



Year 6
Autumn Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest Festival • Christmas	<u>Focus Autumn 1:</u> <u>Place Value, Addition and Subtraction, Multiplication</u> Week 1 To read and write numbers to 1, 000,000 To read and write numbers to 10, 000, 000 To recognise powers of 10 Week 2 To read and write numbers on a number line To compare numbers To order numbers To round numbers Week 3 To identify negative numbers on a number line - WB maths To use negative numbers in context - Scavenger hunt To identify common multiples To identify square numbers - WB maths To identify cube numbers - WB maths Week 4 To add two numbers using the column method Week 5 To subtract two numbers using the column method Week 6 To identify common factors To identify prime numbers To identify rules of divisibility Week 7 To multiply by a 2 digit number To solve problems with multiplication	<u>Focus Autumn 2:</u> <u>Division, Fractions and Converting Units</u> Week 1 To use short division To divide using factors Week 2 To begin to use long division To solve problems using division Week 3 To know the order of operations To use mental strategies to calculate To reason from known facts Week 4 To recognise equivalent fractions To compare and order fractions using the denominator To compare and order fractions using the numerator Week 5 To add and subtract fractions To multiply fractions Week 6 To divide fractions To answer mixed questions with fractions To find the fraction of an amount Week 7 Assessment Week 8 To identify appropriate metric measures To convert metric measures To calculate with metric measures
<u>English (Spoken Language)</u>	<u>English (Reading)</u>	<u>English (Phonics and Spelling)</u>



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Opportunities to develop spoken language across the curriculum:

- Specific subject vocabulary explicitly taught
- Challenge, Build, Accept discussions and teacher questioning
- Paired and group work

Focus Autumn - Teachers to spread objectives over the term as necessary to fit in with SATS style questions:

LO: To evaluate how the authors' use of language impacts upon the reader
LO: To find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
LO: To confidently skim and scan, and also use the skill of reading before and after to retrieve information.
LO: To identify how language, structure and presentation contribute to meaning
LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
LO: To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
LO: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *and comparing when appropriate*
LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
LO: To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
LO: To predict what might happen from details stated and implied
LO: To support predictions by using relevant evidence from the text

Planning and sequence from Spelling shed Phonics/ Spelling Autumn 1

Step 1: Words with the short vowel sound /i/ spelled 'y'
Step 2: Words with the long vowel sound /igh/ spelled 'y'
Step 3: Challenge Words
Step 4: Words with 'cial'/shul/ after a vowel
Step 5: Words with 'tia'
Step 6: Challenge words

Phonics/ Spelling Autumn 2

Step 7: Challenge words
Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'
Step 9: Words with a 'soft c' spelled 'ce'
Step 10: Challenge words
Step 11: Words with the /f/ sound spelled 'ph'
Step 12: Challenge Words



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English (Writing)

Handwriting Autumn 1

Unit 1: Developing an individual handwriting style copy country names

Unit 2: Revising slanted writing copy ve words

Unit 3: Practising keeping letters in correct proportion add prefixes

Unit4: Practising writing fluently and legibly add suffixes

Handwriting Autumn 2

Unit 5: More practice forming and joining descenders add vowel suffixes

Unit 6: Forming and joining the letter t copy and complete word sums

Unit 7: Practising joining to and from the letter o hon, one, oto, cro, ono

Unit 8: Practising punctuation “ ” ! . ?

Unit 9: More practice of slanting writing aeroplane, aerobatics, aerodrome, microdot, microscope, microscopic, transaction, transplant, transport

Unit 10: Practising writing capital letters whole alphabet

Grammar and Composition Autumn 1

Focus: Kensuke's Kingdom

L1 LO: To write an adventure narrative

Repetition, prepositions, adjectives

L2 LO: To write an adventure narrative

sights(precise verbs), smell, collective nouns

L3 LO: To write an adventure narrative

Complex sentence, repetition, relative clause

L4 LO: To write an adventure narrative

Passing of time, modal verbs, sounds/symbolism

L5 LO: To write an adventure narrative

Onomatopoeia, personification, pathetic fallacy

L6 LO: To write an adventure narrative

Alliteration, one-word lists, adjectives

L7 LO: To write an adventure narrative

Passive voice, complex sentence, semi colon

L8 LO: To write a recount

Touch, sights and sounds, metaphor, dialogue

Grammar (classroom secrets)

LO: To use relative clauses,

LO: To use modal verbs

LO: To use adverbs to indicate degrees of possibility

LO To use brackets, dashes or commas to indicate parenthesis

LO To use expanded noun phrases

LO: To use the perfect form of verbs to mark relationships of time and cause

LO: To use commas to clarify meaning

LO To identify and use synonyms and antonyms

Grammar and Composition Autumn 2

Focus: A Monster Calls

L1 LO: To write a horror narrative

List like phrases (colons), short sentences, fronted adverbials and rhetorical questions

L2 LO: To write a horror narrative

Time clues, complex sentences, relative clause

L3 LO: To write a horror narrative

Personification, alliteration, adjectives

L4 LO: To write a horror narrative

onomatopoeia/short sentences, dialogue, simile

L5 LO: To write a horror narrative

Alliteration, synonyms, subjunctive form

L6 LO: To write a horror narrative

Dialogue, action, personification

L7 LO: To write a horror narrative

synonyms/repetition, actions, subordinating conjunctions

Grammar (Classroom secrets)

LO: To identify nouns and verbs

LO: To identify adjectives and adverbs

LO: To identify subject and object

LO: To identify determiners, conjunctions and prepositions

LO: To use the subjunctive form was/were

LO To recognise the subjunctive form

LO: To use the subjunctive form in formal writing



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
Focus Autumn: <u>Drawing: Expressing ideas</u> LO: To explore how street artists use art to convey messages and provoke thought. LO: To understand and apply one point perspective in a drawing inspired by street art. LO: To understand and use scale and proportion effectively in drawings. LO: To design a street-art-inspired piece using a brief. LO: To create a street-art-inspired piece that conveys a message using perspective, scale and proportion.	<u>Autumn 1 - Online Safety</u> L.O. To describe online issues that give us negative feelings and know how to get help. L.O. To explore the impact and consequences of sharing online. L.O. To describe how to capture bullying content as evidence. L.O. To be aware of strategies that help protect people online. <u>Safe Use</u> <u>Copyright and Ownership</u> L.O. To use search tools to find and access online content which can be reused by others. L.O. To know how to make references to and acknowledge sources I have used from the internet. <u>Autumn 2 - Computing Systems and Networks</u> <u>Bletchley Park and the history of computers</u> L.O. To understand there are many different types of secret codes. L.O. To understand the importance of having a secure password. L.O. To recognise the importance of the history of computers and create a well-researched presentation. L.O. To design a computer of the future. L.O. To create an audio advert for a future computer. <u>Safe Use</u>	Focus Autumn 2 <u>Mechanical Systems: Automata toys</u> To prepare wood for assembly by measuring, marking and cutting each piece To assemble the automata frame components and supports with the help of an exploded diagram To explore the relationship between cam profiles and follower movement to inform a design decision To apply the housing and finishing touches to the automata frame



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	<u>Self image and identity</u> L.O. To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<u>Focus Autumn Term</u> <u>French Sport and the Olympics (6 lessons)</u> To express an opinion about sports. To learn the words in French for countries around the world. To conjugate the verb 'to go' and say I or someone else is going to a country. To rehearse orally new vocabulary. To learn about the French game of pétanque and to rehearse new vocabulary. To write an interview magazine article about the Olympic Games. Assessment of unit	<u>Focus Autumn - Why does population change?</u> LO: To understand the change and distribution of the global population. LO: To define birth and death rates and describe why they change. LO: To recognise the push and pull factors influencing migration. LO: To begin to understand the impact climate change can have on the global population. LO: To collect data showing how population impacts the amount of traffic and litter in an area. LO: To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. <u>Better Planet Schools (L5)</u> What can we do to save energy?	<u>Focus Autumn 1</u> <u>Key Question: What were the positive and negative effects the opening of Scunthorpe steelworks had on the Local Community?</u> To understand how the opening of the Scunthorpe Steelworks affected the local area To research the positive effects the opening of Scunthorpe Steelworks had on the area To research the negative effects the opening of Scunthorpe Steelworks had on the area To identify the legacy Scunthorpe steelworks left <u>Black history</u> To identify the reasons Marcus Rashford was awarded an MBE <u>Focus Autumn 2</u> <u>Guy Fawkes</u> To identify the actions of Guy Fawkes and understand the reasons for them <u>Remembrance Day</u>



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		To understand the importance of the Armistice and war memorials
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<u>Focus Autumn 1</u> Dynamics, pitch and texture To appraise the work of a classical composer (Felix Mendelssohn) To improvise as a group, using dynamics and pitch To improvise as a group, using texture To use knowledge of dynamics, texture and pitch to create a group composition To use teamwork to create a group composition featuring changes in texture, dynamics and pitch <u>Focus Autumn 2</u> Theme and Variations To explore the musical concept of theme and variations To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' To use complex rhythms to be able to perform a theme To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	<u>Focus Autumn 1</u> <u>Dance</u> To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. <u>Handball</u> To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. <u>Focus Autumn 2</u> <u>Gymnastics</u> To throw under pressure and apply this to a target game. To select the appropriate dodging skill for the situation. To develop catching with increasing consistency under pressure. To develop defensive techniques and select the appropriate action for the situation.	<u>Focus Autumn 1 - Being Me in My World</u> Knowledge: To know how to set goals for the year ahead To understand what fears and worries are To know about children's universal rights (United Nations Convention on the Rights of the Child) To know about the lives of children in other parts of the world To know that personal choices can affect others locally and globally To understand that their own choices result in different consequences and rewards To understand how democracy and having a voice benefits the school community To understand how to contribute towards the democratic process Social and Emotional Skills: To be able to make others feel welcomed and valued To know own wants and needs To be able to compare their life with the lives of those less fortunate To demonstrate empathy and understanding towards others To demonstrate attributes of a positive role model To take positive action to help others To be able to contribute towards a group task To know what effective group work is To know how to regulate my emotions



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To understand and apply tactics in a game.
To develop officiating skills and referee a game.

Dodgeball

To throw under pressure and apply this to a target game.
To select the appropriate dodging skill for the situation.
To develop catching with increasing consistency under pressure.
To develop defensive techniques and select the appropriate action for the situation.
To understand and apply tactics in a game.
To develop officiating skills and referee a game.

Focus Autumn 2 - Celebrating Differences

Knowledge:

To know that there are different perceptions of 'being normal' and where these might come from
To know that being different could affect someone's life
To know that power can play a part in a bullying or conflict situation
To know that people can hold power over others individually or in a group
To know why some people choose to bully others
To know that people with disabilities can lead amazing lives
To know that difference can be a source of celebration as well as conflict

Social and Emotional Skills:

To empathise with people who are different and be aware of my own feelings towards them
To identify feelings associated with being excluded
To be able to recognise when someone is exerting power negatively in a relationship
To use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
To identify different feelings of the bully, bullied and bystanders in a bullying scenario
To be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
To appreciate people for who they are
To show empathy

Religious Education

Science

Personal Development Curriculum Opportunities



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Focus Autumn 1

Hinduism (Living) Rites of passage: How do people mark important events in life?

To explain what a samskara is and how it connects to Hindu beliefs

To explain the namakarana samskara and how it connects to Hindu beliefs

To explain Vivaha samskara and how it connects to Hindu beliefs

To compare the Rites of passage in Hinduism, Judaism and Humanism

Focus Autumn 2

Islam (Living) How do people mark important events in life?

To explore Jewish beliefs in God

To identify different practices to Jewish beliefs in God

To compare Muslim birth rites in other religious and non-religious worldviews (Humanism, Judaism)

To explain the rite of passage- marriage in Islam

- how the ceremony connects with beliefs about Allah, harmony and shariah

To compare Muslim marriage rites in other religious and non-religious worldviews (Humanism, Judaism)

Focus Autumn 1

Living Things and Their Habitats

To use a classification key to help group, identify and name a variety of living things

To use classification keys to name and identify living things

To describe how living things plants can be classified

To describe how scientists have developed different ways to classify living things

Focus Autumn 2

Animals including Humans

To identify and name main parts of the human circulatory system and describe its functions.

To exercise at different levels of intensity and record the respiratory changes.

To report and present findings orally from enquiries using displays and other presentations

To write an article detailing the importance of a healthy lifestyle and explain the impact of drugs and alcohol on the body.

- Weekly PSHE assemblies: friendships, celebrating diversity
- Weekly British Value assemblies - Picture News
- 11 before 11
- Project evolve - online safety