





Curriculum | Medium Term Plan – Summer 2022

Challenge Pack:	Ballot Street – Produce and launch the next Ballot Street Product	Challenge outcome:	Dragon’s Den Presentation – Children will present a new Ballot Street product to parents sharing their knowledge of the learning. Year 6 Leaver’s Production	NC Year: Length of term:	6 12
Summary	Children will design and create a food product, which fuses together spices and flavours from the cultures and heritage of the local community of Smethwick	Hook:	Food tasting sessions with current Ballot Street products – children to begin to identify flavour combination which they would like to replicate.		
Key texts:	Fiction: The boy who harnessed the wind Non-Fiction:	Trips and visits:	Showcase Cinema and Bowlplex Outdoor Prom Inflatables Day Drayton Manor	Inspire sessions:	N/A
 <ul style="list-style-type: none"> I can use several different tones of voice and adapt the pace of my speech to the context. I can use subtle gestures and body language to indicate a range of different emotions. I can project my voice so that I can be heard across a room. 	 <ul style="list-style-type: none"> I can construct language effectively for a range of purposes, e.g. to persuade someone. I can sequence sentences so that they are related to one another. I can identify different types of language: metaphor, tripling, emphasis. 	 <ul style="list-style-type: none"> I can include relevant content to help achieve the purpose of the talk. Where relevant, I can examine and respond to information or points shared by others including the audience. I can plan my speech for the time I have. 	 <ul style="list-style-type: none"> I can show calmness and composure when speaking to an audience I can notice reactions from the audience and reflect what they might mean. I can speak without learning specific lines, based on a topic I know well. 		

NICER: Now, Independence, Creativity, Enterprise, Regional.

Let RIP: Real, Immersive and Purposeful

	Maths:	English:	Class reader:	NICER:	Discrete/ Special events:
25.04.22	<p>Intervention any gaps to be filled</p> <p>Shape and angles</p> <ul style="list-style-type: none"> - Measuring angles - Angles in a _____ - Reflection on a mirror line 	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Playscript – Children will innovate the ending of the playscript that they will deliver for their end of year production.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Create accurate sentences (high 5 sentences) • Use a full range of taught punctuation, correct tense and verb choice, • Use standard English • Sentences are logically sequenced • Create themed paragraphs that link • Use varied word choices including technical vocab 		<p>SAT’s revision based on areas of need identified in SP2 mock SATS</p>	<p>St George’s Day (25 April)</p> <p>Yom HaShoah (28 April)</p> <p>Ramadan ends (1 May)</p>
Homework	Arithmetic Practice	<p>Spellings:</p> <p>Words families based on common words</p>		Flipped homework: research a given religion	

02.05.22	Consolidation and Practice Arithmetic and reasoning problems	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Playscript – Children will innovate the ending of the playscript that they will deliver for their end of year production.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Create accurate sentences (high 5 sentences) • Use a full range of taught punctuation, correct tense and verb choice, • Use standard English • Sentences are logically sequenced • Create themed paragraphs that link • Use varied word choices including technical vocab 		<p>SAT's revision based on areas of need identified in SP2 mock SATS</p>	<p>May Day (2 May) World Press Freedom Day (3 May) Eid ul-Fitr begins (3 May) World Asthma Day (3 May) Bike to School Day (4 May) VE Day (8 May)</p>
Homework	Arithmetic Practice	<p>Spellings: Words that are nouns and verbs</p>	Reading book/ Reading Plus	SATS revision pack/guide	
09.05.22	SATS WEEK	SATS WEEK		SATS WEEK	<p>Florence Nightingale's Birthday (12 May)</p>
Homework	N/A	<p>Spellings: Words that are nouns and verbs</p>	Reading book/ Reading Plus	Flipped homework: Create a story board of an E-How video activity	

16.05.22	<p>Area of learning: Shape</p> <p>Knowledge and skills: - Draw shapes accurately - Draw nets of 3-D shapes</p> <p>Mental maths focus: - Missing angles using other information</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Non-chronological report about animal classification/ evolution/ natural selection</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use a variety of sentence structures, varied word choices, focus on layout and structure • Use different sentence types accurately • Understand wh.at a hyphen is • Know how to join compound adjectives with. a hyphen • Know wh.at a colon, semi-colon, and dashes are • Know the different types of clauses (main, subordinate, dependent, independent, relative) and when to use the different punctuation types to separate clauses • Know how to use a colon them to introduce a list • Understand wh.at things can constitute a list 		<p>Science- living things and their habitats Children will be using a variety of Scientific skills to further understand the classification system for animals and plants.</p> <p>Killer Questions How might we classify different groups of living things? How have classification systems developed since they were first created? What is a micro-organism? Can you describe some of the different types that exist?</p> <p>S3.1k, S3.1o S3.1l, s3.1m, S3.1n As Scientists WALT- describe how living things are classified into groups. Outcome: Chn will identify know who Linnaeus was and learn about his classification system. They will also explore classification systems.</p> <p>S3.1k, S3.1o S3.1l, s3.1m, S3.1n As Scientists WALT- describe how living things are classified into groups Outcome: Chn will identify similarities and differences between living things so that they can classify them using classification keys.</p> <p>S3.1k, S3.1o S3.1l, s3.1m, S3.1n As Scientists WALT- describe how living things are classified into groups Outcome: Chn will identify similarities and differences between living things so that they can classify them using classification keys.</p>	<p>International Day against Homophobia Transphobia, and Biphobia (17 May)</p> <p>International Museum Day (18 May)</p> <p>Cinema/Bowling 17.5.22</p>
	Homework	Consolidate timetables practise:	<p>Spellings: Words with a long /o/ sound spelt 'ou' or 'ow'</p>	Reading book/ Reading Plus	Flipped homework: SPAG/Reading rising stars practice paper

23.05.22	<p>Area of learning: Statistics</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Read and interpret line graphs - Draw line graphs - Read and interpret pie charts - Pie charts with percentages - Draw pie charts <p>Mental maths focus: Mean, Median, Average of data</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Non-chronological report about animal classification/ evolution/ natural selection</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use a variety of sentence structures, varied word choices, focus on layout and structure • Use different sentence types accurately • Understand wh.at a hyphen is • Know how to join compound adjectives with. a hyphen • Know wh.at a colon, semi-colon, and dashes are • Know the different types of clauses (main, subordinate, dependent, independent, relative) and when to use the different punctuation types to separate clauses • Know how to use a colon them to introduce a list • Understand what things can constitute a list 		<p>Science- Evolution and Inheritance Children will be using a variety of Scientific skills to explore evolution of living things throughout history.</p> <p>Killer Questions How would you describe evolution? Can you explain what natural selection is? Are all offspring identical to their parents? What characteristics are genetic? Why might a living thing adapt to suit its environment? Why might changes to these animals be beneficial to their survival? Why might changes to some animals have caused them to go extinct?</p> <p>S3.1qr, S3.1s As Scientists WALT- recognise that living things produce offspring Outcome: Chn will identify inherited characteristics in living things and will be able to explain that variation occurs between offspring as well as species.</p> <p>S3.1q, S3.1t, S3.1v As Scientists WALT- describe how living things have changed over time as a result of adaptations Outcome: Chn will research adaptation in plants and animals. They will be able to discuss the advantages and disadvantages as a result of these changes.</p> <p>S3.1t, S3.1u, S3.1v As Scientists WALT- identify how animals are adapted to suit their environments. Outcome: Chn will be able to suggest how animals and plants have adapted in their environments.</p> <p>S3.1qr As Scientists WALT- describe how living things have changed over time. Outcome: Chn will recognise the role fossils played in the development of evolutionary theory and will identify the work of Darwin, Anning and Wallace.</p>	
Homework	Consolidate timetables practise:	<p>Spellings: Words ending in -ible</p>	Reading book/ Reading Plus	<p>Flipped homework: Provide pupils with a copy of Beauty and the Beast Playscript (read and annotate) Create character profile of Key character</p>	<p>3SB Class assembly Everybody write day</p>
30.05.22				Half Term	

Homework	Consolidate timetables practise:	Spellings: Words ending in -ibly	Reading book/ Reading Plus	Flipped homework: Watch movie of Beauty and the Beast CAF main characters	
06.06.22	<p>Area of learning: Consolidation Fractions</p> <p>Knowledge and skills: Add and subtract fractions Multiply and divide fractions Fractions of amounts</p> <p>Mental maths focus: BODMAS</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Newspaper article about Ballot Street – how it was established and its inspiration</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Considered word choices • Adverbials to compare and contrast • Variety of sentence structures • Understand wh.at alliteration, similes, metaphors and personification are and how to construct them • Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation 		<p>Spice is nice! Introduce the challenge pack. Children will delve into the spice trade and identify how as a result food, culture and society have changed today.</p> <p>Killer Questions <i>What has caused a change to the population of the local area over the last 150 years? What was the trade triangle and how did this affect migration? How is the local area of Smethwick similar and different to other parts of the world?</i></p> <p>H3.2g As historians WALT- identify changes, cause and consequences of events/ people on society today. Outcome: Chn will identify key dates in Smethwick’s history and recognise how they have impacted the area today.</p> <p>H3.2a As historians WALT- identify the connections and contrasts between different time periods. Outcome: Chn will look at Smethwick as a case study and research the changes in the local area following the second World War.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to explain when, how and why the local area of Smethwick changed as the result of</p>	<p>Anniversary of D-Day (6 June) World Oceans Day (8 June) Millicent Garrett Fawcett’s birthday (11 June)</p>
13.06.22	<p>Area of learning: Consolidation Algebra</p> <p>Knowledge and skills: Find a rule – one step Find a rule – two step Solve simple one-step equations Solve two-step equations</p> <p>Mental maths focus: Fraction of amounts</p>	<p>Spellings: Synonyms & Antonyms</p> <p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Newspaper article about Ballot Street – how it was established and its inspiration</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Considered word choices • Adverbials to compare and contrast 	Reading book/ Reading Plus	<p>Flipped homework: Create a character profile on key character</p> <p>Welcome to the Caribbean- the weather is beautiful. Children will delve into the geographical features of Smethwick and compare them against the Caribbean.</p> <p>Killer Questions <i>What was the trade triangle and how did this affect migration? How is the local area of Smethwick similar and different to other parts of the world? How are physical and human features different in the Smethwick to the Caribbean?</i></p> <p>G3.2a, G3.3a As geographers WALT- Compare and contrast Smethwick to the Caribbean. Outcome: Chn will compare the physical and human features of Smethwick to those in the Caribbean.</p>	<p>Father’s Day (19 June)</p>

		<ul style="list-style-type: none"> Variety of sentence structures Understand wh.at alliteration, similes, metaphors and personification are and how to construct them Know how to use rule of 3 for description (adjectives) and action (verbs + elaboration) including correct punctuation 		<p>G3.4c As geographers WALT- use field work to observe, measure and record the physical and human features of Smethwick.</p> <p>Outcome: Chn carry out field studies in the local area and present them in a range of formats such as sketches, plans and graphs.</p> <p>Link to challenge outcome (for weeks learning) – Children will be able to identify the key similarities and differences between Smethwick and the Caribbean.</p>	
homework	Consolidate timetables practise:	Spellings: Synonyms & Antonyms	Reading book/ Reading Plus	Flipped homework: Watch and critique adverts (black and yellow hat)	3JF Class assembly
20.06.22	<p>Area of learning: Consolidation Ratio</p> <p>Knowledge and skills: Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems</p> <p>Mental maths focus: Simple one step problems including algebra</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Discussion – Children will review foods and spices from around the world in preparation for Ballot Street outcome</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> Use varied words choices, quotes, expert opinions Use different sentence types accurately Understand wh.at a rhetorical question is Understand the pattern of 3 to persuade using imperatives Know wh.at an imperative is Know wh.at boastful language is and how it can be used to help persuade Understand what repetition is and how to 		<p>Ballot Street Spice Children will identify where spices originate from and begin to develop a product which would be suitable to sell under the Ballot Street branding.</p> <p>Killer Questions <i>What was the trade triangle and how did this affect migration?</i></p> <p>D3.5e As technicians WALT- identify where products are grown, reared, caught or processed. Outcome: Chn will research how and where food is produced with a specific focus on spices used within Ballot street products.</p> <p>D3.1b As technicians WALT- use market research to develop a product which captures the culture of Smethwick. Outcome: Chn will use their knowledge of the local area to design a product suitable for marketing under the Ballot street branding.</p> <p>Link to challenge outcome (for weeks learning) – Children will begin the development of their Ballot Street product. Work towards Dragon’s Den style presentation</p>	<p>World Refugee Day (20 June) Make Music Day (21 June) Windrush Day (22 June)</p>

		<p>use it to emphasise key words or phrases</p> <ul style="list-style-type: none"> • Understand what emotive language is • Understand what exaggeration is and when to use it 			
Homework	Consolidate timetables practise:	<p>Spellings: Synonyms & Antonyms</p>	Reading book/ Reading Plus	Flipped homework: Use alliteration to create catchy slogans activity	2AP Class assembly
27.06.22	<p>Area of learning: Geometry</p> <p>Knowledge and skills: The first quadrant 4 quadrants Translation Reflection</p> <p>Mental maths focus: Ratio – 3:1 = 9:3</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Discussion – Children will review foods and spices from around the world in preparation for Ballot Street outcome</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use varied words choices, quotes, expert opinions • Use different sentence types accurately • Understand wh.at a rhetorical question is • Understand the pattern of 3 to persuade using imperatives • Know wh.at an imperative is • Know wh.at boastful language is and how it can be used to help persuade • Understand what repetition is and how to use it to emphasise key words or phrases • Understand what emotive language is • Understand what exaggeration is and 		<p>Ballot Street Spice Children will continue to develop their Ballot Street products; they will trial recipes and demonstrate excellent food hygiene before refining their plans based on feedback. They will consider budgeting of the product and recognise the need for the product to be financially viable.</p> <p>Killer Questions What was the trade triangle and how did this affect migration?</p> <p>D3.5b As technicians WALT- develop our own cooking process to develop a product for Ballot Street Spice. Outcome: Chn will research how and where food is produced with a specific focus on spices used within Ballot street products.</p> <p>D3.1b As technicians WALT- use market research to develop a product which captures the culture of Smethwick. Outcome: Chn will use their knowledge of the local area to design a product suitable for marketing under the Ballot street branding.</p> <p>Link to challenge outcome (for weeks learning) – Children will begin the development of their Ballot Street product work towards Dragon’s Den presentation</p>	

		when to use it			
Homework	Consolidate timetables practise:	Spellings: Synonyms & Antonyms	Reading book/ Reading Plus	Flipped homework: Persuasive letter activity-use persuasive techniques to persuade parents to allow you to :stay up late, have an Instagram account, get a mobile phone etc	2SP Class assembly Summer Fair (Tues)
04.07.22	<p>Themed Projects -</p> <p>Focus – money with a focus on profits from enterprise Ballot St. challenge and linking to what it could be spent on for prom.</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Advert Pupils will create an advert for our Ballot Street product</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use varied words choices, quotes, expert opinions • Use different sentence types accurately • Understand wh.at a rhetorical question is • Understand the pattern of 3 to persuade using imperatives • Know wh.at an imperative is • Know wh.at boastful language is and how it can be used to help persuade • Understand what repetition is and how to use it to emphasise key words or phrases • Understand what emotive language is • Understand what exaggeration is and when to use it 		<p>Children begin to refine their performances, providing effective peer critique. Drama activities to hot seat and rehearse play focusing on stage presence and movement.</p> <p>D3.1b As technicians WALT- use market research to develop a product which captures the culture of Smethwick.</p> <p>Outcome: Chn will use their knowledge of the local area to design a product suitable for marketing under the Ballot street branding.</p> <p>Pupils will continue to develop Ballot street Products and create Dragon’s Den style Presentation</p>	<p>Eid ul-Adha (begins 10 July) Dayton Manor Trip (5th July)</p>

Homework	<p>Consolidate timetables practise:</p>	<p>Spellings: Synonyms & Antonyms</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Read and learn part for Lion King production</p>	<p>2KK Class assembly</p> <p>Sports days</p>
	<p>Themed Projects – How does a business run? How can we advertise this? How can we maximise the money we make?</p>	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Speech Pupils will create a dragon’s Den style Speech/Presentation</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use varied words choices, quotes, expert opinions • Use different sentence types accurately • Understand wh.at a rhetorical question is • Understand the pattern of 3 to persuade using imperatives • Know wh.at an imperative is • Know wh.at boastful language is and how it can be used to help persuade • Understand what repetition is and how to use it to emphasise key words or phrases • Understand what emotive language is • Understand what exaggeration is and when to use it 		<p>Children begin to refine their performances, providing effective peer critique. Drama activities to hot seat and rehearse play focusing on stage presence and movement.</p> <p>D3.1b As technicians WALT- use market research to develop a product which captures the culture of Smethwick.</p> <p>Outcome: Chn will use their knowledge of the local area to design a product suitable for marketing under the Ballot street branding.</p>	<p>Emmeline Pankhurst’s birthday (14 July)</p> <p>Outdoor Prom (inflatable party 13 July)</p>
11.07.22	<p>Consolidate timetables practise:</p>	<p>Spellings: Synonyms & Antonyms</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Read and learn part for Lion King production</p>	<p>Leavers Production</p>

18.07.22	Themed Projects	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Speech Pupils will create a dragon’s Den style Speech/Presentation</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Use varied words choices, quotes, expert opinions • Use different sentence types accurately • Understand wh.at a rhetorical question is • Understand the pattern of 3 to persuade using imperatives • Know wh.at an imperative is • Know wh.at boastful language is and how it can be used to help persuade • Understand what repetition is and how to use it to emphasise key words or phrases • Understand what emotive language is • Understand what exaggeration is and when to use it 		<p>Children begin to refine their performances, providing effective peer critique. Drama activities to hot seat and rehearse play focusing on stage presence and movement.</p> <p>Challenge Outcome: Dragon’s Den Presentation to SLT Challenge Outcome end of week</p>	Mandela Day (18 July)
	Homework	Consolidate timetables practise:	Spellings: Synonyms & Antonyms	Reading book/ Reading Plus	Flipped homework: Year 6 Summer Homework pack (SPAG, Grammar)
					Birmingham Commonwealth Games (28 July – 8 August)