

Year 6 Summer 2 Plan 2023

Focus: The Stuarts

English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Stories by Shakespeare Macbeth	Writing – Balanced argument – Who was to blame for the murders in Macbeth? Reading – Play script for the leavers’ production.		Writing – Historical Report The Gunpowder Plot Reading – Play script for the leavers’ production.		Reciprocal Reading: Chapter 9. Poetry – The witches’ spell	Leaving and transition activities.
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
	Year 6 end of year targets Cohesion					
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
	Maths Investigation Theme Park Challenge Planning the park – using their knowledge of area.	To run your theme park the following costs will apply to each item that you have every day. How much will it cost to run your theme park for one day? Entry fees		Profit and loss Annual profits Suggested improvements	Costings for the show – link with spreadsheets	Leaving and transition activities
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
	Fraction, decimal percentage equivalents. Percentages of amounts. Rounding Converting Measures Multiplying and dividing decimals	Statistics – mean, median, mode and range.	Multiplying and dividing decimals. Rounding decimals. Converting Measures	Factors Multiples Square/cubed Prime BODMAS	Fractions four operations. Simplifying fractions Finding equivalent fractions. Improper fractions and mixed numbers.	Four operations problems. Converting Measures

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
All Living Things Linnaeus	https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-4-1a-living-things-classification/ Classification systems explore classification systems, understanding that they group according to similarities & differences Study of the scientist Carl Linnaeus	To identify similarities and differences between living things in order to determine their classification To use classification keys to sort living things according to observable characteristics Animalia classification keys: chn to use the cat classification key to identify individual species through specific features. Then to complete the fish classification on the Ferguson Foundation website. 3. Plantae classification keys: give chn the buttercups classification keys and get them to classify the plants	Investigation of micro - organisms (microscopic living things) Explorify – odd one out - Small but powerful How do we prevent mould from growing? Test different types of bread, test different conditions, think about the amount of light, moisture or temperature What conditions are required for yeast to grow the best? Plan and carry out a fair test.	Explorify – What if no one cleaned our house? Measure, record using tables and graphs Report and present findings from enquiries, including conclusions, causal relationships and explanations in both oral and written forms.	Explorify – odd one out – Making tracks. To use descriptions of features, and online research, to attempt to classify unusual living things	Leaving and transition activities.
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
	History Focus this half-term					
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
What impact did the Stuarts have on Britain?	James 1 st Learn about James I life and background. Go through PowerPoint for information and discuss the problems that he inherited. Children to examine James's solutions and find his biggest fault Select and organise information to produce structured work, making appropriate use of dates and terms. Compare beliefs and behaviours		What was life like during the plague? How can we compare this to life during the most recent pandemic?		The Transatlantic Slave Trade Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	The Impact of the Stuarts. Bring knowledge gathered from several sources together in a fluent account

Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Electrical systems Complex circuits and switches Alarm systems	Putting into Practice Open ended challenge in which children can revisit and consolidate the full programme of study for 'Electricity'. Creative opportunities. Children can make a simple burglar alarm system, sensor to indicate when a bath contains the right amount of water, a 'light-up' greetings card or an electrical game such as 'Buzz the wire' or 'Operation'. Children to investigate through trial and error, evaluate and adapt. <ul style="list-style-type: none"> ♣ Record ideas using annotated diagrams. ♣ Use researched information to inform decisions. ♣ Produce detailed lists of ingredients / components / materials and tools ♣ Identify the strengths and weaknesses of their design ideas. Consider and explain how the finished product could be improved related to design criteria. <ul style="list-style-type: none"> ♣ Discuss how well the finished product meets the design criteria of the user. Test on the user! ♣ Use electrical systems such as motors. 					

Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Computer Science Information Technology	CS First. Design, write and debug programmes in Scratch focusing on sequence, repetition, selection, variables, decomposition and debugging.					
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Spirited Arts Project	Examine and discuss themes from the project. Think about religious symbolism.	Choosing genre and planning the project.	Design and create the Spirited Arts Project			Review the project and write a supporting statement to the competition entry.
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mr Martin – Show preparation					
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Dance with Mrs Atack	Speed, Agility and Quickness Exit SAQ equipment with a sprint. Maintain good body control throughout SAQ equipment.	Speed, Agility and Quickness Complete SAQ equipment with good body posture and mechanics. Use sharp changes of direction maintaining good balance.	Speed, Agility and Quickness Complete SAQ equipment with good body posture and mechanics. Use sharp changes of direction maintaining good balance	Speed, Agility and Quickness Complete SAQ equipment with good flow and body control. Travel with soft touches on the floor using the ball of their foot	Speed, Agility and Quickness Land with bent knees after a jump or change of direction. Change speed and direction after completing SAQ equipment	Speed, Agility and Quickness

PHSE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
	<p>My Self-Image</p> <p>Become aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self-esteem</p>	<p>Puberty</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>	<p>Girl Talk/Boy Talk</p> <p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>	<p>Babies: Conception to Birth</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby</p>	<p>Attraction</p> <p>Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>	<p>Transition to secondary school</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school know how to prepare myself emotionally for starting secondary school.</p>