Medium Term Planning

Summer Term

Year 6	Summer 1	Summer 2
Theme/Topic	Mining	Cities
Visit/Visitors	Captain Chemistry Forest School Sessions Sadia – Islam	Heart Dissection Workshop
RE	**Pentecost – Serving: Witnesses** Show how understanding of belief in the power of the Holy Spirit shapes lives; describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ; engage with and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ. **Islam – Belonging and Values: Guidance for Muslims** Compare their own and others ideas about the meaning of guidance in life; describe and explain the importance of the 5 pillars and Zakat; use religious vocabulary to describe and show understanding of what is important for Muslims and the care of creation. **Reconciliation – Inter-relating: Healing** Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them; use religious terms to show an understanding of the different liturgies connected to the sacraments offered to the sick and dying; show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility; engage with and respond to questions of sickness and healing in the light of religious teaching. **Universal Church – World: Common Good** Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them; show understanding of how religious belief in justice and the common good of all shapes life; engage with and respond to big questions around justice and the common good, in the light of religious teaching on the common good of all. Children will acquire the skills of assimilation, celebration and application of the above	
English Literature	County Durham Folk Tales Non-fiction: Local area	Journey to the River Sea The Explorer (extracts)

	Town is by the Sea
Reading	Know a wide range of poetry by heart Explain how language, structure and presentation contributes to meaning Identify themes and conventions across a range of writing Draw on contextual evidence and make comparisons within and across texts Draw inferences and justify with evidence Make predictions
Writing	Write for a range of purposes and audiences Use suitable forms with appropriate features for different text types Introduce, develop and conclude paragraphs appropriately Ensure the consistent and correct use of tense throughout a piece of writing Use drafting to make appropriate choices in grammar and vocab Précises longer passages appropriately Proofread for wider audience
Spelling	Words ending in 'ably' Words ending in 'ible' Adding 'ibly' to create an adverb Changing 'ent' to 'ence' -er, -or, -ar at the end of words ***Review spellings from Spring Term and Y5/6 spelling list*** **Revision** Adjective to describe setting Adjectives to describe character Vocabulary to describe feelings Grammatical vocabulary Mathematical vocabulary
Grammar, Punctuation and Vocabulary	Use the passive voice to affect the presentation of information in a sentence Use colons, semi colons and dashes to mark boundaries between independent clauses Use a full range of punctuation appropriately and effectively

	Recognise the subjunctive form Identify appropriate grammar and vocab for formal and informal writing	
Speaking and Listening	Take on specific roles in discussions Perform to a wider audience combining, words, gestures and movement Participate in debates, following appropriate etiquette and conventions Maintain control and organisation of a talk to guide the listener Adapt vocab, grammar and non-verbal features to maintain listener's interest	Make reference to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions Explain how language use varies in different situations Reflect this understanding in choices made for delivering a talk
Mathematics	**Perimeter, Area & Volume** - recognise that shapes with the same areas can have different perimeters and vice versa - recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] – *including Y5 objectives* **Ratio & Proportion** - solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - solve problems involving similar shapes where the scale factor is known or can be found - solve problems involving unequal sharing and grouping using knowledge of fractions and multiples **Geometry - Properties of Shape** - identify 3-D shapes, including cubes and other cuboids, from 2-D representations – *including Y5 objectives* - draw 2-D shapes using given dimensions and angles	**Statistics** - solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average **Problem-solving** - revise all units previously taught and apply skills in context to multi-step problems – *including Y5 objectives* Continuous revision of Y5 and Y6 skills

	• recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons – *including Y5 objectives* • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles - *including Y5 objectives* •	
RSE	**Module 1 – Created and Loved by God** **Unit 1:** Religious understanding Children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1 **Unit 2:** Me, My Body, My Health Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. **Unit 3:** Emotional Wellbeing Children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography. **Unit 4:** Life Cycles Children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth. **Module 2 – Created to Love Others** **Unit 1:** Religious Understanding

Exploring the nature of God's call to love others, children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

Unit 2: Personal Relationships

Equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.

Unit 3: Keeping Safe

Equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. Considering the four types of abuse: sexual, physical, emotional and neglect and ensuring children will know how to spot each type of abuse and who they can go to for help. Exploring how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.

Module 3 – Created to Live in Community

Unit 1: Religious Understanding

Deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

Unit 2: Living in the Wider World

Teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.

Science	Computing	Design Technology	PE
Content:	**Content:**	**Content:**	**Content:**
Biology - Animals, including humans	**Skills/Success Criteria:**	Mechanism – make a moving city scene for a tourism display about Durham city.	Games: Striking and Fielding
Working Scientifically	Design, write and debug programs that accomplish specific goals		Athletics: Faster, Higher, Further
Plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Skills/Success Criteria:** **Design** Use research and develop design criteria to inform the design of a product fit for	**Skills/Success Criteria:** Use skills to gain points in competitive games

Take measurements and record data and results using scientific diagrams Report and present findings from enquiries **Investigative questions** What's in your blood? How does a healthy heart work? Why is a healthy lifestyle important? **Skills/Success Criteria:** **Animals, including humans** Identify and name the main parts of the human circulatory system Describe the functions of the heart, blood vessels and blood Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans	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 **E-safety ongoing throughout the year:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	purpose Develop a prototype **Make** Produce detailed list of tools, equipment and materials, explaining choice in relation to skills and techniques being used Use a wide range of materials and components and measure, shape, and assemble accurately Accurately apply a range of finishing techniques, including those from art and design **Evaluate** Critically evaluate strengths and weaknesses of product and consider the views of other to improve work **Technical knowledge** Understand how different techniques can create movement Know materials have both functional and aesthetic qualities	Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Geography	History	Music	Art & Design
Content: • Place knowledge • Understand similarities and differences through comparing a region of the UK (North East) and a region within South America (Brazil) **Skills/Success Criteria:** Use fieldwork to observe, measure, record and present the human and physical features in the local area Understand similarities and differences through comparing our local area and Brazil **Fieldwork** Select appropriate methods for data collection Use graphs, plans and sketch maps to display data collected **Human & Physical** Describe, understand and compare key aspects of human geography, including: types of settlement and land use, economic activity and trade links, and the distribution of natural resources Describe, understand and compare key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.	**Content and outcomes:** Local history study: Why was mining important in the North East? **Skills/Success Criteria:** Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Make links between main events, situations and changes within and across the industrial revolution in the North East Give reasons why some events, people or developments are seen as more significant that others Record knowledge in a variety of ways, using dates and key terms appropriately Understand that the past is represented and interpreted in different ways and give reasons for this (link to Miner's strike)	**Content:** Prepare songs and performances pieces for summer show and leavers' mass/assemblies **Skills/Success Criteria:** Rehearse with others and help achieve a high-quality performance showing an awareness of the audience Perform with awareness of audience, venue and occasion Sing with increased control, expression, fluency and confidence Maintain own part when singing songs written in two parts Sing songs written in different metres Demonstrate awareness of own contribution – leading others, taking a solo part or providing support/accompaniment	**Content:** Pitman Painters Study **Skills/Success Criteria:** Select and develop ideas confidently, using suitable materials Investigate the work of local artists Develop water colour techniques Introduce acrylic paint Investigate perspective, fore/back and middle ground Investigate proportions Investigate working on canvas with different mediums