



Year 6

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

	Week 1	Week 2	Week 3	Week 4	Week 5
SPELLING	<p>Words ending in '-sion'</p> <p>confusion, division, television, invasion, erosion, decision, fusion, revision</p>	<p>Revision of words learned this year</p> <p><i>exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise</i></p>	<p>Revision of words learned this year</p> <p><i>freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically</i></p>	<p>Revision of words learned this year</p> <p><i>teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</i></p>	<p>Revision of words learned this year</p> <p><i>disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</i></p>
ENGLISH	<p>Core text or inspiration: WW2 The Blitz – Instructions Rukus animation – Narrative with dialogue My favourite meal – Description</p>				
	<p>Purposes for Writing: Instructions – inform Narrative - entertain Description - entertain</p>				
MATHS	<p>Themed projects, consolidation and problem solving</p>				
	<ul style="list-style-type: none"> - solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. - solve problems involving addition, subtraction, multiplication and division - 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 the calculation/use of percentages for comparison 				

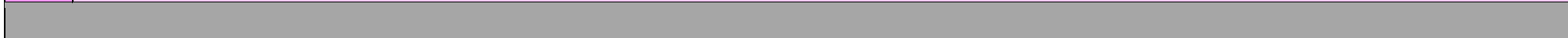
Science	Unit: Circulation and Health					
	Factors affecting health Knowledge To identify factors that affect our health and how to reduce their negative impact.	The heart and the circulatory system Knowledge To summarise the key structures and purpose of the circulatory system.	Blood Knowledge To identify the key roles of blood.	Heart Rate Knowledge To explore the relationship between animal size and heart rate.	Investigating exercise and heart rate Knowledge To investigate the relationship between exercise and heart rate.	Heart rate and fitness Knowledge To describe the relationship between heart rate and fitness.
Outcomes	<ul style="list-style-type: none"> Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system. Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. Recall what is meant by heart rate and research using multiple websites to find reliable animal masses. Identify the pattern between animals' size and heart rate and quote values as evidence. Describe how different exercises affect heart rate and explain why heart rate changes during exercise. Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. 					
Design Technology	Unit: Structures: Playgrounds					
	To design a playground with a variety of structures.	To build a range of structures.	To improve and add detail to structures.	To create a surrounding landscape.		

Outcomes	<p>Create five apparatus designs, applying the design criteria to their work.</p> <p>Make suitable changes to their work after peer evaluation.</p> <p>Make roughly three different structures from their plans using the materials available.</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p> <p>Secure their apparatus to a base.</p> <p>Make a range of landscape features using a variety of materials which will enhance their apparatus.</p>
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PS	Unit: Being my best					
	This will be your life	Our recommendations	What's the risk (1)	What's the risk (2)	Basic first aid	Five ways to wellbeing

Outcomes	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Recognise what risk is;</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>
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MUSIC	Unit: Reviewing previously taught music curriculum			
	To perform 3 and 4 part rounds	To identify a variety of film music composer's music	To read all the notes C-C' on the treble cleff staff	To read and play a 4-bar phrase written in standard notation, identifying note names and durations

		via their characteristics				
Outco	Perform 3 and 4 part rounds Read all notes (C-C) on the treble clef stave Notate a previously composed 4 bar (16 beat) melody using standard notation Read and play a 4-bar phrase written in standard notation, identifying note names and durations					
P.E.	Unit: Athletics					
	I can run over hurdles with fluency and work as a team to competitively perform a relay	I can set up and lead jumping activities including measuring the jumps with confidence and accuracy	I can measure and record the distance of my throws	I can take part in an athletic event with track and field events (sports day)		
Outc	Run over hurdles with fluency Set up and lead jumping activities including measuring the jumps Measure and record the distance of my throws Take part in an athletic event with track and field events (sports day)					
History	Unit: What was the impact of WWII on the people of Britain?					
	To identify the causes of World War 2 using a timeline.	To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.	To make inferences about the Blitz using photographs.	To investigate evacuation experiences using oral and printed records	To investigate the impact of WW2 on women's lives using visual and written sources.	To explore the lives of migrants after WW2 through podcasts, posters and photographs.
Outcomes	Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make deductions about the Blitz from photographs. Describe how children may have felt when evacuated. Evaluate the accuracy, reliability and usefulness of sources.					

	Describe the impact WW2 had on women's and African-Caribbean migrant lives.					
Geography	Unit: Can I carry out an independent fieldwork enquiry?					
	To develop an enquiry question.	To determine the most effective data collection methods for fieldwork.	To plan a route for a fieldwork trip.	To collect the data to answer the enquiry question.	To determine an answer to the enquiry question.	To present my findings.
Outcomes	<p>Give examples of issues in the local area.</p> <p>Identify questions to be asked to find the relevant data.</p> <p>Justify which data collection method is most suitable.</p> <p>Design an accurate data collection template.</p> <p>Identify areas along a route that are best for data collection.</p> <p>Discuss how to mediate potential risks.</p> <p>Collect data at points located on an OS map.</p> <p>Manage risks during a fieldwork trip.</p> <p>Identify any outcomes from data collected.</p> <p>Map data digitally.</p> <p>Describe the enquiry process.</p>					
Computing	Unit: Binary					
	To examine how whole numbers are used as the basis for representing all types of data in digital systems. To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits,	To examine how whole numbers are used as the basis for representing all types of data in digital systems. To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11	To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary. To explore how division by two can be used as a technique to	To examine how whole numbers are used as the basis for representing all types of data in digital systems.	To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.	

	<p>which is why they are called digital systems).</p> <p>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p>	<p>To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p>	<p>determine the binary representation of any whole number by collecting remainder terms.</p>	
Outcomes	<p>Children can explain how all data in a computer is saved in the computer memory in a binary format.</p> <p>Children can explain that binary uses only the integers 0 and 1.</p> <p>Children can relate 0 to an 'off' switch and 1 to an 'on' switch.</p> <p>Children can count up from 0 in binary using visual aids if needed.</p> <p>Children can relate bits to computer storage.</p> <p>Children can convert numbers to binary using the division by two method.</p> <p>Children can check their own answers using the converter tool.</p> <p>Children can make use of a variable set to 0 or 1 to control game states.</p>			
French	Unit: Recap			
	Parts of the body	Describing appearance		
Outcomes	<p>Writing sentences using familiar structures</p> <p>Reading and writing new words with a bilingual dictionary</p> <p>Using masculine, feminine and plural articles</p> <p>Describing with adjective-noun agreement (masculine, feminine and plural)</p> <p>Linking pronunciation and spelling patterns</p> <p>Using familiar vocabulary to build sentences</p>			