



## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

|                | Strand                 | National curriculum   | Expectation  | Vocabulary   | Knowledge  |
|----------------|------------------------|---|--|--|--|
| <b>Science</b> | Working scientifically | <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul> | <ul style="list-style-type: none"> <li>Plan different types of scientific enquiry</li> <li>Control variables in an enquiry</li> <li>Measure accurately and precisely, using a range of equipment</li> <li>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use the outcome of text to make predictions and set up a further comparative fair test</li> <li>Report findings from enquiries in a range of ways</li> <li>Explain a conclusion from an enquiry.</li> <li>Explain casual relationships in an enquiry.</li> <li>Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul> | Previous vocab plus opinion/fact, confidently name scientific enquiry types. | <ul style="list-style-type: none"> <li></li> </ul> |



## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

|                  |                        | <ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>   |  |   |                  |
|------------------|------------------------|--|--|---|------------------|
|                  | <b>Strand</b>          | <b>National curriculum</b>   | <b>Expectation</b>   | <b>Vocabulary</b>   | <b>Knowledge</b> |
| <b>Computing</b> | E Safety               | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  | <ul style="list-style-type: none"> <li>To understand the difference between bullying and cyber bullying. Develop strategies to resolve both.</li> <li>To apply SMART and all e-safety knowledge to my online activities.</li> </ul>  | Responsible online communication<br>Informed choices<br>Virus threats<br>Blogs<br>Messaging Predicting outputs<br>Plan, program, test & review  |                  |
|                  | Information technology | 2. Use search technologies effectively 3. 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 | <ul style="list-style-type: none"> <li>To check appropriate digital content.</li> <li>To provide accurate crediting of sources.</li> <li>To use movie making software to produce a film.</li> <li>To use editing software to edit a film piece.</li> <li>To add music to a film piece.</li> <li>To add a voiceover to a film piece</li> <li>To consolidate keyboard skills.</li> <li>To consolidate editing, importing and retrieval work.</li> <li>To use excel to input formula in cells</li> <li>To edit data in excel and discuss the effects</li> </ul> | a program<br>Program writing<br>Control mimics + devices<br>Sensors<br>Measure input<br>Create variables<br>Link errors<br>Appropriate online tools<br>Audience<br>Atmosphere<br>Structure<br>Copyright<br>Information collection<br>HTML code<br>Storing<br>Information movement<br>Connecting devices<br>Different audiences<br>Research strategies |                  |



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|------------------|-----------------------------------|---|--|--|------------------|
|                  |                                   |   | <ul style="list-style-type: none"> <li>• To apply further functions e.g average, maximum and minimum in excel</li> <li>• To design a spread sheet for a specific purpose and use it to create a graph/pie chart</li> </ul>   | Search result rankings<br>Acknowledge resources<br>Generate<br>Process<br>Interpret<br>Store<br>Present information<br>Plausibility<br>Appropriate data tool<br>Interrogate<br>Investigations  |                  |
|                  | <b>Strand</b>                     | <b>National curriculum</b>  | <b>Expectation</b>   | <b>Vocabulary</b>  | <b>Knowledge</b> |
| <b>Geography</b> | Geographical skills and fieldwork | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Geographical Enquiry <ul style="list-style-type: none"> <li>• To suggest questions for investigating</li> <li>• To collect and record evidence unaided</li> <li>• To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul> Direction/Location <ul style="list-style-type: none"> <li>• To begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul> Drawing Maps <ul style="list-style-type: none"> <li>• To draw a variety of thematic maps based on their own data.</li> </ul> | Key Physical Geography vocabulary: Consolidate from previous years<br>Mainland, rural, urban<br><br>Key Human Geography vocabulary: (in addition to previous years) import, Fairtrade, export, civilisation, global supply chain, globalisation. |                  |



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### School Driver Focus

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#### Summer 2 – Reflective Learner

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|               |                             |  | <ul style="list-style-type: none"> <li>• To begin to draw plans of increasing complexity.</li> </ul> <p>Representation</p> <ul style="list-style-type: none"> <li>• To use atlas symbols</li> </ul> <p>Using Maps</p> <ul style="list-style-type: none"> <li>• To follow a short route on an OS map. Describe features shown on OS map.</li> <li>• To locate places on a world map.</li> <li>• To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul> <p>Scale/Distance</p> <ul style="list-style-type: none"> <li>• To use a scale to measure distances.</li> <li>• To draw/use maps and plans at a range of scales.</li> </ul> <p>Perspective</p> <ul style="list-style-type: none"> <li>• To draw a plan view map accurately.</li> </ul> <p>Map Knowledge</p> <ul style="list-style-type: none"> <li>• To confidently identify significant places and environments</li> </ul> |  |                  |
|               | <b>Strand</b>               | <b>National curriculum</b>   | <b>Expectation</b>  | <b>Vocabulary</b>  | <b>Knowledge</b> |
| <b>Histor</b> | Chronological understanding | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local | <ul style="list-style-type: none"> <li>• To place the time studied on a timeline, compare where this fits in to topics previously studied to</li> </ul>   | Democracy Olympic games<br>Philosopher Sparta Greece<br>Spartans Athens Athenians<br>Persia Alpha Beta Gamma |                  |



## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

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|  |   | and world history, establishing clear narratives within and across the periods they study. | <p>provide a greater Historical perspective.</p> <ul style="list-style-type: none"> <li>• To use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</li> <li>• To sequence previously studied topic on a timeline to gain greater Historical perspective.</li> <li>• To develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</li> </ul> | <p>Delta Alexander the Great<br/>Empire Achievement Gods (Zeus, Apollo etc.)<br/>Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda<br/>Short- and long term timescales, Difference and significance, Trends</p> |  |
|  | Range and depth of historical knowledge | Pupils should note connections, contrasts and trends over time.                            | <ul style="list-style-type: none"> <li>• To find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• To compare beliefs and behaviour with another time studied.</li> <li>• To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• To know key dates, characters and events of time studied.</li> </ul>  |   |  |



## Summer Medium Term Plan – Year 6

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#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

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|  | Historical interpretation | Children should understand how our knowledge of the past is constructed from a range of sources.  | <ul style="list-style-type: none"> <li>• To link sources and work out how conclusions were arrived at.</li> <li>• To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• To be aware that different evidence will lead to different conclusions.</li> <li>• To confidently use the library and internet for research.</li> </ul>  |  |
|  | Historical enquiry        | Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | <ul style="list-style-type: none"> <li>• To recognise primary and secondary sources</li> <li>• To use a range of sources to find out about an aspect of time past.</li> <li>• To suggest omissions and the means of finding out.</li> <li>• To bring knowledge gathered from several sources together in a fluent account.</li> <li>• To answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</li> </ul> |  |
|  | Organising and presenting | Pupils should develop the appropriate use of historical terms   | <ul style="list-style-type: none"> <li>• To recall, select and organise information.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>• To communicate their knowledge and understanding</li> </ul>   |  |



## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

|                       |               |   | through discussion, drawing pictures, drama and role play, making models, writing and ICT. <ul style="list-style-type: none"> <li>• To select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>• To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul> |  |                  |
|-----------------------|---------------|---|---|--|------------------|
|                       | <b>Strand</b> | <b>National curriculum</b>  | <b>Expectation</b>  | <b>Vocabulary</b>  | <b>Knowledge</b> |
| <b>Art and Design</b> | Exploring     | To create sketch books to record their observations and revisit ideas.  | <ul style="list-style-type: none"> <li>• To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</li> <li>• To use the sketch book to plan how to join parts of the sculpture.</li> <li>• To annotate work in sketchbook.</li> </ul>            | Ink<br>Light<br>Mixed media<br>Mood<br>Observation<br>Paint<br>Paint<br>Pastels<br>Pattern texture |                  |
|                       | Painting      | KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.  | <ul style="list-style-type: none"> <li>• To mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• To understand which works well in their work and why.</li> </ul>  | Patterns<br>Print<br>Proportion<br>Scale<br>Screen print   |                  |
|                       | Sculpture     | KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials. | <ul style="list-style-type: none"> <li>• To work around armatures or over constructed foundations.</li> <li>• To demonstrate experience in relief and freestanding work using a range of media.</li> </ul>  | Shades<br>Textures<br>Tints<br>Tonal<br>Tones  |                  |



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|           |                   |  | <ul style="list-style-type: none"> <li>• To recognise sculptural forms in the environment: Furniture, buildings.</li> <li>• To confidently carve a simple form.</li> <li>• To solve problems as they occur.</li> <li>• To use language appropriate to skill and technique.</li> </ul>   | Watercolour<br>Wet media  |                  |
|           | Responding to art | KS2 pupils should be taught about great artists, architects and designers in history.  | <ul style="list-style-type: none"> <li>• To discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• To identify artists who have worked in a similar way to their own work.</li> <li>• To explore a range of great Artists, architects and designers in history.</li> </ul>                         |   |                  |
|           | <b>Strand</b>     | <b>National curriculum</b>   | <b>Expectation</b>  | <b>Vocabulary</b>   | <b>Knowledge</b> |
| <b>PE</b> | Athletics         | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn | Health and Fitness <ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To carry out warm-ups and cool-downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing.</li> <li>• To know ways they can become healthier.</li> </ul> Running | Bend<br>Control<br>Direction<br>Distance<br>Extend<br>Handover<br>Javelin<br>Landing<br>Long Jump<br>Pace<br>Position<br>Pull |                  |





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#### Summer 1 – Independent Enquirer

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|  | <p>how to evaluate and recognise their own success. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <ul style="list-style-type: none"> <li>• To build up speed quickly for a sprint finish.</li> <li>• To use their preferred leg when running over hurdles.</li> <li>• To accelerate to pass other competitors</li> <li>• To work as a team to competitively perform a relay.</li> </ul> <p>Jumping</p> <ul style="list-style-type: none"> <li>• To develop the technique for the standing vertical jump.</li> <li>• To maintain control at each of the different stages of the triple jump.</li> <li>• To land safely and with control.</li> <li>• To develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li> <li>• To perform and apply different types of jumps in other contexts.</li> </ul> <p>Throwing</p> <ul style="list-style-type: none"> <li>• To develop the technique for the push, pull and fling throw and support others in improving their performance.</li> <li>• To accurately measure and record the distance of their throws.</li> </ul> <p>Compete/Perform</p> | <p>Relay</p> <p>Sprint start</p> <p>Standing start</p> <p>Take off</p> <p>Target</p> <p>Techniques</p> |  |
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#### Summer 2 – Reflective Learner

|       |   |   |  |  |
|-------|---|---|--|--|
|       |   | <ul style="list-style-type: none"> <li>• To perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>• To take part in competitive games with a strong understanding of tactics and composition.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</li> </ul>  |  |  |
| Games | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination;</li> </ul> | <p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• To understand the importance of arming up and cooling down.</li> <li>• To carry out warm ups and cool downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing.</li> <li>• To know ways they can become healthier.</li> </ul> <p>Striking and hitting a ball</p> <ul style="list-style-type: none"> <li>• To hit a bowled ball over longer distances.</li> <li>• To use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>• To understand how to serve in order to start a game.</li> </ul> | <p>Competition</p> <p>Forfeit</p> <p>Handover</p> <p>Hop</p> <p>Rules</p> <p>Skip</p> <p>Tag</p> <p>Tournament</p> <p>Try</p> <p>Dodging</p> <p>Aim</p> <p>Attack</p> <p>Back Line</p> <p>Contact</p> <p>Court</p> <p>Disguise</p> <p>High</p> <p>Long</p> |  |



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### School Driver Focus

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#### Summer 2 – Reflective Learner

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|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> <li>• To throw and catch accurately and successfully under pressure in a game</li> </ul> <p>Travelling with a ball</p> <ul style="list-style-type: none"> <li>• To show confidence in using ball skills in various ways in a game situation, and link these together effectively</li> </ul> <p>Passing a Ball</p> <ul style="list-style-type: none"> <li>• To choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> </ul> <p>Possession</p> <ul style="list-style-type: none"> <li>• To keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> </ul> <p>Using Space</p> <ul style="list-style-type: none"> <li>• To demonstrate a good awareness of space</li> </ul> <p>Attacking and Defending</p> <ul style="list-style-type: none"> <li>• To think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</li> </ul> <p>Tactics and Rules</p> | <p>Low</p> <p>Net</p> <p>Opponent</p> <p>Outwit</p> <p>Overhead clear</p> <p>Pressure</p> <p>Racket</p> <p>Rally</p> <p>Ready Position</p> <p>Serve</p> <p>Shot</p> <p>Shuttle</p> <p>Target</p> |  |
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|              |               |  | <ul style="list-style-type: none"> <li>• To follow and create complicated rules to play a game successfully.</li> <li>• To communicate plans to others during a game.</li> <li>• To lead others during a game.</li> </ul> Compete/Perform <ul style="list-style-type: none"> <li>• To perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>• To take part in competitive games with a strong understanding of tactics and composition.</li> </ul> Evaluate <ul style="list-style-type: none"> <li>• To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</li> </ul> |  |                  |
|              | <b>Strand</b> | <b>National curriculum</b>   | <b>Expectation</b>  | <b>Vocabulary</b>  | <b>Knowledge</b> |
| <b>Music</b> | Singing       | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> <li>• To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> </ul>   | articulation diction enunciate<br>block 12-bar Blues Bop/ Scat<br>dynamics tempo timbre<br>rhythm pitch structure drum<br>machine effects processor<br>film score special effects<br>theme motif ensemble bass/<br>treble clef gamelan harmony |                  |



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|            |   | <ul style="list-style-type: none"> <li>• To continue to sing three- and four- part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order</li> <li>to develop greater listening skills, balance between parts and vocal independence.</li> <li>• To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul> | harmonise<br>improvise/improvisation loop<br>the “off beat” syncopation<br>spotting soundmaker swing<br>Folk [music] editing splicing<br>choreograph beat/pulse<br>recording studio |  |
| Listening  | Listen with attention to detail and recall sounds with increasing aural memory;<br>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. | <ul style="list-style-type: none"> <li>• To create music with multiple sections that include repetition and contrast.</li> <li>• To use chord changes as part of an improvised sequence.</li> <li>• To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul>  |   |  |
| Composting | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  | <ul style="list-style-type: none"> <li>• To CPlan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</li> <li>• To play this melody on available tuned percussion and/or orchestral instruments.</li> </ul>   |   |  |



## Summer Medium Term Plan – Year 6

### School Driver Focus

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#### Summer 2 – Reflective Learner

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|  |            |   | <ul style="list-style-type: none"> <li>• To notate this melody.</li> <li>• To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>                                      |  |  |
|  | Performing | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | <ul style="list-style-type: none"> <li>• To play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</li> <li>• To accompany this same melody, and others, using block chords or a bass line.</li> <li>• To engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</li> </ul> |  |  |



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### School Driver Focus

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#### Summer 2 – Reflective Learner

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| <b>Design Technology</b> | Design | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.<br>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | <ul style="list-style-type: none"> <li>• To draw on market research to inform design</li> <li>• To use research of user's individual needs, wants, requirements for design</li> <li>• To identify features of design that will appeal to the intended user.</li> <li>• create own design criteria and specification</li> <li>• To come up with innovative design ideas</li> <li>• To follow and refine a logical plan.</li> <li>• To use annotated sketches, cross-sectional planning and exploded diagrams</li> <li>• To make design decisions, considering, resources and cost</li> <li>• To clearly explain how parts of design will work, and how they are fit for purpose</li> <li>• To independently model and refine design ideas by making prototypes and using pattern pieces</li> <li>• To use computer-aided designs</li> </ul> | Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble<br><br>Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastening |           |
|                          | Make   | Select from and use a wider range of tools and equipment   | <ul style="list-style-type: none"> <li>• To use selected tools/equipment with good level of precision</li> </ul>   | Pulley, drive belt, gear, rotation, spindle, driver,   |           |



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### School Driver Focus

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#### Summer 2 – Reflective Learner

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|  |          | <p>to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> | <ul style="list-style-type: none"> <li>• To produce suitable lists of tools, equipment/materials needed</li> <li>• To select appropriate materials, fit for purpose; explain choices, considering functionality</li> <li>• To create and follow detailed step by-step plan</li> <li>• To explain how product will appeal to an audience</li> <li>• To mainly accurately measure, mark out, cut and shape materials/ components</li> <li>• To mainly accurately assemble, join and combine materials/ components</li> <li>• To mainly accurately apply a range of finishing techniques</li> <li>• To use techniques that involve a small number of steps</li> <li>• To begin to be resourceful with practical problems</li> </ul> | <p>follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.</p> <p>Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb, bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.</p> |  |
|  | Evaluate | <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and</p>   | <ul style="list-style-type: none"> <li>• To evaluate quality of design while designing and making; is it fit for purpose?</li> <li>• To keep checking design is best it can be.</li> <li>• To evaluate ideas and finished product against specification, stating if it's fit for purpose</li> </ul>  |   |  |





## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | technology have helped shape the world  | <ul style="list-style-type: none"> <li>• To test and evaluate final product; explain what would improve it and the effect different resources may have had</li> <li>• To do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</li> <li>• To evaluate how much products cost to make and how innovative they are</li> <li>• To research and discuss how sustainable materials are</li> <li>• To consider the impact of products beyond their intended purpose</li> <li>• To discuss some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products</li> </ul> |  |  |
|  | Technical Knowledge: Cooking and Nutrition | <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety</p> | <ul style="list-style-type: none"> <li>• To learn about food processing methods</li> <li>• To name some types of food that are grown, reared or caught in the UK or wider world</li> <li>• To adapt recipes to change appearance, taste, texture or aroma.</li> </ul>   |  |  |



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|             |   |  |   |   |                  |
|-------------|---|--|---|---|------------------|
|             |   | of ingredients are grown, reared, cared for  | <ul style="list-style-type: none"> <li>• To describe some of the different substances in food and drink, and how they can affect health</li> <li>• To prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li> <li>• To use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>                                |   |                  |
|             | Technical Knowledge: Textiles                             | Select from and use a wide range of textiles according to their characteristics  | <ul style="list-style-type: none"> <li>• To think about how product might be sold</li> </ul>  |   |                  |
|             | <b>Strand</b>   | <b>National curriculum</b>   | <b>Expectation</b>  | <b>Vocabulary</b>   | <b>Knowledge</b> |
| <b>PSHE</b> | Living in the Wider World and Being a Responsible Citizen | Pupils will be taught: <ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions.</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</li> <li>3. About different groups and communities.</li> </ol> | Budgeting - Money Supermarket <ul style="list-style-type: none"> <li>• To learn about budgeting and what it means to budget</li> </ul> To understand why financial management and planning is important from a young age           Consumer Sense - Payment Terms <ul style="list-style-type: none"> <li>• To know and understand financial terms such as loan, interest, tax and discount</li> </ul> To make connections between their learning, the world of work | <ul style="list-style-type: none"> <li>•identify</li> <li>•strengths</li> <li>•weaknesses</li> <li>•contribution</li> <li>•working world</li> <li>•self-assess</li> <li>•connections</li> <li>•set personal goals</li> <li>•identify</li> <li>•discrimination</li> <li>•recognise</li> <li>•stereotyping</li> <li>•recognise</li> <li>•factors</li> <li>•influencing</li> <li>•opinion</li> <li>•choice</li> <li>•challenge</li> <li>•self-assess</li> <li>•future actions</li> <li>•responsible</li> <li>•informed decisions</li> <li>•health</li> <li>•wellbeing</li> <li>•help lines</li> <li>•manage</li> </ul> |                  |



## Summer Medium Term Plan – Year 6

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|                |               |   |   |   |                  |
|----------------|---------------|---|---|---|------------------|
|                |               | <p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p> | <p>and their future economic wellbeing</p> <p>Consumer Sense - A class Catalogue</p> <ul style="list-style-type: none"> <li>• To show initiative and take responsibility for activities that develop enterprise capability</li> </ul> <p>Generating Income - Making Money</p> <ul style="list-style-type: none"> <li>• To know and understand the principles of enterprise</li> <li>• To understand profit and loss</li> </ul> <p>Generating Income - Raising Money</p> <ul style="list-style-type: none"> <li>• To know and understand the principles of charity work</li> </ul> | <ul style="list-style-type: none"> <li>•changing emotions</li> <li>•relationships •strategies</li> <li>•negative pressures</li> <li>•managing •controlling</li> <li>•strong feelings •peer pressure •puberty •body changes •feelings •behaviour</li> <li>•basic needs •societies</li> <li>•financial capability</li> <li>•contribution •working world</li> <li>•time and resources</li> <li>•prioritise •initiative</li> <li>•responsibility •future actions</li> <li>•agreements •positive results</li> <li>•strengths •contribute •take the lead •prioritise actions</li> <li>•respond to challenges</li> <li>•enterprise capability</li> </ul> |                  |
|                | <b>Strand</b> | <b>National curriculum</b>  | <b>Expectation</b>  | <b>Vocabulary</b>   | <b>Knowledge</b> |
| <b>Spanish</b> | Listening     | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>   | <ul style="list-style-type: none"> <li>• To listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.</li> <li>• To understand a short passage made up of increasingly familiar words and phrases.</li> </ul>  |   |                  |



## Summer Medium Term Plan – Year 6

### School Driver Focus

#### Summer 1 – Independent Enquirer

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|  |          |  |   |  |  |
|--|----------|--|---|--|--|
|  | Speaking | <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences</li> </ul> | <ul style="list-style-type: none"> <li>To engage in short scripted conversations</li> <li>To speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</li> <li>To ask and answer simple questions on a few very familiar topics.</li> </ul> |  |  |
|  | Writing  | <ul style="list-style-type: none"> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>   | <ul style="list-style-type: none"> <li>To adapt taught phrases to create new sentences</li> <li>To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</li> </ul>  |  |  |
|  | Reading  | <ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are</li> </ul>   | <ul style="list-style-type: none"> <li>To practice reading longer texts aloud, containing taught phrases and vocabulary.</li> <li>To understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>To use a dictionary or word list.</li> </ul>         |  |  |



## Summer Medium Term Plan – Year 6

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#### Summer 1 – Independent Enquirer

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|         |  |  |  |  |
|---------|--|--|--|--|
|         | introduced into familiar written material, including through using a dictionary  |  |  |  |
| Grammar | <ul style="list-style-type: none"> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> | <ul style="list-style-type: none"> <li>To use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li> </ul>   |  |  |
| Culture |  | <p>Talk about, discuss and present information about a country's culture in relation to festivals and celebrations - Feliz Navidad (Christmas) Begin to understand more complex issues which affect a Spanish speaking country today</p> <p>Famine, poverty, religion, war</p> |  |  |