



Year 6 – Autumn 1 Medium Term Plan
Topic: Savage Saxons vs Vicious Vikings



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Trusted adult list ● "This is me" wellbeing questionnaire ● Sign home-school links books ● Class charter (including 4 Rs and school rules) ● School Council elections ● House team Captain and Vice-Captain elections ● Subject reps (inform children) ● Autumn 1 Curriculum booklet for parents ● Buddy mentoring ● Performance management target setting ● New action plans ● Autumn term provision map ● Standards scrutiny ● Autumn 1 assessment week 	<ul style="list-style-type: none"> ● Macmillan Coffee Morning ● Black History Month ● School Photograph Day ● World Mental Health Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Entry point - STEM Build a Viking long boat ● Exit point - STEM Launch Viking long boats ● Class Story - How to Train Your Dragon ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading / Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</p> <p>The following objectives are based on the national curriculum and will be covered throughout daily guided reading sessions by focusing on strands from the Reading Rainbow and five comprehension skills.</p> <p>Autumn</p> <p>TLC: Can I maintain positive attitudes to reading and understanding of what I have read?</p> <p>TLC: Can I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>TLC: Can I recommend books that they have read to their peers, giving reasons for their choices?</p> <p>TLC: Can I understand what I have read by checking that the book makes sense?</p>	<p>Focus:</p> <p><u>Handwriting</u></p> <p>TLC: Can I write legibly, fluently and with increasing speed by choosing the writing implement best suited for a task?</p> <p><u>Writing</u></p> <p>Talk4Writing 'Instructions'</p> <ul style="list-style-type: none"> ● Cold Task – Create a set of instructions? (How to make a longboat) ● Imitate – Set of instructions (Viking invasion) ● Innovate (alteration) – How to fight off a Viking ● Independent - Write a set of instructions - How to train a dragon (Assessed piece in tracking book) <p>TLC: Can I create a set of instructions? (Cold task)</p>	<p>Focus:</p> <p><u>Grammar</u></p> <p>TLC: Can I punctuate bullet points consistently?</p> <p>TLC: Can I use colons to introduce a list?</p> <p>TLC: Can I semicolons to mark boundaries between independent clauses?</p> <p>TLC: Can I use brackets, dashes and commas to indicate parenthesis?</p> <p>TLC: Can I use colons to mark boundaries between independent clauses? (de:de sentences)</p> <p><u>Spelling</u></p> <p>List coverage:</p> <p>TLC: Can I spell words with the short vowel sound /i/ spelt with y? (List 1)</p>



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TLC: Can I discuss my understanding and exploring the meaning of words in context?
TLC: Can I ask questions to improve my understanding?
TLC: Can I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?
TLC: Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously?
TLC: Can I provide reasoned justifications for my views?

The following spoken language objectives are based on the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

TLC: Can I listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence?
TLC: Can I ask questions to develop ideas and make contributions that take account of others' views?
TLC: Can I use evidence to support ideas and opinions?
TLC: Can I explain ideas and opinions, elaborating to make meaning explicit?
TLC: Can I take an active part in discussions, taking different roles?
TLC: Can I use hypothetical and speculative language to express possibilities?
TLC: Can I use Standard English fluently in formal situations?
TLC: Can I debate an issue, maintaining a focused point of view?
TLC: Can I engage the interest of the listener through the variety and liveliness of both vocabulary and expression?
TLC: Can I pay close attention to and consider the views and opinions of others in discussions?

TLC: Can identify the features of instructions? (Guided reading lesson)
TLC: Can I imitate a set of instructions and text map?
TLC: Can I use a text map to write a set of instructions?
TLC: Can I generate ideas for a set of instructions? (How to fight off a Viking)
TLC: Can I plan, write and edit a set of instructions? (Innovate)
TLC: Can I generate ideas for a set of instructions? (How to train a dragon)
TLC: Can I plan, write and edit a set of instructions? (Independent)

TLC: Can I spell word endings which sound like 'tion' spelt -ation, -sion, -ssion, -cian,-tion? (List 2)
TLC: Can I spell word endings which sound like 'tion' spelt -ation, -sion, -ssion, -cian,-tion? (List 3)
TLC: Can I spell words using the suffix -ly? (List 4)
TLC: Can I spell words using the suffix -ly? (List 5)
TLC: Can I spell words with the /i:/ sound spelt ei after c? (List 6)
TLC: Can I spell words with the /i:/ sound spelt ei after c? (List 7)



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TLC: Can I make contributions to discussions, evaluating others' ideas and responding to them?
TLC: Can I understand and select the appropriate register according to the context?

Maths

Focus:

Place Value

Cold Task - Place Value

TLC: Can I understand the place value of numbers up to 10 million? (recap lessons to be embedded into the input)

TLC: Can I compare and order numbers up to 10 million?

TLC: Can I round any number?

TLC: Can I use negative numbers in context?

Hot Task - Place Value

Focus:

Addition, Subtraction, Multiplication and Division

Cold Task - Addition, Subtraction, Multiplication and Division

TLC: Can I solve multi-step problems? (Input to recap written methods for addition and subtraction)

TLC: Can I add and subtract integers?

TLC: Can I use written methods to multiply a 4 digit by 1 digit?

TLC: Can I multiply 2 digits by 2 digits?

TLC: Can I multiply 3 digits by 2 digits?

TLC: Can I multiply up to a 4 digit number by a 2 digit number?

Art

Focus:

Addition, Subtraction, Multiplication and Division

TLC: Can I use short division?

TLC: Can I use short division with remainders?

TLC: Can I find factors and common factors of a number?

TLC: Can I divide numbers using factors?

TLC: Can I use long division?

TLC: Can I use long division with remainders?

Computing

Focus:

Addition, Subtraction, Multiplication and Division

TLC: Can I recognise prime numbers up to 100?

TLC: Can I recognise common multiples?

TLC: Can I calculate square and cube numbers?

TLC: Can I use the correct order of operations?

TLC: Can I use mental calculations and estimation?

TLC: Can I reason from known facts? (times tables lesson)

Hot Task - Addition, Subtraction, Multiplication and Division

Additional Maths Teaching

Daily:

- Counting
- Arithmetic practise

Weekly:

- Times tables lesson
- Arithmetic test
- Problem of the week
- Times Tables grids/written questions test
- Rapid recall boards/fact family

Design and Technology, Cooking and Nutrition, Enterprise



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TLC: Can I evaluate and suggest improvements to my own and others digital solutions?

French (Languages)

Geography

History

Focus:

Phonetic and pronunciation (Core Vocabulary):

TLC: Can I understand and use phonemes: CH, OU, ON and OI?
TLC: Can I understand and use phonemes: I, IN, IQUE and ILLE?
TLC: Can I understand and use phonemes: EAU, EUX, É, È and E?
TLC: Can I understand and use phonemes: QU, GNE, Ç, EN, AN?

The Planets (Progressive Language Teaching):

TLC: Can I identify and name the planets and place them on a solar system map?
TLC: Can I spell the names of the planets?
TLC: Can I use adjectives to describe the planets?
TLC: Can I give an interesting fact about four of the planets?
TLC: Can I explain the basic rules of adjectival agreement?
TLC: Can I read a French text and use it to answer questions?

Focus:

Mapwork:

TLC: Can I use digital maps to illustrate why people settled in different locations?
TLC: Can I use 6 figure grid references to build knowledge of the wider world?

Focus:

Vikings vs Saxons

Key Question: Who won the struggle for power?
TLC: Can I place historical periods chronologically? (Anglo Saxons)
TLC: Can I explore the life of a child during the saxon period?
TLC: Can I understand how and why the Vikings invaded Britain?
TLC: Can I explain why the Vikings were so successful in raiding and trading? (Auxiliary question 1)
TLC: Can I explain how Anglo Saxon life changed after the arrival of the Vikings? (Auxiliary question 2)
TLC: Can I investigate the role of Edward the Confessor in how Britain fought back? (Auxiliary question 3)

Black History

TLC: Can I research a significant figure?

Music

Physical Education

Personal, Social and Health Education

Focus:

Happy (Charanga)

TLC: Can I explain how the lyrics of a song tell a story? (Happy; Listen/Appraise)
TLC: Can I appraise a Pop song with a Country groove? (Top Of The World; Appraise)
TLC: Can I create a slow and a fast rhythm? (Transcribe)

Focus:

Gymnastics

TLC: Can I create different shapes whilst pushing and pulling using apparatus?
TLC: Can I create a sequence which includes a canon?
TLC: Can I create different points and patches balances using apparatus?

Focus:

Being Me in My World

a) PSHE
b) Social and Emotional Development Learning

Jigsaw Piece 1:



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TLC: Can I describe a structure and texture of a reggae song? (Don't Worry, Be Happy; Extended Listening)
TLC: Can I use aural memory to record a melody? (Transcribe)
TLC: Can I include clapping riffs in an improvisation? (Improvise)
TLC: Can I compose using rhythm notation? (Compose)
TLC: Can I play and perform as part of an ensemble performance of Livin' On A Prayer? (Perform)

TLC: Can I perform a short sequence and analyse the performance of others?
TLC: Can I create counter tension and counter balances by making shapes with different body parts?
TLC: Can I synchronise counter balances with gymnastic skills to create a sequence?
TLC: Can I create different bridges with control and explore different ways of travelling through/under the bridges?
TLC: Can I create a sequence using bridges and different ways to travel?
TLC: Can I evaluate performances and give feedback to my peers to help them improve their technique?

- a) TLC: Can I identify my goals for this year and understand my worries and fears about the future and know how to express them?
 - b) TLC: Can I understand how to make others feel welcomed and valued?
- Jigsaw Piece 2:**
- a) TLC: Can I understand that there are universal rights for all children but for many children these rights are not met?
 - b) TLC: Can I understand my own wants and needs and compare these with children in different communities?
- Jigsaw Piece 3:**
- a) TLC: Can I understand that my actions affect other people locally and globally?
 - b) Can I understand my own wants and needs and compare these with children in different communities?
- Jigsaw Piece 4:**
- a) TLC: Can I make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities?
 - b) TLC: Can I understand that my actions affect myself and others and understand other people's feelings and try to empathise with them?
- Jigsaw Piece 5:**
- a) TLC: Can I understand how an individual's behaviour can impact on a group?
 - b) TLC: Can I contribute to a group and understand how we can function best as a whole?
- Jigsaw Piece 6:**
- a) TLC Can I understand how democracy and having a voice benefits the whole school community?
 - b) TLC: Can I understand why our school community benefits from a learning charter and how it can help others to follow it by modelling it myself?



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		<p><i>Black History - Alice Coachman (Citizenship)</i> TLC: Can I research a significant figure?</p>
<p><u>Religious Education</u></p>	<p><u>Science including STEM</u></p>	
<p><u>Focus:</u></p> <p><i>Life Journeys: Rites of passage: How do people mark important events in life? (Living-Hinduism)</i></p> <ol style="list-style-type: none"> 1. TLC: Can I show my knowledge of and explain Brahman, atman, samsara, moksha and dharma? (Y3 U1, Y4 U1, L1 and Y5, U1, L1) 2. TLC: Can I show knowledge about how Hindus worship in a mandir and how that connects to their beliefs? (Y4, U1, L2) 3. TLC: Can I explain how Hindus worship at home and how that connects to their beliefs? (Y4, U1, L3) 4. TLC: Can I show my knowledge of how different Hindus might live out their beliefs differently? 5. TLC: Can I explain what a samskara is and how it connects to Hindu beliefs? 6. TLC: Can I explain the namakarana samskara and how it connects to Hindu beliefs? 7. TLC: Can I explain Vivaha samskara and how it connects to Hindu beliefs? 8. TLC: Can I show an understanding of Jewish beliefs about God, human beings and the world?* 9. TLC: Can I show a knowledge of different ways of living for Jewish people?* <p><u>Focus:</u></p> <p><i>Life Journeys: Rites of passage: How do people mark important events in life?</i></p>	<p><u>Focus:</u></p> <p><i>N/A</i></p>	



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Living- Islam)

1. TLC: Can I recap key beliefs and concepts in Islam? (Y2-6 recap)
2. TLC: Can I make connections with Muslim beliefs about God, harmony, shariah (the straight path) and guidance?
3. TLC: Can I compare Muslim birth rites in other religious and non-religious worldviews? (Humanism, Judaism)
4. TLC: Can I explain the rite of passage- marriage in Islam and how the ceremony connects with beliefs about Allah, harmony and shariah?
5. TLC: Can I compare marriage rites between different in a Muslim worldview?