



Medium Term Planning

Summer Term

Year 6	Summer 1	Summer 2
Theme/Topic	Mining	Cities
Visit/Visitors	Day trip to London and Visit the Houses of Parliament Sadia – Islam	Heart Dissection Workshop
RE	<p>Pentecost – Serving: Witnesses</p> <p>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.</p> <p>Islam – Belonging and Values: Guidance for Muslims</p> <p>Compare their own and others ideas about the meaning of guidance in life; describe and explain the importance of the the 5 pillars and Zakat; use religious vocabulary to describe and show understanding of what is important for Muslims and the care of creation.</p> <p>Reconciliation – Inter-relating: Healing</p> <p>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.</p> <p>Universal Church – World: Common Good</p> <p>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.</p> <p>Children will acquire the skills of assimilation, celebration and application of the above</p>	

English Literature	County Durham Folk Tales Non-fiction: Local area Town is by the Sea	Legend of the Eternal Monkey (LS video unit) The Explorer (extracts)
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	<p>Use the passive voice to affect the presentation of information in a sentence</p> <p>Use colons, semi colons and dashes to mark boundaries between independent clauses</p> <p>Use a full range of punctuation appropriately and effectively</p> <p>Recognise the subjunctive form</p> <p>Identify appropriate grammar and vocab for formal and informal writing</p>	
Speaking and Listening	<p>Take on specific roles in discussions</p> <p>Perform to a wider audience combining, words, gestures and movement</p> <p>Participate in debates, following appropriate etiquette and conventions</p> <p>Maintain control and organisation of a talk to guide the listener</p> <p>Adapt vocab, grammar and non-verbal features to maintain listener's interest</p>	<p>Make reference to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions</p> <p>Explain how language use varies in different situations</p> <p>Reflect this understanding in choices made for delivering a talk</p>
Mathematics	<p>Geometry - Properties of Shape</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • draw 2-D shapes using given dimensions and angles • 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 • 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 	<p>Statistics – continued</p> <ul style="list-style-type: none"> • 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 <p>White Rose projects to develop problem solving skills in real-life contexts</p> <ul style="list-style-type: none"> • Bakery project – ratio and proportion, unit conversion and comparison, 3d shapes and nets, • Tours project – interpreting line graphs and bar charts, time conversions, four operations with money, using decimals, time differences

	<p>Statistics</p> <ul style="list-style-type: none"> • 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 <p>Revision of all concepts for SATS prep.</p>	<ul style="list-style-type: none"> • Futures project – salary, gross pay, take-home pay, income tax, hourly rates and shifts; multiplication and deductions; budgeting using fractions; deposits, mortgages, repayments and bills; area and perimeter; algebra.
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Science	Computing	Design Technology	PE
<p>Content:</p> <p>Biology - Animals, including humans</p> <p>Working Scientifically</p> <p>Plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary</p> <p>Take measurements and record data and results using scientific diagrams</p> <p>Report and present findings from enquiries</p> <p>Investigative questions</p> <p>What's in your blood?</p> <p>How does a healthy heart work?</p> <p>Why is a healthy lifestyle important?</p> <p>Skills/Success Criteria:</p>	<p>Content:</p> <p>Skills/Success Criteria:</p> <p>Design, write and debug programs that accomplish specific goals</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>E-safety ongoing throughout the year: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p>Content:</p> <p>Mechanism – make a moving city scene for a tourism display about Durham city. (Kapow unit)</p> <p>Skills/Success Criteria:</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of a product fit for purpose</p> <p>Develop a prototype</p> <p>Make</p> <p>Produce detailed list of tools, equipment and materials, explaining choice in relation to skills and techniques being used</p> <p>Use a wide range of materials and components and measure, shape, and assemble accurately</p>	<p>Content:</p> <p>Games: Striking and Fielding</p> <p>Athletics: Faster, Higher, Further</p> <p>Skills/Success Criteria:</p> <p>Use skills to gain points in competitive games</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

<p>Animals, including humans</p> <p>Identify and name the main parts of the human circulatory system</p> <p>Describe the functions of the heart, blood vessels and blood</p> <p>Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Evaluate</p> <p>Critically evaluate strengths and weaknesses of product and consider the views of other to improve work</p> <p>Technical knowledge</p> <p>Understand how different techniques can create movement</p> <p>Know materials have both functional and aesthetic qualities</p>	
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Geography	History	Music	Art & Design
<p>Content:</p> <ul style="list-style-type: none"> Place knowledge Understand similarities and differences through comparing a region of the UK (North East) and a region within South America (Brazil) <p>Skills/Success Criteria:</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p>Understand similarities and differences through comparing our local area and Brazil</p> <p>Fieldwork</p> <p>Select appropriate methods for data collection</p> <p>Use graphs, plans and sketch maps to display data collected</p> <p>Human & Physical</p> <p>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</p> <p>Describe, understand and compare key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p>	<p>Content and outcomes:</p> <p>Local history study: Why was mining important in the North East?</p> <p>Skills/Success Criteria:</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Make links between main events, situations and changes within and across the industrial revolution in the North East</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p> <p>Record knowledge in a variety of ways, using dates and key terms appropriately</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this (link to Miner's strike)</p>	<p>Content:</p> <p>Prepare songs and performances pieces for summer show and leavers' mass/assemblies</p> <p>Write a Y6 leavers's song – Mr Little Friday PM</p> <p>Skills/Success Criteria:</p> <p>Rehearse with others and help achieve a high-quality performance showing an awareness of the audience</p> <p>Perform with awareness of audience, venue and occasion</p> <p>Sing with increased control, expression, fluency and confidence</p> <p>Maintain own part when singing songs written in two parts</p> <p>Sing songs written in different metres</p> <p>Demonstrate awareness of own contribution – leading others, taking a solo part or providing support/accompaniment</p>	<p>Content:</p> <p>Art and Design Skills (Kapow unit)</p> <ul style="list-style-type: none"> Zentangle Patterns and printing Making a hat Painting: Impressionism Learning about the work of Edward Hopper Wildstyle Graffiti <p>Skills/Success Criteria:</p> <p>To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>