

Year 6 English Medium Term Plan Spring 2020

Summer Term 1

Reading	Composition	Grammar	Spelling
Comprehension Skills • Non-fiction – to read, analyse and summarise a wide variety of non-fiction texts. • Non-fiction sources – Current news 1. Newsround 2. Newsforkids.net 3. History, geography, science documents • Fiction: • Analyse writer's style – close study of news reports – establish main structures and content • Analyse use of interviews and quotation • Consider story bias and how to avoid / employ it Narrative book studies – first sections • Skellig by Dan Almond • Daughter of the Sea by Berlie Doherty • War of the Worlds • Frankenstein • Dr Jeckyl and Mr Hyde • (Reckless by Cornelia Funke)	Writing for effect • Revision Skills: • Summary skills – bullet point reduction of texts • Re-writing texts in own words – convert non-fiction texts applying summary skills to avoid plagiarism • Fiction Recount: • Analyse structure and style of news reporting • Create own news report in written form • Adapt report for presentation	• Speech - correctly punctuate direct speech and be able to draw distinctions between direct and indirect within the same paragraph • Identify subordinate-clauses and discuss using technically correct language • Create and punctuate multi-clause sentences involving co-ordination (FANBOYS) and subordination • Relative clauses as a mechanism to develop noun phrases and clauses and bring depth to descriptions • Wider use of conjunctions to link sentences and paragraphs • Fronted adverbials • Punctuation: semicolon / hyphen / dash / bracket / comma / • Tenses – identify 12 types and look for clues that help to identify them • Formal – Me / I. Know when to use each accurately	• Revision of compulsory Yr5/6 words • Application of subject specific words • Identification of 'personal words'

Year 6	Summer 1 and 2
Changes in Britain from the Stone Age to the Iron Age	Technological changes across the stone age

Vocabulary	
Stone age	A broad prehistoric period during which stone was widely used to make implements with an edge, a point, or a percussion surface.
Palaeolithic	Oldest known prehistorical period when humans were nomadic hunter gatherers.
Mesolithic	Middle period of the Stone Age, characterised by humans beginning to make settlement.
Neolithic	Most recent era whereby humans discovered agriculture and began to build monuments.
Archaeologist	Person who learns about the past through digging up artefacts and studying them.
Artefact	An object made by a human being.
Hand axe	First known tool made by Palaeolithic humans.
Flake	Percussion driven shard of flint
Scraper	Flake used for specified purpose
Bronze	An alloy or mixture of tin and copper.
Bronze age	A period of time between the Stone and Iron Ages. In Britain, the Bronze Age started around 2100BC and ended around 650BC
Iron	Iron is a metal that became the preferred choice of metal for making tools in the Iron age.
Iron age	Iron Age is the name given to the time period from approximately 500 BC to 43 AD in Britain.
Monument	Something built to remember an important person or event.
Settlement	A place where people establish a community.
Stonehenge	A prehistoric monument in Wiltshire.
Skara brae	A stone-built Neolithic settlement, located on the Bay of Skaill in the Orkney archipelago of Scotland.

What should I already know?
- An awareness of the past and the passing of time. - Identify similarities and differences between different ways of life in different periods. - Understand how to find out about the past and different ways of representing it.

What will I know by the end of the unit?
- There were 3 distinct periods of time during which significant developments in human existence occurred. - Palaeolithic: humans were hunter gatherers who led a nomadic existence, moving with the seasons. Tools began - Being fashioned (hand axe) - Mesolithic: humans began to build settlements, keep animals and build materials. Beakers and pots. - Neolithic: agriculture began, crops were grown and permanent structures of community were built (Stonehenge). - Sequence artefacts and events across the 3 eras using a timeline. - Analyse what evidence exists for prehistory: - Cave paintings, artefacts, significant settlements: Skara Brae, - Stonehenge.

Concepts to be taught
- Understand that pre-history occurred before historical records were kept. - Understand that prehistoric periods (Palaeolithic, Mesolithic, Neolithic) occurred over many thousands of years. - Create a timeline to sequence broad categories of time - Analyse the technological changes - Acknowledge the Cultural Revolution 45-50 kya – Cave art / totems - Analyse and sequence changes in human’s existence from hunter/gatherer, settlement building to beginnings of agriculture. - Compare stone age existence with our life today. - Explain how changes over time made an impact on the way humans survived and developed.

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Experience different technologies
Experience different technologies: - Use flint scrapers to work wood and other materials - Use flint to create a sharpened spear end - To condition a flint using stone - To use a variety of friction techniques to establish a ‘smoulder’ - Make natural glue from pine resin - Make natural cordage using plant fibre - Use an ‘atlatl’ (spear thrower)

Year 6 Maths Medium Term Plan Summer 2020

Summer 1

Revision

- Revise key arithmetic concepts and reduce to revision sheets
- Apply revision skills to current concepts, making notes and summarising at the end of the unit

Arithmetic

- Test Technique – apply Year 6 skills under pressure - selection of best method

Main Concepts

Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants).

- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Angles on a straight line and around a point
- Angles inside a triangle
- Angles in special quadrilaterals
- Angles in regular polygons
- Measure and draw angles accurately

Statistics:

- Read and interpret line graphs
- Draw line graphs accurately
- Read, interpret and draw pie charts with percentages
- Mean average

Measurement Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
- Convert between miles and kilometres

Year 6	Summer 1
Our changing World	

Vocabulary	
Climate	The weather conditions in an area in general or over a long period.
Climate Zone	Climate zones are areas with distinct climates
Erosion	Erosion is the wearing away of the land by forces such as water, wind, and ice.
Weathering	Weathering is the process where rock. is dissolved, worn away or broken down into smaller and smaller pieces.
Global Warming	The increase in Earth's average temperature over a long period of time.
Deforestation	Deforestation is the clearing, or cutting down, of forests.
Renewable Energy	Renewable energy uses energy sources that are not "used up". For example, solar power from the sun is renewable as we won't "use up" all the sunlight from the sun.
Sustainability	Sustainability means using natural resources in a way that we could keep doing for a long time.
Carbon Dioxide	Doing something that burns fuel will make carbon dioxide gas in the smoke.
Carbon Footprint	The term carbon footprint is how much carbon goes into the air because of something done by people.

What should I already know?

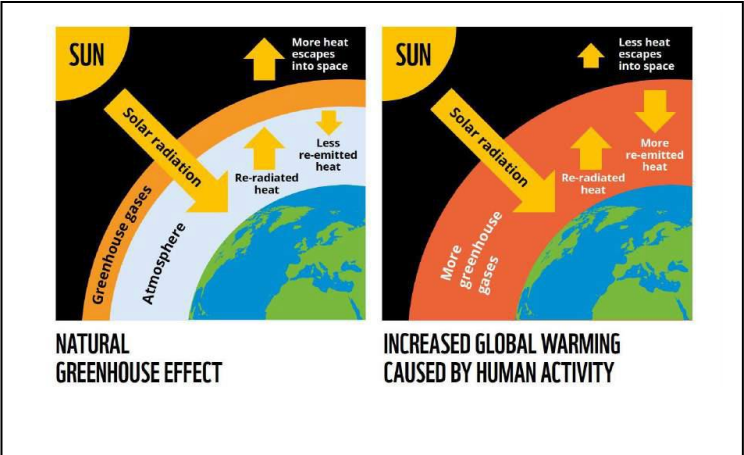
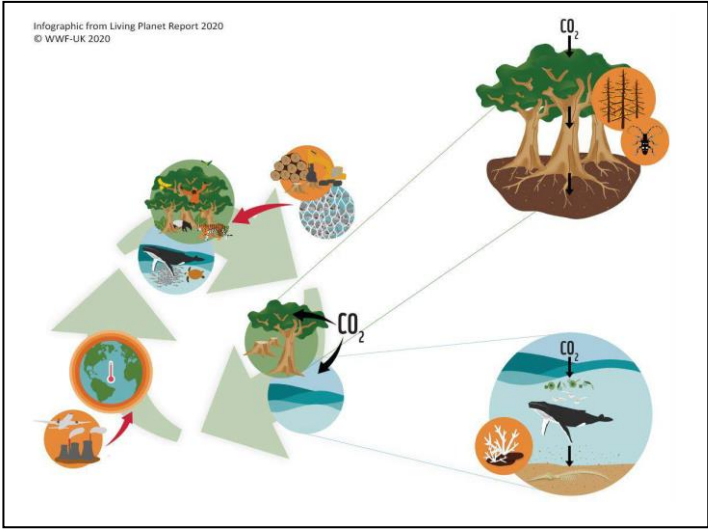
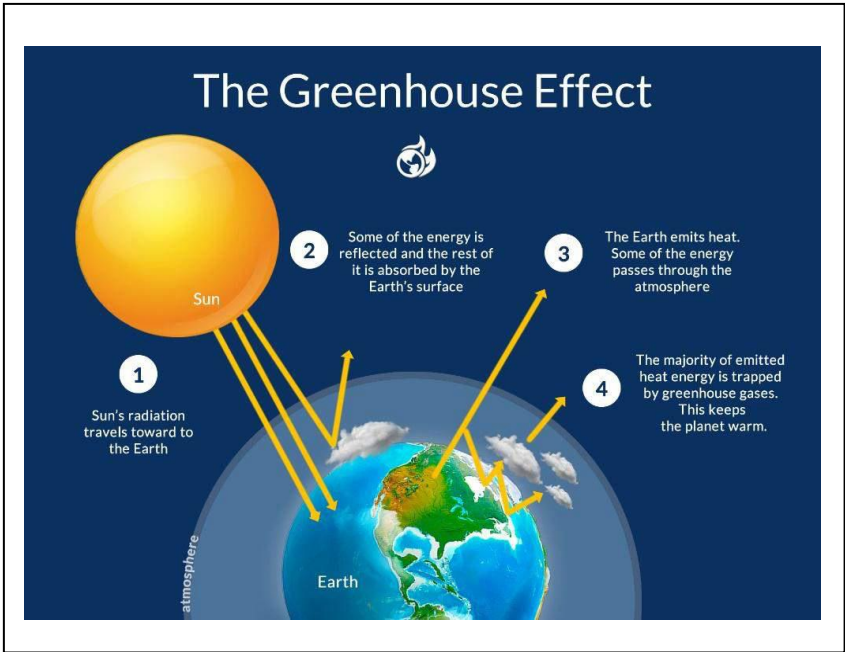
- Land-use patterns in the local area and how they have changed over time.
- The terms urban and rural and use them to describe areas of the UK.

What is climate change?

Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind’s industrial activity across the world.

What is global warming

Global warming (a large part of climate change) is the increase in temperature of Earth. Hotter weather might sound lovely but the reality is very different.





	8:30- 9:00	9:00 – 10:30		10:50 – 12:00	1:00 – 1:20	1:20 – 2:00	2:00– 3:00	
Mon		Maths -		English	Art / DT			Assembly
Tues		Maths –		English	History		PE	
Wed		Maths		English –	Skills	Science / DT -		
Thurs		Maths -		English -	Skills	French	PE	
Fri		Maths -		English -	Useful Time		Cultural Reference Point Friday	Assembly

Year 6 - Summer 1 - Overview

Revision / Study Skills • Take a fresh look at concepts already covered in maths, English, science and history • Summarising (see English notes) Learn how to reduce a larger text to bullet point notes • Reduce a concept to key points • Construct a logical, clear revision sheet from notes • Apply skills to ongoing teaching, making notes as relevant which can be used to create a revision sheet at the end of the unit • Practise applying sheets as appropriate, referring to them and modifying as necessary	Science Climate Change • Difference between weather and climate • Global warming vs Climate change • Natural cycles vs human impact • Burning Fossil fuels • Deforestation • Loss of biodiversity • Human response - actions	Art 3D • Clay – using slip to fix clay effectively • Create increasingly complex models Junk • Egg box creations – a variety of increasingly complex animals • CD – use CD's to make fish which can be hung around the school
DT • Create model buggies with working axles • Appreciation for the need to plan and record diagrams in notes form • Accuracy of measurements in cm and mm • Cutting skills • Investigate ways to power the buggy – wind	PE • Field games – rounders / cricket Skills • Fair play – working as a team to help others • Managing loss in a competitive game • Catching • Fielding the ball – long stop • Batting – hand eye co-ordination	History – see separate Knowledge organise
Cultural reference Point Friday • 1960's to 1980's • Changing role of women • Presence of racism • Technological changes • Music – evolution of styles		