

Summer Term 2 Home Learning Medium Term Plan

	1	2	3	4	5	6	7
RE	<p>Understanding the Feast of Pentecost. What happened to the disciples?</p> <p>AT1: Show a knowledge and understanding of: - religious symbols and the steps involved in religious actions and worship. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and worship</p> <p>AT2: Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</p>	<p>Pentecost AT2: . Show an understanding of how own and other's decisions are informed by beliefs and moral values.</p> <p>AT3: - use sources to support a point of view - express a point of view and give reasons for it. -arrive at judgements - recognise differences, comparing and contrasting different points of view.</p>	<p>Sikhism AT1: Show a knowledge and understanding of: - a range of religious beliefs. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and life - belief and worship.</p>	<p>Hinduism AT1: Show a knowledge and understanding of: - a range of religious beliefs. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and life - belief and worship.</p>	Laudato Si	Gospel Values	Gospel Values

Summer Term 2 Home Learning Medium Term Plan

English	<p>Skellig</p> <p>Creative Writing using a narrative for inspiration.</p> <p>-Openings to grab the reader</p> <p>-Plan, draft and write narrative through reasoned consideration of how authors develop characters, settings and atmosphere.</p> <p>Reading Comprehension</p>	<p>Skellig</p> <p>-Integrate dialogue to advance the action.</p> <p>-Expanded noun phrases to convey complicated information concisely.</p> <p>-Understand how synonyms are related.</p> <p>Reading Comprehension</p>	<p>Skellig</p> <p>-Link ideas using cohesive devices; repetition of words or phrases, grammatical connections and ellipses.</p> <p>-Use semi-colons, colons and dashes to show boundaries between independent clauses.</p>	<p>Poetry</p> <p>The Highwayman</p> <p>-Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>-Describing settings, characters and atmosphere.</p>	Creative Writing	Creative Writing	Creative Writing
Maths	<p>Fractions and Percentages</p> <p>Recall and use equivalence between simple fractions,</p>	<p>Functions, rules and equations</p> <p>-Use simple formulae</p>	<p>Converting Measures</p> <p>-Solve problems involving calculation and conversion between units of measure (up to 3dp).</p>	Arithmetic Fluency	Arithmetic Fluency	Arithmetic Fluency	Arithmetic Fluency

Summer Term 2 Home Learning Medium Term Plan

	<p>decimals and percentages.</p> <ul style="list-style-type: none"> <li>-Multiply simple pairs of proper fractions.</li> <li>-Divide proper fractions by whole numbers.</li> <li>-Associate a fraction with division and calculate decimal fraction equivalents.</li> </ul> <p>Arithmetic Fluency</p>	<ul style="list-style-type: none"> <li>-Generate and describe linear number sequences.</li> <li>-Express missing number problems algebraically.</li> <li>- Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>- Enumerate possibilities of combinations of two variables</li> </ul> <p>Arithmetic Fluency</p>	<ul style="list-style-type: none"> <li>-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 and vice versa.</li> <li>-Convert between miles and km.</li> </ul> <p>Arithmetic Fluency</p>				
Topic	<p>The UK Physical Features Geography</p> <p>Name and locate countries and cities of the UK, geographical regions and identify their human and</p>	<p>The UK Physical Features Geography</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and</p>	<p>The UK History of an Island nation</p> <p>Can describe a study of an aspect or theme in British history beyond 1066. Describe a chronologically secure knowledge and understanding of</p>	<p>The UK History of an Island nation</p> <p>Can describe the changes in Britain from the Stone Age to the Iron Age. Can describe the Roman Empire and</p>	<p>The UK Art: Local Study</p> <p>Observational drawings and paintings - Use techniques, colours, tones and effects in an appropriate way to represent things seen.</p>	<p>The UK Project</p>	<p>The UK Project</p>

Summer Term 2 Home Learning Medium Term Plan

	physical characteristics.	a region in a European country and a region within North or South America.	British, local and world history, establishing clear narratives within and across periods. Can note connections, contrasts and trends over time and show some use of historical terms.	its impact on Britain. Can describe Britain's settlement by the Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Use different techniques, colours and textures when designing and making pieces of work and explain their choices.		
--	---------------------------	--	---	---	--	--	--

Targeted Children	1	2	3	4	5	6	7
Maths  Lola Olivia Jocelyn Ashton	I am secure fraction, decimal, percentage equivalents.						

## Summer Term 2 Home Learning Medium Term Plan

Luie	<p>I can link a fraction with division and match a fraction to its decimal equivalent</p> <p>I can remember which simple fractions, decimals and percentages are equivalent and can use this to help me solve problems.</p>						
<p>English</p> <p>Brooke Lola Ashton</p> <p>Sienna Daniel Rodrigues</p>	<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing.</p> <p>I can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling</p>						

Summer Term 2 Home Learning Medium Term Plan

	<p>of uncommon or more ambitious vocabulary</p> <p>I can describe settings, character and atmosphere in narratives.</p>						
<p>Reading</p> <p>Brooke Jocelyn Callie Ashton</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify these inferences with detailed exploration of evidence drawn from across the text.</p>						

## Summer Term 2 Home Learning Medium Term Plan

### Writing objectives covered each topic

- Write legibly, fluently and with increasing speed, deciding how to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
- Plan and write by identifying audience for and purpose of the writing, selecting the appropriate form.
- Draft and write by accurately precisng longer passages.
- Evaluate and edit effectiveness of own and others' writing by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure correct tenses used throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Proof reading linked to Y5/6 spelling, punctuation errors \*including semi-colons, colons, dashes, punctuation of bullet points and hyphens).
- Spell most Y5/6 words correctly.
- Use dictionary to check spelling and meaning of uncommon or more ambitious vocabulary.
- Use a thesaurus with confidence.

### Reading

- Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understand reading by learning a wider range of poetry by heart.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.