



Year 6 – Autumn 2 Medium Term Plan
Topic: I'm an Animal, Get Me Out of Here!



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Parents' meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher's nominations ● Autumn 2 OTrack assessment ● Autumn 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● Bonfire Night ● Parliament Week ● Remembrance Day ● Children in Need ● Anti-Bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day 	<ul style="list-style-type: none"> ● Entry point - Zoolab Workshop ● Exit point - Sharing work with Year 5 on blog ● Class Story - A Monster Calls ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Spelling)</u>
<p>Focus:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</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>TLC: Can I discuss my understanding and explore the meaning of words in context?</p> <p>TLC: Can I ask questions to improve my understanding?</p> <p>TLC: Can I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Hot seating: Characters feelings and emotions ● Debate: Should animals be kept in captivity? ● Conscious Alley: Making choices ● Prove it ● ABC <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence?</p> <p>TLC: Can I ask questions to develop ideas and make contributions that take account of others' views?</p>	<p>Focus:</p> <p><u>Spelling</u></p> <p>List coverage: 8, 9, 10, 11, 12, 13 and 14.</p> <p>TLC: Can I use –ent and –ence/–ency after soft c (/s/ sound)? (List 8 & 9)</p> <p>TLC: Can I revise statutory spellings? (list 10 & 11)</p> <p>TLC: Can I spell words continuing the letter string -ough? (List 12 & 13)</p> <p>TLC: Can I spell words ending with the /g/ sound spelt -gue? (List 14)</p>



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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?

TLC: Take an active part in discussions, taking different roles.
 TLC: Can I debate an issue, maintaining a focused point of view?
 TLC: Can I use formal language of persuasion to structure a logical argument?
 TLC: Can I pay close attention to and consider the views and opinions of others in discussions?
 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?

English (Writing)

Focus:

Narrative (Horror) -A Monster Calls

Handwriting

TLC: Can I write legibly, fluently and with increasing speed by choosing the writing implement best suited for a task?

Composition

(Same Character, different plot- Walk to St Paul's Church to generate ideas for writing- Pupils' to collect some items e.g. leaves and twigs. Pupils' to sketch anything they feel may inspire their writing e.g. gravestone, tree, church window.)

TLC: Can I plan a horror story? (Hot)
 TLC: Can I write a horror story? (Hot)

Grammar

TLC: Can I identify and write relative clauses? (Revision-explicit lesson)
 TLC: Can I apply the rules of direct speech? (Revision-explicit grammar lesson)
 TLC: Can I identify the central character's emotions at key plot points in the story? (Experience day 1 session 1)
 TLC: Can I create effective sentences for a powerful story? (Sessions 2-4,)
 TLC: Can I write list-like phrases? (SS session 2)
 TLC: Can I write short sentences for impact (SS session 2)
 TLC: Can I write fronted adverbials? (SS session 2)
 TLC: Can I write rhetorical questions? (SS session 2)
 TLC: Can I use a colon to introduce a list (SS session 2)
 TLC: Can I use semi-colons within lists? (SS session 2)
 TLC: Can I create complex sentences? ((SS session 3)
 TLC: Can I use personification? (SS session 4 & 9)



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TLC: Can I edit and upstage a horror story? (Hot)

TLC: Can I use alliteration in my writing? (SS session 4 & 7)
 TLC: Can I include adjectives in unusual positions in sentences? (SS session 4)
 TLC: Can I explore a dramatic moment and gather relevant language? (Experience day 2, session 5)
 TLC: Can I use figurative language? (SS session 6)
 TLC: Can I incorporate dialogue in my writing? (SS session 6 & 9)
 TLC: Can I understand how words are related by meaning as synonyms? (SS session 7)
 TLC: Can I recognise and use the subjunctive form? (SS session 7 & 10)
 TLC: Can I use a range of dramatic techniques? (Experience day 3, session 8)
 TLC: Can I use repetition for impact? (SS session 10)

Maths

Focus:

Fractions: Adding and Subtracting

Cold task: Fractions

TLC: Can I calculate equivalent fractions?

TLC: Can I simplify fractions?

TLC: Can I convert improper fractions to mixed numbers?

TLC: Can I convert mixed numbers to improper fractions?

TLC: Can I place fractions on a numberline?

TLC: Can I order and compare fractions? (denominator)

TLC: Can I compare and order fractions? (numerator)

TLC: Can I add and subtract fractions? (common multiples)

TLC: Can I add and subtract fractions? (not common multiples)

TLC: Can I use problem solving with adding and subtracting fractions?

Focus:

Fractions: Multiplying and dividing

TLC: Can I multiply fractions by integers?

TLC: Can I multiply fractions by fractions?

TLC: Can I divide fractions by integers?

TLC: Can I apply the four rules with fractions?

TLC: Can I find fractions of amounts?

Hot task: Fractions

Position and direction

Cold task: Position and direction

TLC: Can I find and plot coordinates in the first quadrant?

TLC: Can I find and plot coordinates in all four quadrants?

TLC: Can I translate shapes?

TLC: Can I reflect shapes?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Arithmetic practise

Weekly:

- Times tables test
- Arithmetic test
- Rapid recall boards/fact family
- Problem of the Week

Termly:

- Maths investigation



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	Hot task: Position and direction	
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus:</u></p> <p><i>Painting (An animal)</i> TLC: Can I evaluate art work by Vincent Van Gogh and draw upon his ideas for my own? TLC: Can I create colours, tints and tones? TLC: Can I combine line and colour? TLC: Can I use varied brush techniques? TLC: Can I use brush techniques and the qualities of paint to create texture? TLC: Can I combine painting skills and techniques to create a visually interesting piece inspired by Vincent Van Gogh?</p> <p><i>Digital Media and STEM (Animals)</i> TLC: Can I enhance digital media by editing to include a range of digital information?</p>	<p><u>Focus:</u></p> <p><i>6.7 Quizzing</i> TLC: Can I compare a range of digital content sources and rate them in terms of content quality and accuracy? TLC: Can I use criteria to evaluate my own and others digital solutions? TLC: Can I consider the intended audience carefully when I design and make digital content?</p> <p><i>6.4 Blogging</i> TLC: Can I identify the purpose of writing a blog? TLC: Can I identify the features of successful blog writing? TLC: Can I plan the theme and content for a blog? TLC: Can I understand how to write a blog? TLC: Can I consider the effect upon the audience of changing the visual properties of the blog? TLC: Can I understand the importance of regularly updating the content of a blog? TLC: Can I understand how to contribute to an existing blog? TLC: Can I understand how and why blog posts are approved by the teacher? TLC: Can I understand the importance of commenting on blogs? TLC: Can I peer-assess blogs against the agreed success criteria?</p>	<p><u>Focus:</u></p> <p><i>STEM- Antarctic memes</i> TLC: Can I investigate and analyse a range of existing products and develop a design criteria? TLC: Can I evaluate my product against my design criteria?</p>



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<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p>Focus:</p> <p><u>At School</u></p> <p><u>Lesson 1</u> TLC: Can I recognise pronouns in french? TLC: Can I recall vocabulary for school subjects with good pronunciation?</p> <p><u>Lesson 2</u> TLC: Can I use adjectives to explain what lessons I like/dislike?</p> <p><u>Lesson 3</u> TLC: Can I read and write the time in French?</p> <p><u>Lesson 4</u> TLC: Can I say what time I have a particular subject at school?</p> <p><u>Lesson 5</u> TLC: Can I write sentences in French about school?</p> <p>Focus: Core Vocabulary: French Cultural lesson 4: Le Bleuet de France TLC: Can I explain the history and traditions of Le Bleuet de France?</p>	<p>Focus:</p> <p>TLC: Can I design and create thematic maps to illustrate an idea? (Charles Darwin's voyage including the galapagos islands)</p>	<p>Focus:</p> <p><u>Guy Fawkes</u> TLC: Can I take an active part in discussions, taking different roles? TLC: Can I debate an issue, maintaining a focused point of view?</p> <p><u>Remembrance - War poetry</u> TLC: Can I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? TLC: Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p>Focus</p> <p><u>You've Got a Friend (Charanga)</u> TLC: Can I explain what story the lyrics tell in You've Got A Friend? (Listen/Appraise)</p>	<p>Focus:</p> <p><u>Dance</u> Theme - Castles</p>	<p>Focus:</p> <p><u>Celebrating differences</u> a) PSHE b) Social and Emotional Development Learning</p>



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TLC: Can I appraise a Pop style song? (The Loco-Motion; Appraise)
TLC: Can I explain the difference between treble and bass clef? (Transcribe)
TLC: Can I use vocal warm-ups to prepare my voice? (perform)
TLC: Can I play an instrument accurately? (Glocks)
TLC: Can I improvise an answer to a musical question? (Improvise)
TLC: Can I compose using E, G, A, C and D (top) notes? (compose)
TLC: Can I play and perform as part of an ensemble performance of You've Got A Friend? (Perform)

Composer of the half term

Pyotr Ilyich Tchaikovsky

TLC: Can I paint abstract impressions of Tchaikovsky's music? (Art)

TLC: Can I create simple patterns on my own and in small groups with control and fluency?
TLC: Can I link actions I have created to make a dance phrase?
TLC: Can I use a wide range of actions and perform with expression?
TLC: Can I vary and combine spatial patterns?
TLC: Can I show fluency when combining dance movements together?
TLC: Can I perform a short dance sequence confidently to an audience?
TLC: Can I self and peer assess a dance sequence?

Jigsaw Piece 1:

- a) TLC: Can I show understanding of there being different perceptions of what normal means?
- b) TLC: Can I show empathy towards people living with disabilities?

Jigsaw Piece 2:

- a) TLC: Can I understand how having a disability could affect someone's life?
- b) TLC: Can I show awareness of my attitude towards people with disabilities?

Jigsaw Piece 3:

- a) TLC: Can I explain some of the ways in which one person or a group can have power over another?
- b) TLC: Can I show understanding of how it can feel to be excluded or treated badly for being different?

Jigsaw Piece 4:

- a) TLC: Can I explain some of the reasons why people use bullying behaviours?
- b) TLC: Can I tell a range of strategies in managing my feelings in bullying situations and for problem solving when I am part of one?

Jigsaw Piece 5:

- a) TLC: Can I give examples of people with disabilities who lead amazing lives?
- b) TLC: Can I appreciate people for who they are?

Jigsaw Piece 6:

- a) TLC: Can I explain ways in which differences can be a source of conflict and a cause for celebration?
- b) TLC: Can I show empathy with people in either situation?

Anti-Bullying Week

TLC: Can I identify friendships and how they change?



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<u>Religious Education</u>	<u>Science including STEM</u>	
<p>Focus:</p> <p><u>Life Journeys: Rites of passage: How do people mark important events in life?</u> <u>Living- Islam)</u></p> <ol style="list-style-type: none">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? <p><u>Extra RE linked to Christmas</u> TLC: Can I investigate the similarities and differences between Matthew and Luke's version of the Nativity?</p>	<p>Focus:</p> <p><u>Animals including humans</u></p> <p>TLC: Can I report and present findings orally from enquiries using displays and other presentations? (WS Heart dissection)</p> <p>TLC: Can I identify and name main parts of the human circulatory system and describe its functions? (Role-play movement)</p> <p>TLC: Can I report and present findings orally from enquiries using displays and other presentations? (WS Heart dissection)</p> <p>TLC: Can I record data and results of increasing complexity using scientific diagrams and labels? (WS)</p> <p>TLC: Can I describe how nutrients and water are transported within animals including humans?</p> <p>TLC: Can I explain the impact of the diet on the body?</p> <p>TLC: Can I identify scientific evidence that has been used to support or to refute ideas? (WS)</p> <p>TLC: Can I explain the impact of drugs and alcohol on the body?</p> <p>TLC: Can I identify scientific evidence that has been used to support or to refute arguments? (WS)</p> <p>TLC: Can I take repeat readings where appropriate? (WS) (Take heart rate)</p> <p>TLC: Can I record data and results using bar graphs? (WS)</p> <p>TLC: Can I plan different types of scientific enquiries to answer questions? (WS)</p> <p>TLC: Can I record data and results of increasing complexity using tables? (WS)</p> <p>TLC: Can I record data and results using line graphs? (WS)</p> <p>TLC: Can I use test results to make predictions to set up further comparative and fair tests? (WS)</p>	



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TLC: Can I explain the impact of exercise on the body?
TLC: Can I explain the impact of lifestyle on the body?
(Poster)
TLC: Can I identify scientific evidence that has been used to support or to refute arguments and ideas? (WS)

Evolution and Inheritance

TLC: Can I recognise that fossils provide information about living things that inhabited the Earth millions of years ago?
TLC: Can I recognise that living things produce offspring?
TLC: Can I recognise that living things have changed over time?
(See STEM) TLC: Can I identify how adaptation may lead to evolution? (Bird beaks and/or strawberry laces and/or sticky dog)
TLC: Can I use scientific evidence that has been used to support ideas? (WS Charles Darwin and Alfred Wallace debate)
TLC: Can I record data and results using scatter graphs? (WS)

STEM- Antarctic Memes

TLC: Can I identify how animals and plants are adapted to suit their environment in different ways?