

LEYS FARM JUNIOR SCHOOL
Year 6 – Summer 2025 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"> • Sign Home-school planners • SATs preparation and Parent Information Booklet • Transition to secondary schools • Reports 	<ul style="list-style-type: none"> • 80th Anniversary VE Day celebrations – 8th May • SATs – 12th – 16th May • Eden Camp Visit – 20th May • Hibaldstow Gander Farm visit – 4th June • Melior Transition Day – 20th June • Frederick Gough Transition Day – 20th June • St Lawrence Transition Days – 25th & 26th June • Frederick Gough Band – 26th June • St Bede’s Transition Day – 3rd July • Y6 Leavers Presentation – 9th July 	<ul style="list-style-type: none"> • Entry point – WWII artefacts exploration. • Exit point – Headteacher’s assembly a chance for sharing positive work. • Class Story - Evacuees (Letter from the Lighthouse, Carrie’s War, Goodnight Mr Tom) • Class Text – Moonlight Hare • Homework – TT Rockstars, EdShed (Spellings) • PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Science – Explorify • Outdoor Learning – planting and taking care of plants • Enterprise for Summer Fair.
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p>Focus: Whole school picture books projects:</p> <p>Gorilla</p> <p>Analysis of lyrics in music lessons</p> <p>Book Study: The Moonlight Hare</p>	<p>Focus: 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?</p>	<p>Focus: <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?</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? (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</p>	<p>Can I identify what makes a WAGOLL expected or greater depth than age-related standard? 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> Narrative Setting about the Moonlight Hare Recount - Can I write a recount based on our school trip?</p> <p><u>Handwriting</u> Focus on areas of weakness in maintaining fully joined legible handwriting. Link to weekly grapheme patterns.</p>	<p>Can I identify the difference between active and passive voice? 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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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?
 Can I provide reasoned justifications for my views?

Spoken Language:

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

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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)?
 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?

Maths

Focus:

Reasoning

Can I collect my own data and accurately create a pie chart?

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<p>At the 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 and carry out project tasks as per White Rose.</p> <p><u>SATs Revision –</u> Arithmetic 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>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&R questions?</p> <p><u>Statistics</u> 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 find the mean average? Can I draw conclusions from my pie chart?</p> <p><u>Coordinates</u> Can I plot and interpret coordinates across four quadrants? Can I use problem-solving techniques to find missing coordinates?</p> <p><u>Vocabulary</u> y-axis, x-axis, tables, interpret, accuracy, percentage, conclusion, mode, mean, median, range, intervals, scales, graph</p> <p><u>Projects -</u> Growing and selling produce from the gardens – budgets, profits, growth. Grow a Fiver White-Rose Bakery White-Rose Futures</p> <p><u>Additional Maths Teaching</u> Daily: • Flashback • Problem-Solving and Reasoning • Fluent in 5 – Early Bird</p>
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>

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<p><u>Prior Learning/Knowledge</u> Knowledge of what a collage is. Simple Printing techniques.</p> <p>Key artists: LS Lowry Clarice Cliff Chellie Carroll Karl Lagerfeld</p> <p>Media: Can I use a range of media to take images for my design? Can I use close up and other visual features to improve my images? Can I use software packages appropriately to create a piece of digital art? Can I create a piece of art to be used as part of a wider presentation?</p> <p>Printing: Can I decide about my print? Can I decide appropriate materials for my print? Can I use more than one printing technique? Can I use overprinting with a range of colours? Can I add to a collaborative design? Can I use more sophisticated designs including repetition and symmetry?</p> <p><u>Vocabulary:</u> Printing:</p>	<p><u>Prior Learning/Knowledge:</u> Basic sewing techniques.</p> <p><u>Focus: Funky Furnishings (link to Make Do and Mend)</u> Can I investigate and analyse several types of cushions? Can I explore separate ways to join fabric using sewing skills? Can I explore separate ways to decorate fabric using sewing skills? Can I explore diverse ways to create fastenings? Can I design a cushion cover?</p> <p><u>Vocabulary:</u> Applique Embroidered Running Stitch Back stitch Blanket stitch Overlap Fastening Seam</p> <p><u>STEM</u> Can I design, make, and evaluate a cushion cover? Can I list the processes involved in creating a cushion cover?</p>	<p><u>Prior Learning/Knowledge:</u> Year 5 – Knowledge based curriculum covering electricity.</p> <p><u>Light (Physics)</u> Can I recognise that light appears to travel in straight lines? Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can I explain how the eye works? Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? Can I explain how shadows change during the day?</p> <p><u>Vocabulary:</u> <i>Light, plus straight lines, light rays, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</i></p> <p>Physics – Electricity: Can I use symbols when drawing a simple circuit diagram?</p>
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<p>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.</p> <p>Photography: 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>Can I associate the brightness of a lamp with the number and voltage of cells used in the circuit? Can I investigate variations in how components function? Can I name renewable and non-renewable sources of energy?</p> <p>Vocabulary: <i>Voltage, electrical current, circuit, simple circuit, working circuit, switch, buzzer, light bulb, motor, symbols, battery, cells, wires</i></p>
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u> Clothes, Pets, The Weather, Family</p> <p><u>Focus</u> At School, At the Weekend</p> <p><u>School -</u> Can I name ten school subjects? Can I express an opinion on school subjects? Can I start to tell the time in the French? Can I use the verb aller and consolidate school subjects, opinions, and time? Can I create my own school timetable in French? (with Assessment for Learning opportunity)</p>	<p><u>Prior Learning/Knowledge:</u> Near and Far Local History – Industrial Revolution</p> <p><u>Focus:</u> Local Study</p> <p><u>Vocabulary:</u> <i>Demographic 8 Compass points hamlet, village, town, city parish and county Region.</i></p>	<p><u>Prior Learning/Knowledge:</u> Local History – Industrial Revolution</p> <p><u>Focus:</u> WW2 and Local History</p> <p><u>Vocabulary:</u> <i>Blitz, evacuee, Nazi, propaganda, Spitfire, Luftwaffe, Messerschmidt Anderson shelter, rationing, land girls, munitions.</i></p>

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<p><u>Vocabulary:</u> À l'école (At School), Le français (French), L'anglais (English), Le dessin (Art), Le sport (P.E), La musique (Music), La géographie (Geography), L'histoire (History), Les maths (Maths), Les sciences (Science), L'informatique (Computing), Quelle heure est-il? (What time is it?), Il est (It is)</p> <p><u>At the Weekend</u> Can I tell the time in French? Can I say what I did at the weekend? Can I recall ten activities from memory? Can I Say what time I did an activity? Can I express an opinion about my weekend?</p>	<p><u>WW2</u> Physical: Can I identify a range of countries involved in WW2 on a European and a World Map?</p> <p>Human: 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>Mapwork: Can I use maps, atlases, globes, and digital/computer mapping to locate and describe features studied?</p>	<p>Bombs and Blackberries: 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 the 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>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p><u>Charanga Focus:</u> <u>Music and Me</u> <u>Reflect, Rewind and Re-play</u></p> <p><u>Vocabulary:</u> <i>Texture, Tempo, Dynamics, Pedal Note, Crescendo</i> <i>Gender, racism, rap, lyrics, turntablist, Djing, producer, Electronic and Acoustic music.</i></p> <p>Can I reflect on women's contribution to music?</p>	<p><u>Prior Learning/Knowledge:</u> <i>Year 3, 4, 5 Get Set Scheme.</i></p> <p><u>Focus:</u></p> <p><u>Striking and Field -</u> 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? Can I apply striking, fielding and bowling techniques to a game of scatter ball?</p>	<p>Using JIGSAW Scheme of Work <u>Prior Learning/Knowledge:</u> Recap of Relationships and Changing Me.</p> <p><u>Focus: Developing Goals – transition</u></p> <p><u>Relationships</u> 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? Can I understand that there are various stages of grief and that there are diverse types of loss that cause people to grieve?</p>

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Can I research a known female singer/composer?
 Can I research an unknown female singer/composer?
 Can I analyse lyrics of relevant songs?
 Can I compose a song/rap about myself?

Composer of the Month

Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.
 Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
 Eska Mtungwazi - Heroes & Villains and Shades of Blue. Eska is a London-born UK (United Kingdom) singer-songwriter and multi-instrumentalist.
 Afrodeutsche - And! and The Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

Analysis of songs from leading singer/songwriters.

Vocabulary:

Accuracy, technique, power, effort, reactions

Athletics

Can I develop my own and others sprinting technique?
 Can I identify a suitable pace for the event?
 Can I develop power, control, and technique for the triple jump?
 Can I develop power, control and technique when throwing for distance?
 Can I develop throwing with force and accuracy for longer distances?
 Can I work collaboratively in a team to develop the officiating skills of measuring, timing, and recording?

Vocabulary:

Pace, sprint, jump for distance, push throw, fling throw, negotiating, collaborating, respect, empathy, perseverance, determination, observing and providing feedback, comprehension.

Tennis -

Can I develop returning the ball using a forehand groundstroke?
 Can I develop returning the ball using a backhand groundstroke?
 Can I work cooperatively with a partner to keep a continuous rally?
 Can I develop the underarm serve and understand the rules of serving?
 Can I develop the volley and understand when to use it?

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 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:

Grief, control, physical, emotional, Self-esteem, Prefrontal cortex, amygdala, hippocampus, fight or freeze, conception, attraction. Transitions, hormones.

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	<p>Can I use a variety of strokes to outwit an opponent?</p> <p><u>Vocabulary</u> Ready position, control, volley, return, serve, outwit, opponent, forehand, backhand, co-operatively, continuously</p>	<p>Can I identify why friendships are important and what a good one looks like?</p> <p>Can I recognise what matters to us in a friendship?</p> <p>Can I understand what we can do to establish a positive friendship?</p> <p>Can I reflect on friendships that I have now?</p> <p>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?</p> <p>Can I explain the positives of moving to secondary school?</p> <p>Can I explain ways to be successful at secondary school?</p>
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p><u>Prior Learning/Knowledge:</u> Rites of passage in other religions, e.g., Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p> <p><u>Focus: Islam Life Journey – compared to Christianity.</u></p> <p><u>Vocabulary - Islam</u> adhaan [call to prayer] aqiqah ceremony zakat [charitable giving] mahr [a financial gift given to the bride], the nikah [marriage ceremony].</p> <p><u>Lincolnshire Syllabus</u></p>	<p><u>Prior Learning/Knowledge:</u> Adventure Story Writing GRASP</p> <p><u>Purple Mash Focus:</u> Unit 6.5 Text Adventures Unit 6.6 Networks Unit 6.7 Quizzing</p> <p><u>Vocabulary:</u> Coding, WAN, LAN, network, database, binary</p> <p>Unit 6.5 – Text Adventures Can I find out what a text-adventure is? Can I code a map-based text adventure?</p>	<p>WINK-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>Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct.</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage

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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 what Islam is?
 Can I explore the nature and role of Muhammad?
 Can I explore the nature of God (Allah) in Islam?
 Can I explain the revelation of the Qur'an to Prophet Muhammad (PBUH)?
 Can I explain the first pillar of Islam?
 Can I explain the second pillar of Islam?
 Can I explain the third pillar of Islam?
 Can I explain the fourth pillar of Islam?
 Can I explain the fifth pillar of Islam?

Unit 6.6 – Networks

Can I find out what WAN and LAN are?
 Can I research the age of the internet?

Unit 6.7 – Quizzing

Can I make a quiz for specific audiences?
 Can I make a quiz using a database?

- Draft a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation.

A Double Page Spread (A3) is to also be completed.