



Year 6 – Autumn 1 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"> ● Trusted adult list ● This is me questionnaire ● Sign home-school links books ● Class charter (including 4 Rs and school rules) ● School Council ● House team Captain and Vice-Captain elections ● Subject reps (inform children) ● Curriculum parent overview ● Buddy mentoring (CH and AM to organise) ● Performance management target setting ● Pupil progress meeting ● English, Maths and Standards Scrutiny ● Autumn 1 OTrack assessment ● Autumn 1 classtrack assessment 	<ul style="list-style-type: none"> ● Roald Dahl Day ● Macmillan Coffee Morning ● Black History Month ● National Poetry Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Entry point - Science investigation (Finches) and Fossils ● Exit point - Share work with another year group ● Trip- Yorkshire Wildlife Park ● Class Story - Charles Darwin The Origin of Species and The Pepered Moth ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u></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><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● History/Geography debates ● Circle time, assembly discussions. <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><u>Focus:</u></p> <p><u>Grammar</u></p> <p>TLC: Can I use semi-colons, colons, dashes and brackets to mark boundaries between independent clauses? (Stand alone sessions)</p> <p>TLC: Can I use colons and semicolons within the list?</p> <p>TLC: Can I punctuate bullet points consistently?</p> <p>TLC: Can I use rhetorical questions? (JC Unit - SS1,2, 7)</p> <p>TLC: Can I directly address the reader? (JC Unit - SS1, 2)</p> <p>TLC: Can I use conjunctions of opposition, precise adjectives? (JC Unit, SS1, 2)</p> <p>TLC: Can I use semi-colons, colons, dashes and brackets to mark boundaries between independent clauses? (JC Unit - SS2,3)</p> <p>TLC: Can I understand the difference between formal and informal speech? (JC Unit - SS2)</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?

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 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?

TLC: Can I use puns and rhymes? (JC Unit - SS3)
TLC: Can I use fronted adverbials? (JC Unit - SS4,9)
TLC: Can I use adverbs? (JC Unit -SS4, 5, 9,10,)
TLC: Can I use thesaurus to find the synonyms of a word? (JC Unit - SS4,5)
TLC: Can I use adjectives? (JC Unit - SS4)
TLC: Can I use colons and semicolons within the list? (JC Unit - SS5)
TLC: Can I use generalisers? (JC Unit - SS6)
TLC: Can I draft and write by precisising longer passages? (JC Unit - SS6)
TLC: Can I use persuasion within my writing? (JC Unit - SS7)
TLC: Can I use metaphors? (JC Unit - SS8)
TLC: Can I use correct subject-verb agreement? (JC Unit - SS8)
TLC: Can I use technical vocabulary? (JC Unit - SS8)
TLC: Can I use conjunctions and fronted adverbials? (JC Unit - SS9)
TLC: Can I create a conclusion? (JC Unit - SS10)

Spelling

List coverage:

TLC: Can I spell words containing the letter-string ough (oo/u/ou sound)? (List 1)
TLC: Can I spell words with endings which sound like /fəs/ spelt -tious? (List 2)
TLC: Can I spell words with endings which sound like /fəl/ spelt -tial? (List 3)
TLC: Can I spell words with endings which sound like /fəl/? (exceptions / statutory word) (List 4)
TLC: Can I spell words ending in -ent? (List 5)
TLC: Can I spell words ending in -ent? (List 6)
TLC: Can I spell words ending in -ence/-ency? (List 7)



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English (Writing)

Focus: Non-chronological report The Origin of Species

Handwriting

TLC: Can I write legibly, fluently and with increasing speed?

Additional composition/grammar/spelling taught through 3C Unit (including recap of Stage 3/4/5 content and writing structures):

- Rhetorical questions (SS1, SS7)
- Direct address/Feelings (SS1, SS2)
- Conjunctions for opposition- precise adjectives (SS1)
- Relative Clause, preposition, precise verbs (SS2, SS3)
- Contractions for direct address (SS2)
- Contractions for opposition (SS6)
- Pun (SS3)
- Rhyme (SS3)
- Fronted adverbial (SS4, SS9)
- Adverbs (SS4, SS9, SS10)
- Synonyms (SS4, SS5)
- Adjectives- Comparatives (SS4)
- Colon list (SS5)
- Imagining- adverbs of uncertainty (SS5)
- Generalisers- Comparatives (SS6)
- Theme (SS6)
- Subheading- Direct address (SS7)
- Persuasive call to action- Alliteration (SS7)
- Metaphors (SS8)
- Verbs- Scientific explanation (SS8)
- Scientific terminology (SS8)
- Cause and effect conjunction- fronted adverbial (SS9)
- Summary- synonyms (SS10)
- Conclusion- theme (SS10)

Composition (Planning and Composition)

TLC: Can I identify the audience for and purpose of the writing?

TLC: Can I plan my writing using similar models as my own?

TLC: Can I plan using organisational and presentable devices to structure a text to guide the reader? (Subheadings, headings and bullet points)

Independent Writing

TLC: Can I create a non-chronological report?

Composition (Editing)

TLC: Can I proof read for spelling and punctuation errors?

TLC: Can I use the correct tense through a piece of writing?

TLC: Can I evaluate and edit by changing vocabulary, grammar and punctuation?

Performance (Reading as a Writer)

TLC: Can I perform my own composition using volume, intonation, volume and movement so that the meaning is clear?



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Maths - including STEM

Focus: Place Value

TLC: Can I recognise numbers to 1,000,000?
TLC: Can I recognise numbers to 10,000,000?
TLC: Can I read and write numbers to 10,000,000?
TLC: Can I use powers of 10?
TLC: Can I read and use a number line to 10,000,000?
TLC: Can I compare and order any integers?
TLC: Can I coin any integers?
TLC: Can I use negative numbers?

Focus:

Focus: Addition, subtraction, multiplication and division

TLC: Can I add and subtract integers?
TLC: Can I solve addition and subtraction word problems?
TLC: Can I recognise common factors?
TLC: Can I recognise common multiples?
TLC: Can I apply rules of divisibility?
TLC: Can I recognise prime numbers up to 100?
TLC: Can I calculate square and cube numbers?
TLC: Can I multiply up to a 4-digit number by a 2-digit number?
TLC: Can I solve problems with multiplication?
TLC: Can I use short division?
TLC: Can I use division using factors?
TLC: Can I use long division?
TLC: Can I use long division with remainders?
TLC: Can I solve problems with division?
TLC: Can I solve multi-step problems?
TLC: Can I use the correct order of operations?
TLC: Can I use mental calculations and estimation?
TLC: Can I reason from known facts?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

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

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

Focus: Painting

TLC: Can I combine line and colour?
TLC: Can I use brush techniques and the qualities of paint to create texture?
TLC: Can I develop a personal style of painting, drawing upon ideas from other artists?
TLC: Can I use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces?

Focus: Online Safety (6.2)

TLC: Can I identify the benefits and risks of mobile devices broadcasting the location of users and devices?
TLC: Can I identify secure sites by looking for privacy seals of approval?
TLC: Can I identify the benefits and risks of giving personal information and device access to different software?
TLC: Can I review the meaning of a digital footprint?

Focus: STEM

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?



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TLC: Can I combine colours, tones and tints to enhance the mood of a piece?

Focus: Artist of the half term Pablo Picasso

TLC: Can I understand how and why people use their information and online presence to create a virtual image of themselves as a user?

TLC: Can I understand appropriate online behaviour and how this can protect themselves and others?

TLC: Can I identify more discrete inappropriate behaviours online? E.g. grooming, sexting

TLC: Can I begin to understand how information online can persist and give away details of those who share or modify it?

TLC: Do I know the value of protecting my privacy and others online? - discussion

Focus: Blogging (6.4)

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?

French (Languages)

Geography

History



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<p><u>Focus: Regular Verbs</u> TLC: Can I explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they? TLC: Can I conjugate most of a regular -ER verb in full when I am given the infinitive version? TLC: Can I conjugate most of a regular -IR verb in full when I am given the infinitive version? TLC: Can I conjugate most of a regular -RE verb in full when I am given the infinitive version?</p> <p><u>Focus: Phonetics and pronunciation</u> TLC: Can I understand and use phonemes: QU, GNE, Ç, EN, AN?</p>	<p><u>Focus: Geographical Skills and Fieldwork</u> TLC: Can I use maps, atlases, globes and digital/computer mapping to locate and describe countries studied? (Galapagos Islands)</p>	<p><u>Focus: Black History Slave Trade</u> Why slavery was abolished? What was the windrush movement and how did it change the UK?</p> <p>TLC: Can I understand why African slaves were transported to the Americas? TLC: Can I investigate the conditions faced by slaves during the Atlantic passage? TLC: Can I understand the conditions in which slaves lived in once they arrived in the Americas?</p>
<p><u>Music</u></p>	<p><u>Physical Education</u></p>	<p><u>Personal, Social and Health Education</u></p>
<p><u>Focus: Social theme: How does music bring us together?</u> <u>Musical spotlight: Developing melodic phrase</u> TLC: Can I use musical vocabulary to describe a soul song Do What You Want to? TLC: Can I think about correct tempo and dynamics when playing a musical instrument along a pop song? TLC: Can I compose a melodic phrase to play along the theme song It's All About Love? TLC: Can I compare social and musical aspects of soul and pop music? TLC: Can I improvise with the song Do What You Want to?</p> <p><u>Focus: Composer of the half term Richard Wagner</u></p>	<p><u>Focus: Gymnastics</u> 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? 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?</p>	<p><u>Focus: Being Me in My World</u> a) TLC: Can I identify my goals for this year and understand my worries? b) TLC: Can I understand what its like to feel welcomed and valued? a) TLC: Can I understand that there are universal rights for all children, but many these needs are not met? b) TLC: Can I identify my own wants and needs and I can compare these with different children in the community? a) TLC: Can I understand that my actions effect other people locally and globally?</p>



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<p>TLC: Can I listen and reflect on a piece of orchestral music?</p>	<p>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?</p>	<p>b) TLC: Can I identify my own wants and needs and I can compare these with different children in the community?</p> <p>a) TLC: Can I make choices about my own behaviour and understand how rewards and consequences make me feel? b) TLC: Can I understand that my actions affect myself and others and I care about other people's feelings?</p> <p>a) TLC: Can I understand how an individual's behaviour can impact on a group? b) TLC: Can I contribute to the group and understand how we can work as a whole?</p> <p>a) TLC: Can I understand how democracy and havign a voice benefits the school community? b) TLC: Can I understand why our school community benefits from a learning charter and how I can help others to follow it?</p>
<p><u>Religious Education</u></p>	<p><u>Science including STEM</u></p>	
<p><u>Focus: Hinduism Living</u> TLC: Can I show my knowledge of and explain Brahman, atman, samsara, moksha and dharma? (Y3 U1, Y4 U1, L1 and Y5, U1, L1) TLC: Can I show knowledge about how Hindus worship in a mandir and how that connects to their beliefs? (Y4, U1, L2) TLC: Can I explain how Hindus worship at home and how that connects to their beliefs? (Y4, U1, L3) TLC: Can I show my knowledge of how different Hindus might live out their beliefs differently? TLC: Can I explain what a samskara is and how it connects to Hindu beliefs? TLC: Can I explain the namakarana samskara and how it connects to Hindu beliefs? TLC: Can I explain Vivaha samskara and how it connects to</p>	<p><u>Focus: Living things and their habitats</u> TLC: Can I describe how living things are classified into broad groups according to common observable characteristics? (Including microorganisms, plants and animals) TLC: Can I describe how living things are classified into broad groups according to their similarities and differences? (Including microorganisms, plants and animals) TLC: Can I give reasons for classifying plants based on specific characteristics? TLC: Can I give reasons for classifying animals based on specific characteristics?</p> <p><u>Focus: Evolution and Inheritance</u> Science Catch up (Fossils)</p>	



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hindu beliefs?

TLC: Can I show an understanding of Jewish beliefs about God, human beings and the world?*

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 have changed over time?
TLC: Can I recognise that living things produce offspring?
TLC: Can I record data and results using scatter graphs? (WS)
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)

STEM- Antarctic Memes

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