully-joined legible handwriting. Link to weekly grapheme patterns.</p> <p>Finish Year 6 Happy Handwriting.</p>	<p>Can I write in the active voice?          Can I write in the passive voice?          Can I find synonyms of words to up level my writing?          Can I identify antonyms of words and use them in my writing?          Can I use vocabulary strategies to identify the meaning of unknown words?          Can I use semicolons, colons or dashes to mark boundaries between independent clauses?          Can I use a colon within sentences to subordinate?          Can I use hyphens to avoid ambiguity?          Can I use brackets, dashes or commas to indicate parenthesis?          Can I recognise types of phrases and clauses?</p> <p><u>Phonics</u>          Phase 5 catch-up using Little Wandle Rapid Catch-up for children with identified gaps.</p> <p><u>Spelling</u>          Continue to learn strategies and spelling patterns through root words, prefixes and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.          Spelling Shed Scheme.</p>
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(by 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 1 paragraph, identifying key details that support the main ideas  
identifying how language, structure and presentation contribute to meaning).

Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?

Can I distinguish between statements of fact and opinion?

Can I retrieve, record and present information from non-fiction?

Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?

Can I 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?

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Can I provide reasoned justifications for my views?

**Speaking and listening:**

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?

Can I ask relevant questions to extend my understanding and knowledge?

Can I use relevant strategies to build my vocabulary?

Can I articulate and justify answers, arguments and opinions?

Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

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

Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?

Can I speak audibly and fluently with an increasing command of Standard English?

Can I participate in discussions, presentations, performances, roleplay/improvisations and debates?

Can I gain, maintain and monitor the interest of the listener(s)?

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<p>Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?          Can I select and use appropriate registers for effective communication?</p>		
<b><u>Maths</u></b>		
<p><b><u>Focus:</u></b>          Beginning of the term we will be focusing on SATs revision through repetition, revision sessions, tailored intervention groups and revisiting previous SAT exam papers. After SATs have been completed, we will recap and cover areas of the National Curriculum that need revisiting.</p> <p><b><u>SATs Revision – Arithmetic</u></b>          Can I confidently and accurately solve the four operations using the correct method?          Can I convert percentages, decimals and fractions?          Can I use place value to multiply and divide by 10, 100 and 1,000?          Can I find fractions of amounts?          Can I multiply and divide fractions by whole numbers?          Can I find equivalent fractions, decimals and percentages?</p>	<p><b><u>Reasoning</u></b>          Can I use appropriate methods to identify the meaning of the question?          Can I recognise and use appropriate methods for the four operations?          Can I use measuring equipment correctly and accurately? E.g., a ruler and protractor.          Can I ensure that I have shown mathematical annotations to gain understanding of the problem where necessary?          Can I solve scale factors?          Can I use ration to solve PS&amp;R questions?</p> <p><b><u>Statistics</u></b>          Can I interpret data and accurately create a line graph?          Can I collect my own data and accurately create a line graph?          Can I draw conclusions from my line graph?          Can I interpret data and accurately create a pie chart?</p>	<p>Can I collect my own data and accurately create a pie chart?          Can I find the mean average?          Can I draw conclusions from my pie chart?</p> <p><b><u>Coordinates</u></b>          Can I plot and interpret coordinates across four quadrants?          Can I use problem-solving techniques to find missing coordinates?</p> <p><b><u>Vocabulary</u></b>          y-axis, x-axis, tables, interpret, accuracy, percentage, conclusion, mode, mean, median, range, intervals, scales, graph</p> <p><b><u>Projects -</u></b>          Growing and selling produce from the gardens – budgets, profits, growth.          Grow a Fiver          White-Rose Bakery</p>

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		<p>White-Rose Futures</p> <p><u>Additional Maths Teaching</u></p> <p>Daily:</p> <ul style="list-style-type: none"> <li>● Timetables - TT Rockstars</li> <li>● Flashback</li> <li>● Assessment for Learning</li> <li>● Problem-Solving and Reasoning</li> <li>● Fluent in 5 – Early Bird</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>● Arithmetic test</li> <li>● Written questions test.</li> </ul>
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><b><u>Prior Learning/Knowledge</u></b>          Knowledge of what a collage is.          Simple Printing techniques.</p> <p><b>Key artists:</b> Chellie Carroll          Karl Lagerfeld</p> <p><b>Digital:</b> Can I improve my image using technology?</p> <p><b>Collage:</b> Can I create a hare collage using my prints?</p> <p><b>Printing:</b></p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Basic sewing techniques</p> <p><b><u>Focus: Funky Furnishings (link to Make Do and Mend)</u></b>          Can I investigate and analyse different types of cushions?          Can I explore different ways to join fabric using sewing skills?          Can I explore different ways to decorate fabric using sewing skills?          Can I explore different ways to create fastenings?          Can I design a cushion cover?</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Light</u></b>          Can I understand what light is and where it comes from? (Physics)          Can I understand how light travels? (Physics)          Can I explain how our eyes work? (Physics/ Biology)          Can I explain how shadows are formed and change? (Physics)          Can I explain what refraction is? (Physics)</p>

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<p>Can I create patterns using my own printing blocks?          Can I create Blitz Art using printing techniques?</p> <p><b><u>Vocabulary:</u></b>  <b>Printing:</b>          Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.  <b>Photography:</b>          Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed, Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait.</p>	<p><b><u>Vocabulary:</u></b>          Applique          Embroidered          Running Stitch          Back stitch          Blanket stitch          Overlap          Fastening          Seam</p> <p><b><u>STEM</u></b>          Can I design, make and evaluate a cushion cover?          Can I list the processes involved in creating a cushion cover?</p>	<p><b><u>Vocabulary:</u></b>  <i>Light, plus straight lines, light rays, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight,</i></p> <p><b><u>Electricity:</u></b>          Can I use symbols when drawing a simple circuit diagram?          Can I associate the brightness of a lamp with the number and voltage of cells used in the circuit? (Physics)          Can I investigate variations in how components function? (Physics)          Can I investigate variations in how components function and write a conclusion? (Physics)          Can I name renewable and non-renewable sources of electricity? (Physics)</p> <p><b><u>Vocabulary:</u></b>  <i>Voltage, electrical current, circuit, simple circuit, working circuit, switch, buzzer, light bulb, motor, symbols, battery, cells, wires.</i></p>
<b><u>French (Modern Foreign Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Clothes</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Near and Far</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Local History – Industrial Revolution</p>

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<p>Pets  The Weather  Family and presenting selves  <b>Focus:</b>  My Home - Chez Moi  Regular Verbs</p> <p>Can I say and write whether I live in a house or an apartment with high accuracy?  Can I say and write where my house or apartment is after I have heard the options available to me?  Can I repeat and recognise most of the ten rooms of the house with their correct gender in French?  Can I possibly spell over half of these words unaided from memory with good accuracy?  Can I ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me?</p> <p>Regular Verbs  Can I explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they.?  Can I conjugate most of a regular -ER verb in full when I am given the infinitive version?  Can I conjugate most of a regular -IR verb in full when I am given the infinitive version?</p>	<p>Local History – Industrial Revolution</p> <p><b>Focus:</b>  Local Study</p> <p><b>Vocabulary:</b>  <i>Demographic</i>  <i>8 Compass points</i>  <i>hamlet, village, town, city</i>  <i>parish and county</i>  <i>region.</i></p> <p><b>WW2</b>  <b>Physical:</b>  Can I identify a range of countries involved in WW2 on a European and a World Map?</p> <p><b>Human:</b>  Can I link physical characteristics of areas to land-use in WW2? (Focus on Lincolnshire as Bomber County)  Can I explain how some areas of the country were a target for enemy bombing?</p> <p><b>Mapwork:</b>  Can I use maps, atlases, globes and digital/computer mapping to locate and describe features studied?</p>	<p><b>Focus:</b>  WW2 and Local History</p> <p><b>Vocabulary:</b>  <i>Blitz, evacuee, Nazi, propaganda, Spitfire, Luftwaffe, Messerschmidt</i>  <i>Anderson shelter, rationing, land girls, munitions.</i></p> <p><b>Bombs and Blackberries:</b>  World-Building – overview of key war events, mapwork, vocabulary introduction</p> <p>Can I explain the significance of The Blitz locally, nationally and in terms of world events? (History)  Can I research and compare lives of local people who lived through WWII? (History)  Can I explain the role of the Commonwealth and other allies in World War 2? (History)  Can I find historical evidence to support or refute narratives of evacuees? (History)  Can I explain how women’s roles changed during WW2? (History)  Can I explain the roles of men during WW2? (History)</p>
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<p>Can I conjugate most of a regular -RE verb in full when I am given the infinitive version?</p> <p><b><u>Vocabulary –</u></b>          Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m’appelle, j’ai, je suis and j’habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j’habite dans and chez moi il y a ... and chez moi il n’y a pas de.. Vocabulary sheet for further details.</p> <p>Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs. All listed on the Vocabulary Sheet.</p>		
<b>Music</b>	<b>Physical Education</b>	<b>Personal, Social and Health Education</b>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Charanga Focus:</u></b>  <u>Glockenspiel Stage 2</u>  <u>Remembrance Day</u></p> <p>Can I learn more complex rhythm patterns?          Can I revise, play and read the notes C, D, E, F + G?          Learn to play these tunes: Mardi Gras Groovin’, Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b></p> <p><b><u>Striking and Field -</u></b>          Can I use correct techniques when throwing and catching a ball during fielding?          Can I use the correct technique when striking a ball?          Can I strike, field and bowl consistently in a game of rounders?          Can I apply striking, fielding and bowling techniques to a game of cricket?</p>	<p>Using JIGSAW Scheme of Work</p> <p><b><u>Prior Learning/Knowledge:</u></b>          Recap of Relationships and Changing Me.</p> <p><b><u>Focus: Developing Goals – transition</u></b></p> <p><b><u>Relationships</u></b>          Can I explain that it is important to take care of my mental health?          Can I discuss how to take care of my mental health?</p>

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Your Music, Drive Can I compose using the notes C, D, E, F + G?  
 Can I learn to sing the songs: Wave Goodbye, Homing and Poppies?

**Vocabulary:**

Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.

Can I apply striking, fielding and bowling techniques to a game of scatter ball?

**Vocabulary:**

*Accuracy, technique, power, effort, reactions*

**Athletics –**

- Can I improve jumping techniques?
- Can I improve my triple jumping technique?
- Can I refine my sprinting technique?
- Can I use appropriate pace and techniques?
- Can I throw for distance using different techniques?
- Can I throw using power?

**Vocabulary:**

*Distance, balance, control, speed, fluid, competitive*

**Tag Rugby –**

- Can I develop flexibility, strength, techniques, control and balance in the context of tag rugby ball handling skills?
- Can I complete a successful pass whilst dodging and moving?
- Can I use the rules of Tag Rugby to apply basic principles suitable for attacking and defending?
- Can I gain possession by intercepting a pass?
- Can I use my attacking and defending skills and knowledge to make tactical decisions?
- Can I apply all the skills I have learnt to a game of Tag Rugby?

Can I understand that there are different stages of grief and that there are different types of loss that cause people to grieve?

Can I recognise when people are trying to gain power or control?

Can I judge whether something online is safe and helpful for me?

Can I use technology positively and safely to communicate with my friends and family?

**Changing Me**

Can I be aware of my own self-image and how my body image fits into that?

Can I explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally?

Can I describe how a baby develops from conception through the nine months of pregnancy, and how it is born?

Can I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend?

Can I be aware of the importance of a positive self-esteem and what I can do to develop it?

Can I identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class?

**Vocabulary:**

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	<p><b><u>Vocabulary:</u></b>  <i>Rugby Ball, tag, pass, defend, possession, attack, strength, dodge, tactical decisions, flexibility, strength, techniques, control, balance.</i></p>	<p><i>Grief, control, physical, emotional, Self-esteem, Prefrontal cortex, amygdala, hippocampus, fight or freeze, conception, attraction. Transitions, hormones.</i></p> <p>Can I identify why friendships are important and what a good one looks like?          Can I recognise what matters to us in a friendship?          Can I understand what we can do to establish a positive friendship?          Can I reflect on friendships that I have now?          Can I identify what I will look out for in a friendship in my transition to secondary school?</p> <p>Can I explain what is the same and what is different at secondary school?          Can I explain the positives of moving to secondary school?          Can I explain ways to be successful at secondary school?</p>
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Rites of passage in other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p> <p><b><u>Focus: Hinduism Life Journey – compare to Christianity and Islam.</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Adventure Story Writing          GRASP</p> <p><b><u>Purple Mash Focus:</u></b>          Unit 6.5 Text Adventures          Unit 6.6 Networks          Unit 6.7 Quizzing</p>	<p><b>WINK</b>-What I Now Know about WW2.</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p><b>Process</b>-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop,</p>

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<p><b><u>Judaism as part of WW2 World-building</u></b></p> <p><b><u>Vocabulary:</u></b></p> <p><b>Hinduism:</b>  Samskaras (rites of passage that mark the move from one phase of life to the next):  Birth (namakarana and jatakarma – naming ceremony and welcome ceremony)  Initiation (upanayana – sacred thread ceremony)  Marriage (vivaha)  Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma</p> <p><b><u>Islam</u></b>  adhaan [call to prayer]  aqiqah ceremony  zakat [charitable giving]  mahr [a financial gift given to the bride],  the nikah [marriage ceremony].</p> <p><b><u>Lincolnshire Syllabus</u></b>  Can I explain my understanding of God?  Can I explain some core Hindu and Islamic beliefs? Can I compare them to Christianity?  Can I explain the Hindu cycle of life?  Can I discuss reasons why Hindus worship in such ways?</p>	<p>Unit 6.8 Binary</p> <p><b><u>Vocabulary:</u></b>  Coding, WAN, LAN, network, database, binary</p> <p><b>Unit 6.5 – Text Adventures</b>  Can I find out what a text-adventure is?  Can I code a map-based text adventure?</p> <p><b>Unit 6.6 – Networks</b>  Can I find out what WAN and LAN are?  Can I research the age of the internet?</p> <p><b>Unit 6.7 – Quizzing</b>  Can I make a quiz for specific audiences?  Can I make a quiz using a database?</p> <p><b>Unit 6.8 – Binary</b>  Can I explain what binary is?  Can I represent numbers in binary?</p>	<p>improve, construct.</p> <p><b>Use knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Build a model</li> <li>• Create artwork</li> <li>• Collage</li> <li>• Write a poem</li> <li>• Create a map</li> <li>• Write a song</li> <li>• Design a poster</li> <li>• PowerPoint presentation.</li> </ul> <p><b>A Double Page Spread (A3) is to also be completed.</b></p>
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<p>Can I recall the Story of Rama &amp; Sita and link this to worship? Can I explain the four stages of life? Can I explain and compare a Hindu rite of passage? Can I explain the features of a Hindu wedding? Can I debate a theological question?</p>		
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