






Curriculum | Medium Term Plan – Summer Year Six

Challenge Pack:	Ballot Street – Produce and launch the next Ballot Street Product	Challenge outcome:	Year 6 Leaver's Production To design, create and market a n original food product	NC Year: Length of term:	(4 & 7 weeks)
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.				
Key texts:	<u>Fiction:</u> The boy who harnessed the wind <u>Non-Fiction:</u> Be a young entrepreneur Rise up Generation hope Children who changed the world	Trips and visits:	Cadbury World Leaver's inflatables fun day	Inspire parent sessions:	
		Science Units	Living things and their habitats Evolution and inheritance	PE: Music:	
 Physical Oracy (Voice, Body Language)		 Linguistic Oracy (Vocabulary, language, rhetorical techniques)		 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)	
				 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)	

	Maths:	English:	NICER:
	Intervention any gaps to be filled Shape and angles - Measuring angles - Angles in a assorted shapes - Reflection on a mirror line	Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned. Text type: Playscript Introduce features of play scripts. Children create an alternative opening for *****, examine stage directions, plan, write and uplevel using pupil skills ladders	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>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 	
(2)	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. Text type: Playscript</p> <p>Introduce features of play scripts. Children create an alternative opening for *****, examine stage directions, plan, write and uplevel using pupil skills ladders</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>S3.1k, S3.1σ 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>
(3)		<p>identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Non chronological report on animal classification/evolution/natural selction</p> <p>Examine features Use features-focus on headings-use of passive voice, subordinating conjunctions Plan, write, uplevel (using pupil skills ladder)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Use varied words choices, quotes, expert 	<p>S3.1k, S3.1σ 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>opinions</p> <ul style="list-style-type: none"> Use different sentence types accurately Understand the difference between passive and active verbs Know how to structure sentences in the passive form and when to use passive voice 	
(4)	SAT's revision based on areas of need identified in SP2 mock SATS	SAT's revision based on areas of need identified in SP2 mock SATS	SAT's revision based on areas of need identified in SP2 mock SATS
(5)	SAT's revision based on areas of need identified in SP2 mock SATS	SAT's revision based on areas of need identified in SP2 mock SATS	SAT's revision based on areas of need identified in SP2 mock SATS
(6)	SAT's week	SAT's week	SAT's week
(7)	<p>Area of learning: Shape</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Draw shapes accurately Draw nets of 3-D shapes <p>Mental maths focus:</p> <ul style="list-style-type: none"> Missing angles using other information 		<p><u>Spice is nice!</u> 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><u>Killer Questions</u> 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?</p>

			<p>H3.2g <i>As historians</i> 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>H3.3a <i>As historians</i> 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>
Area of learning: Consolidation Fractions	<p>Purpose: Chn will explore and identify how the text type encompasses all of the writing purposes learned.</p> <p>Text type: Newspaper article on Ballot Street – how it was established and its inspiration Identify features of newspapers Use features of a newspaper Plan a newspaper Write a newspaper Up-level and improve using y6 skills ladders (pupil version)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none">• Sentences logically sequenced• Know what the various punctuation marks are and rules for use (capital letters, full stops, question/ exclamation marks, commas in a list and to separate clauses, apostrophes for possession, ellipsis, inverted commas for speech, brackets, dashes and commas for parenthesis, and colons to introduce a list)• Use of puns and alliteration <p>Understand what nouns (proper, collective, irregular plural and abstract) pronouns (personal, subject, object, possessive), adjectives and determiners (a, an, the and numbers) are and know how to</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><u>Killer Questions</u> <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 <i>As geographers</i> 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>G3.4c <i>As geographers</i> WALT- use field work to observe, measure and record the physical and human features of Smethwick. 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>	

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		<p>use them correctly.</p> <p>Use appropriate layout and structure</p>	
(9)	<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 Pupils 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"> Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility Understand verbs (doing, being, powerful, irregular, modal), conjunctions (coordinating, subordinating) prepositions and adverbs (manner time, place, cause and frequency) Understand the different type of clauses and the difference between sentences, clauses and phrases Know how to structure sentences in the passive form and when to use passive voice 	<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><u>Killer Questions</u> What was the trade triangle and how did this affect migration?</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>C3.2a As digital technicians WALT: select, use and combine a variety of software that accomplish given goals. Outcome: Chn will use various apps to create a promotion for the Ballot Street product.</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>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</p>
(10)	<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 Pupils will review foods and Spices from around the world in preparation for Ballot Street outcome</p> <p>Knowledge and skills</p>	<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><u>Killer Questions</u> 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.</p>

		<ul style="list-style-type: none"> • Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility • Understand verbs (doing, being, powerful, irregular, modal), conjunctions (coordinating, subordinating) • prepositions and adverbs (manner time, place, cause and frequency) • Understand the different type of clauses and the difference between sentences, clauses and phrases • Know how to structure sentences in the passive form and when to use passive voice 	<p>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> <p>As Scientists WALT- describe how living things have changed over time as a result of adaptations Outcome: Chn will research adaption in plants and animals. They will be able to discuss the advantages and disadvantages as a result of these changes.</p>
(11)	<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 Pupils 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"> • Adverbials to compare and contrast modal verbs and adverbs to indicate likelihood and possibility • Understand verbs (doing, being, powerful, irregular, modal), conjunctions (coordinating, subordinating) • prepositions and adverbs (manner time, place, cause and frequency) • Understand the different type of clauses and the difference between sentences, clauses and phrases • Know how to structure sentences in the passive form and when to use passive voice 	<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><u>Killer Questions</u> 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> <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>

(12)	<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. 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. 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>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>
(13)	<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. 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 	<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. Outcome: Chn will use their knowledge of the local area to design a product suitable for marketing under the Ballot street branding.</p> <p>Children 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>

		<ul style="list-style-type: none">Understand what exaggeration is and when to use it	
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