



Year 6 – Autumn 2 Medium Term Plan
Topic: Our World



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum parent guide ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn OTrack assessment ● Autumn classtrack assessment ● EAL and PP overview to be completed 	<ul style="list-style-type: none"> ● Bonfire Night (Guy Fawkes) ● Parliament Week (British Values) ● Remembrance Day ● Anti-Bullying Week ● Children in Need ● Road Safety Week ● Church Visit ● Christmas Sing Along ● Christmas Jumper Day ● Christmas 	<ul style="list-style-type: none"> ● Entry point - Dream catchers ● Exit point - Christmas Carols ● 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 (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 increase familiarity with a wide range of books?</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 draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence?</p> <p>TLC: Can I predict what might happen from details stated and implied?</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 <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>TLC: Can I use evidence to support ideas and opinions?</p> <p>TLC: Can I explain ideas and opinions, elaborating to make meaning explicit?</p>	<p><u>Focus:</u></p> <p><u>Grammar</u></p> <p>TLC: Can I use colons to introduce a list in a sentence?</p> <p>TLC: Can I use relative clauses?</p> <p>TLC: Can I punctuate speech?</p> <p>TLC: Can I use semi colons to mark independent clauses?</p> <p>TLC: Can I use hyphenated words?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <p>TLC: Can I spell words ending in -ible? (List 8)</p> <p>TLC: Can I spell words ending in -ibly? (List 9)</p> <p>TLC: Can I add suffixes beginning with vowel letters to words ending in -fer? (List 10)</p> <p>TLC: Can I use hyphens with the prefix re-? (List 11)</p> <p>TLC: Can I spell words from the statutory word list? (List 12)</p> <p>TLC: Can I spell words from the statutory word list? (List 13)</p> <p>TLC: Can I spell words from the statutory word list? (List 14)</p>



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TLC: Can I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?
 TLC: Can I identify how language, structure and presentation contribute to meaning?
 TLC: Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?
 TLC: Can I distinguish between statements of fact and opinion?
 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 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?

English (Writing)

Focus: Narrative (Story) - Monster Calls
Handwriting

Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3/4/5 content and writing structures):

- List-like sentences (SS1)
- Short sentences/Repetition (SS1,SS7)
- Fronted adverbials and rhetorical questions (SS1)

Composition (Planning and Composition)

TLC: Can I create atmosphere in narratives?
 TLC: Can I use figurative language to build atmosphere?

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)
 TLC: Can I create a clear structure for settings, characters, plot and atmosphere?

Composition (Editing)

TLC: Can I edit and improve vocabulary to enhance meaning?
 TLC: Can I edit and improve spelling and punctuation?

Performance (Reading as a Writer)

TLC: Can I adapt the tone of my voice to suit the purpose?
 TLC: Can I engage the interest of the listener through the variety and liveliness of both vocabulary and expression?



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- Time clues (SS2)
- Complex sentences (SS2)
- Relative clause (SS2)
- Personification (SS3,SS6)
- Adjectives in usual positions (SS3)
- Onomatopoeia (SS4)
- Dialogue (SS4,SS6)
- Simile (SS4)
- Semi colons (SS5)
- Subjunctive Form (SS5)
- Hyphens (SS6)
- Subordinating conjunctions (SS6)

TLC: Can I create a story?

Maths - including STEM

Focus: Fractions

- TLC: Can I simplify to find equivalent fractions?
 TLC: Can I find equivalent fractions on a number line?
 TLC: Can I compare and order fractions with different denominators?
 TLC: Can I compare and order fractions with different numerators?
 TLC: Can I add and subtract simple fractions?
 TLC: Can I add and subtract any two fractions?
 TLC: Can I add mixed numbers?
 TLC: Can I subtract mixed numbers?
 TLC: Can I solve multistep problems involving fractions?
 TLC: Can I multiply fractions by integers?
 TLC: Can I multiply fractions by fractions?
 TLC: Can I divide fractions by an integer?
 TLC: Can I divide any fraction by an integer?
 TLC: Can I solve problems involving mixed questions?
 TLC: Can I find fractions of amounts?
 TLC: Can I find fractions of amounts? (a whole)

Focus: Geometry, Position and Direction

- TLC: Can I describe positions on a full coordinate grid?
 TLC: Can I draw and translate simple shapes?
 TLC: Can I reflect simple shapes?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

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



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus: Drawing</u></p> <p>TLC: Can I evaluate artwork by Vincent Van Gogh and choose a suitable style of drawing? TLC: Can I use a variety of hand/wrist placements and pressures to achieve effects? TLC: Can I use a range of techniques to depict shadows? TLC: Can I use a range of techniques to depict reflection? TLC: Can I use a range of techniques to depict movement? TLC: Can I use a range of techniques to depict perspective? TLC: Can I understand proportion by drawing detailed features of a face? TLC: Can I represent detailed objects with careful thought, awareness and technique?</p>	<p><u>Focus: Quizzing</u></p> <p>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><u>Focus:</u></p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus: At school</u></p> <p>TLC: Can I repeat some of the vocabulary for school subjects with good pronunciation? TLC: Can I attempt to spell some of the vocabulary for school subjects? TLC: Can I attempt to use the correct article for school objects? TLC: Can I say what subjects I like and dislike at school? TLC: Can I tell you what time I have a particular subject at school? TLC: Can I tell you what time I go to school?</p>	<p><u>Focus: Locational Knowledge</u></p> <p>TLC: Can I understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle? TLC: Can I use latitude and longitude to locate places? TLC: Can I identify the position of the Prime/Greenwich Meridian and different time zones? TLC: Can I use a map of time zones around the world to calculate the time of day in different places?</p>	<p><u>Focus: Guy Fawkes</u></p> <p><u>Focus: Remembrance</u> TLC: Can I reflect remembrance?</p>



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<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Focus: Social theme: How does music connect us with our past? Musical spotlight: Understanding structure and form.</u></p> <p>TLC: Can I describe the structure of the song My Best Friend? TLC: Can I compose a melody using 5 notes with a theme song My Best Friend? TLC: Can I play an instrument at the right tempo and dynamics with the song Singing Swinging Star? TLC: Can I talk about what the lyrics tell about the past? (Roll Alabama) TLC: Can I compose a patterned melody using a musical notepad?</p> <p><u>Composer: Grazyna Bacewicz</u></p>	<p><u>Focus: Dance (Castles)</u></p> <p>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?</p>	<p><u>Focus: Celebrating Differences</u></p> <p>TLC: Can I understand that there are different perceptions about what normal means? TLC: Can I empathise with people that are different? TLC: Can I understand that everyone has a right to be who they are? TLC: Can I be aware of my attitude towards people who are different to me? TLC: Can I explain some of the ways in which one person or a group can have power over another? TLC: Can I understand how it can feel to be excluded or treated badly by being different in some way? TLC: Can I understand some of the reasons why people use bullying behaviours? TLC: Can I tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one? TLC: Can I give examples of people with disabilities who lead amazing lives? TLC: Can I appreciate people for who they are? TLC: Can I explain ways in which difference can be a source of conflict and a cause for celebration? TLC: Can I show empathy with people in either situation?</p>
<u>Religious Education</u>	<u>Science including STEM</u>	



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Focus: Islam (Living)

TLC: Can I explore Jewish beliefs in God?
TLC: Can I identify different practices to Jewish beliefs in God?
TLC: Can I compare Muslim birth rites in other religious and non-religious worldviews? (Humanism, Judaism)
TLC: Can I explain the rite of passage- marriage in Islam and how the ceremony connects with beliefs about Allah, harmony and shariah?
TLC: Can I compare marriage rites between different in a Muslim worldview?

Focus: Living things and their habitats

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?

Focus: Animals including Humans

TLC: Can I identify and name main parts of the human circulatory system and describe its functions? (Role-play movement)
TLC: Can I report and present findings orally from enquiries using displays and other presentations? (WS Heart dissection)
TLC: Can I report and present findings orally from enquiries using displays and other presentations? (WS Heart dissection)
TLC: Can I record data and results of increasing complexity using scientific diagrams and labels? (WS)
TLC: Can I describe how nutrients and water are transported within animals including humans?
TLC: Can I explain the impact of the diet on the body?
TLC: Can I identify scientific evidence that has been used to support or to refute ideas? (WS)
TLC: Can I explain the impact of drugs and alcohol on the body?
TLC: Can I identify scientific evidence that has been used to support or to refute arguments? (WS)

Focus: Emotional Literacy



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TLC: Can I take repeat readings where appropriate? (WS)
(Take heart rate)
TLC: Can I record data and results using bar graphs? (WS)
TLC: Can I plan different types of scientific enquiries to answer questions? (WS)
TLC: Can I record data and results of increasing complexity using tables? (WS)
TLC: Can I record data and results using line graphs? (WS)
TLC: Can I use test results to make predictions to set up further comparative and fair tests? (WS)
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)