



Year 6

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Spring 2 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPELLING	<p>Words ending in 'al'</p> <p>arrival, burial, comical, magical, emotional, national, personal, survival</p>	<p>Words ending in 'le'</p> <p>battle, article, struggle, terrible, possible, example, circle, bicycle</p>	<p>Words ending in '-ly' where the base word ends in 'le'</p> <p>gently, simply, humbly, terribly, incredibly, responsibly, probably, possibly</p>	<p>Words ending in '-ly' where the base word ends in '-ic'</p> <p>basically, frantically, logically, tragically, magically, dramatically, historically, automatically</p>	<p>Words ending in '-ly'; exceptions</p> <p>truly, duly, wholly, daily, drily, happily, shyly, publicly</p>	<p>LKS2 Statutory Words</p> <p>address, certain, mention, arrive, occasionally, probably, experience, reign, history, sentence</p>
ENGLISH	<p>Core text or inspiration: Narrative – Mystery and Suspense Biography</p>					
	<p>Purposes for Writing: Narrative – entertain Biography - Inform</p>					
	<p>Vocabulary, Grammar and Punctuation</p>	<p>Composition Planning</p>		<p>Composition Drafting and Writing</p>		<p>Composition Evaluating and Editing</p>
	<p>Use spaces between words Use capital letters correctly Use full stops Use ? and ! Use apostrophe ' for contraction</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>		<p>Write to entertain Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning In narratives, describe settings, character and plot and atmosphere</p>		<p>Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

	<p>Use apostrophe ' for possessive singular</p> <p>Use commas , for lists and use a colon : to introduce a list and use a semi-colon ; within lists</p> <p>Use speech with “ ” and other punctuation (e.g. . , ? ! and end punctuation)</p> <p>Use a comma , after fronted adverbials</p> <p>Use commas , for clarity</p> <p>Use commas , for relative clauses</p> <p>Use dashes for parenthesis</p> <p>Use a hyphen - to avoid ambiguity</p> <p>Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)</p> <p>Form of adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives</p> <p>Turn adjectives into adverbs using the suffix -ly</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was]</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover]</p>	<p>Noting and developing initial ideas, drawing on reading and research to develop their ideas</p> <p>In writing narratives, consider how authors have developed characters in what they have read, listened to or seen performed</p>	<p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural,</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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MATHS	Fractions, Decimals, Percentages			Algebra		
	<ul style="list-style-type: none"> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts 			<ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables 		
Science	Unit: Circuits, Batteries and Switches					
	Knowledge To use recognised symbols for electrical components.	Knowledge To predict and present results for electrical circuits. Working scientifically To use standardised symbols when drawing diagrams.	Knowledge To recognise a link between the number of components and resistance. Working scientifically To explain results using scientific knowledge.	Knowledge To identify ways to change voltage within an electrical circuit. Working scientifically To design a results table.	Knowledge To investigate how voltage affects bulb brightness. Working scientifically To plan an enquiry.	Knowledge To apply knowledge of circuits and components to a practical solution.
Outcomes	<ul style="list-style-type: none"> • Describe the function of key electrical components and explain how the models used in the lesson represent these. • Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. • Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. • Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. • Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. • Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. • Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. • Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. • Draw circuit diagrams with straight lines and using standard circuit symbols. • Design a results table with an appropriate number of columns and headings with units. • Identify the changed, measured and control variables in an enquiry to plan a method. 					

Geography	Unit: Where does our energy come from?					
	L.O. - To know why energy sources are important.	L.O. - To understand the benefits and drawbacks of different energy sources.	L.O. - To understand how energy is generated in the United States.	L.O. - To know how energy sources are distributed in an area.	L.O. - To explain reasons for choosing an energy source.	L.O. - To collect and present data on where to position a solar panel on the school grounds.
Outcomes	<ul style="list-style-type: none"> • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map. 					
R.E.	Unit: Is it better to express your beliefs in arts and architecture, or in charity and generosity?					
	L.O. - What can we learn from the game 'Everyone's Committed'? What does it mean for	L.O. - How do Muslim people build their community, the Ummah, by following their Prophet?	L.O. - How does it feel to be a part of the Muslim Ummah? What difference does it make?	L.O. - What does harmless mean in the Hindu religion? The example of the ways	L.O. - How do Hindus show their commitment to ahimsa through acts of service or sewa?	L.O. - What did Jesus teach about God's grace and forgiveness?

	Hindus, Muslims and Christians to commit to key beliefs?			Gandhi stood up for his beliefs and commitments?		
Outcomes	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> Describe some of the impacts of religious commitments on life. Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. About 4 different ways in which the Muslim Ummah supports Muslim people all over the world To think about the nature of community, making links to their own communities Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers. Describe what 'sewa' means and what some acts of sewa may be. Become familiar with Christian examples of grace and generosity as exemplified in the life story or stance of a modern Christian or a saint. Understand similarities and differences between big ideas for Christian, Hindu and Muslim people; Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for myself Clearly explain the impact of my own beliefs and commitments and those of others 					
PSHE	Unit: Rights and respects					
	L.O. - Two sides to every story	L.O. - Fakebook friends	L.O. - What's it worth	L.O. – Happy shoppers – caring for the environment	L.O. – Democracy in Britain - elections	L.O. – Democracy in Britain – How most laws are made
Outcomes	<p>Children will be able to:</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain some benefits of saving money;</p>					

Describe the different ways money can be saved, outlining the pros and cons of each method;
 Describe the costs that go into producing an item;
 Suggest sale prices for a variety of items, taking into account a range of factors;
 Explain what is meant by the term interest.
 Explain what is meant by living in an environmentally sustainable way;
 Suggest actions that could be taken to live in a more environmentally sustainable way.



MUSIC	Unit:					
	<p>L.O. - To improvise melodies over a groove</p> <p>To recognise and understand simple time signatures.</p>	<p>L.O. - To use chord changes as part of an improvised sequence</p> <p>To recognise and understand simple time signatures.</p>	<p>L.O. - To contribute to whole class compositions on a given theme</p> <p>To perform rhythms from notation cards</p>	<p>L.O. - To compose 4 bar melodies (16 beats) using the pentatonic scale.</p> <p>To perform a composed 4 bar melody on tuned percussion.</p>	<p>L.O. - To compose 4 bar melodies (16 beats) using the pentatonic scale.</p> <p>To read and play a composed 4 bar phrase written in standard notation, identifying note names and durations.</p>	<p>L.O. - To compose a piece of music, showing an understanding of repetition and how musical contrasts are achieved.</p> <p>To read and play a composed 4 bar phrase written in standard notation, identifying note names and durations.</p>

Outcomes

Children can contribute to whole class compositions.
 Children can use chord changes as part of an improvised sequence.
 Children can compose 4 bar melodies (16 beats) using the pentatonic scale.
 Children can compose a piece of music, showing an understanding of repetition and how musical contrasts are achieved.
 Children can improvise melodies over a groove.
 Children can improvise music on a given theme.
 Children can recognise and understand simple time signatures.
 Children can perform rhythms from notation cards.

Children can read and play a 4 bar phrase written in standard notation, identifying note names and durations.
 Children can perform a composed 4 bar melody on tuned percussion.

Unit: Handball

P.E. (outdoor)

Passing	Dribbling and Passing	Dribbling and Shooting	Shooting	Defending	Working as a Team
To control balls in different ways appropriate to a particular sport	To control balls in different ways appropriate to a particular sport	To control balls in different ways appropriate to a particular sport	To receive the ball under pressure	To use the skills of movement in a variety of sports	To control balls in different ways appropriate to a particular sport
To receive the ball under pressure	To receive the ball under pressure	To receive the ball under pressure	To propel balls accurately appropriate to a particular sport	To explain why I need to change speed and find space in a variety of sports	To receive the ball under pressure
To propel balls accurately appropriate to a particular sport	To propel balls accurately appropriate to a particular sport	To propel balls accurately appropriate to a particular sport	To explain why I need to change speed and find space in a variety of sports	To take part in competitive games with a strong understanding of tactics and composition	To propel balls accurately appropriate to a particular sport
		To explain why I need to change speed and find space in a variety of sports	To take part in competitive games with a strong understanding of tactics and composition		To strike a ball accurately, appropriate to a particular sport
		To take part in competitive games with a strong understanding of tactics and composition			To use the skills of movement in a variety of sports
					To explain why I need to change speed and find space in a variety of sports
					To take part in competitive games with a strong

						understanding of tactics and composition
Outcomes	<p>Control balls in different ways appropriate to a particular sport</p> <p>Receive the ball under pressure</p> <p>Propel balls accurately appropriate to a particular sport</p> <p>Strike a ball accurately, appropriate to a particular sport</p> <p>Use the skills of movement in a variety of sports</p> <p>Explain why I need to change speed and find space in a variety of sports</p> <p>Take part in competitive games with a strong understanding of tactics and composition</p>					
COMPUTING	Unit:					
	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story.</p> <p>To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. – To make an adventure game using 2Create a Story</p>	<p>L.O. – To read and understand given code</p>	<p>L.O. – To debug a text adventure</p> <p>To design and implement improvements to a game</p>	<p>L.O. – To discover what children know about the internet</p> <p>To find out what WAN and LAN are and how we access the internet in school</p>	<p>L.O. – To research and find out about the age of the internet</p> <p>To think about what the future might hold</p>
Outcomes	<p>Children can use 2Connect to record their ideas.</p> <p>Children can map out a story-based text adventure.</p> <p>Children can describe what a text adventure is.</p> <p>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</p> <p>Children are able to step through each line of code and follow the flow of execution.</p> <p>Children can explain the features and purpose of code within a given text adventure.</p> <p>Children can suggest and implement ideas to further develop the program.</p> <p>Children can make logical attempts to debug more complex code involving a combination of functions, variables and a loop.</p> <p>Children know the difference between the World Wide Web and the Internet.</p> <p>Children know about their school network.</p> <p>Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.</p> <p>Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.</p>					

	Children have researched and found out about Tim Berners-Lee.		
	Unit: Revision		
FRENCH	L.O. – To recap Food (including fruit and vegetables) and learn some phrases relating to Pancake day.	L.O. – To identify likes and dislikes (relating to topics already taught – weather, colours, animals, food) Poisson d'Avril, (April fools)	L.O. – To learn some phrases relating to Easter.
Outcome	Consolidate vocabulary / develop skills: Using masculine, feminine and plural articles Using possessive determiners <i>mon, ma, mes</i> Recognising and using <i>il / elle</i> verb form Describing with adjective-noun agreement (masculine, feminine and plural) Linking pronunciation and spelling patterns		