



Hillcrest Primary School

Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

TLC Text:
Secrets of a Sinking



TLC Hook:
Activity Week

Year Group: 6

Term: Summer 2

Autumn Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Can identify how authors use language and devices to build mystery and intrigue. Can make comparisons between books.	Children to use informal language for diary writing. Children write from an alternative point of view. Can make comparisons between books.	A	Children can work collaboratively to prepare a presentation. Children to identify key events and support with justifications.	Children work in groups to prepare a presentation about their chosen issue. Consider ways to maintain interest of the audience and organisational devices to present their information.		P
Grammar & Punctuation	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately	Use relative clauses to add detail, modal verbs to show level of possibility, use tense correctly to show change of time and point of view.	C	Using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely	Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. *Using modal verbs or adverbs to indicate degrees of possibility.		R
Spelling	Revise spelling elements from last half term which need consolidation. Continue to make and learn personal spelling lists.	Continue to make and learn personal spelling lists. using statutory spellings to create lists of words to still be learnt.	T	Address words which pupils struggled with in the SATs., looking at and sharing strategies for learning and remembering words and letter patterns.	Continue to learn words from personal spelling lists, including CEWs. Test each other and make up mnemonics and strategies to help each other retain spelling knowledge		O
Maths	To develop maths investigative skills	To develop maths investigative skills	I	To apply maths arithmetic objectives to design a board game.	To apply maths arithmetic objectives to design a board game.	To investigate number and patterns.	D
Science Light	To make measurements (Light Sensor). To record data and results of increasing complexity (diagrams).	To recognise that light appears to travel in straight lines.	V	To extend their experience of light by looking at how light reacts when travelling through water. (Non Statutory)	To understand how light lets us learn about the universe.		U
Design & Technology	To improve their mastery design techniques - clay (coil, slab, slip, seal, score).		I	To improve their mastery of design techniques - Egyptian designs.			C
Art 3D	To manipulate and model clay into canopic jars. To manipulate and model Modroc into a death mask.		T	Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.			
Music Race – Sing Up	To learn to clap a steady pulse. To fit two ostinatos together. To create an accompaniment.		Y	To create an extended melody and practise it. To create sound effects to fit with an accompaniment.	To play a full extended melody and accompaniment. To learn about and experiment with harmony. To perform to a film.		

MFL (French) Phonics Lesson 4 slides 40-63 Me in the World	I know that there are many countries that have French as their official language and can name two of them in French (apart from France).	I can locate some French speaking countries on a map of the world.		I can name and mention a few key facts in French about two celebrations in French speaking countries.	I can tell you at least one thing that I am going to do help protect our planet.	To revise all language covered so far and complete assessment for the unit.	T
Outdoor P.E. <i>Athletics</i>	To develop my own and others sprinting technique.	To identify a suitable pace for the event.	W	To develop power, control and technique for the triple jump.	To develop power, control and technique when throwing for distance.	To develop throwing with force and accuracy for longer distances.	I
Indoor P.E. <i>Rounders</i>	To develop throwing and catching under pressure and apply these to a striking and fielding game.	To develop bowling under pressure whilst abiding by the rules of the game.	E	To strike a bowled ball with increasing consistency.	To develop fielding techniques and select the appropriate action for the situation.	To understand and apply tactics in a game.	O
R.E. <i>Worldview</i>	To discuss the influences that make up my worldview.	To recognise the names of people who have influenced humanism.	E	To identify the key ideas of humanist thinkers.	To summarise the main humanist beliefs.	To discuss the importance of values and their links to the ideas of humanist thinkers.	N
Computing <i>Programming</i>	Design, write and debug programs that accomplish specific goals	Use sequence, selection and repetition in programs	K	work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work	to detect and correct errors in algorithms and programs	
Life Skills (PSHE & RSHE) <i>Identity and Transition</i>	To understand what factors contribute to identity	To understand that the media manipulates images	!	To understand that a big change can bring both opportunities and worries			

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!*

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
When we were Warriors – Emma Carroll	Letters from the Lighthouse	Sky Chasers	The Red Pyramid	The Mummy's Curse – M.A. Bennett	Egypt (See Inside) Usborne	Everything: Ancient Egypt

