			Year 6 – Autumn One	- Medium Term Plan		
	Drivers	me: World War Two Geography and Histor : Will there ever be wo		Reading	ng for Pleasure Cla Skellig	
	Week 1	Week 2	Week 3	Week 4	Week 5	
	Unit: Fiction	Unit: Fiction	Unit: Fiction	Unit: Fiction	Unit: Fiction	
	Focus/Outcome:	Focus/Outcome:	Focus/Outcome:	Focus/Outcome:	Focus/Outcome:	
	To write a setting description.	To write a setting description.	To write a letter to a child.	To write a letter to a parent.	To write an alternativ to Beyond the Lines.	
			Supporting Media:			
	Supporting Media:	Supporting Media:	Beyond the Lines	Supporting Media:	Supporting Media:	
English	NC Link:	<u>NC Link:</u>	NC Link:	<u>NC Link:</u>	NC Link:	
	describing settings, characters and atmosphere and integrating dialogue to convey character and	describing settings, characters and atmosphere and	using a wide range of devices to build cohesion within and across paragraphs	using a wide range of devices to build cohesion within and across paragraphs	recognising vocabular structures that are appropriate for forma and writing, including	
	advance the action Respect	integrating dialogue to convey character and advance the action	using further organisational and presentational devices to structure text and to guide the reader	using further organisational and presentational devices to structure text and to guide the reader	subjunctive forms using passive verbs to the presentation of	
		Respect	Respect	Respect	information in a sente Respect	

lass Novel:



Week 6 Unit: Fiction

Focus/Outcome:

ive ending To write a poem about war.

Supporting Media:



NC Link:

lary and

mal speech ng

to affect

ntence

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence



Visits/Visitors:

David Almond

Enrichment

Evacuee experience – Pearlthorpe Mansfield Theatre – Blitz workshop



	Week 1	Week 2	Week 3	Week 4	Week 5
	Spelling shed:	Spelling shed:	Spelling shed:	Spelling shed:	Spelling shed:
	Words ending in -tiuos and -ious	Words ending in -cious	Words ending in -cial	Words ending in -tial	Words ending in -cial and
cus	<u>Grammar:</u>	<u>Grammar:</u>	Grammar:	<u>Grammar:</u>	Grammar:
Foc	Adverbial Clauses and	Adverbial Clauses and	Relative pronouns and relative	Relative pronouns and relative	Non-Finite Clauses
SPAG	subordinating conjunctions	subordinating conjunctions	clauses.	clauses.	
SP					Word Classes - Verbs
	Word classes - Nouns	Word classes – Nouns + Noun	Word Classes – Noun Phrases		
		Phrases			
	Week 1	Week 2	Week 3	Week 4	Week 5
	Class Text: Skellig	Class Text: Skellig	Class Text: Skellig	Class Text: Skellig	Class Text: Skellig
ded ding	Chapters: 1 - 6	Chapters: 7 - 12	Chapters: 13 - 18	Chapters: 19 - 24	Chapters: 25 - 30
Guided Reading					
0.5					

• distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in
 - asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main

	Week 1	Week 2	Week 3	Week 4	Week 5			
		Wednesday: VIPERS	Wednesday: VIPERS	Wednesday: VIPERS	Wednesday: VIPERS			
	Wednesday: VIPERS	Reading, Individual Reading.	Reading, Individual Reading.	Reading, Individual Reading.	Reading, Individual Readir			
	Reading, Individual Reading.	Tuesday: Teacher Led, Paired	Tuesday: Teacher Led, Paired	Tuesday: Teacher Led, Paired	Tuesday: Teacher Led, Pai			
	Tuesday: Teacher Led, Paired	information text	again – Vera Lynn	Information text	Michael Rosen			
	Cross Curricular: Spain	Cross Curricular: WW1	Cross Curricular: Song: We'll meet	Cross Curricular: Evacuees –	Cross Curricular: Cousin N			
			 identifying how language, structure and presentation contribute to meaning 					

	Week 6	
	Spelling shed:	
nd -tial	Challenge Words	
	<u>Grammar:</u>	
	Non-Finite Clauses	
	Word Classes - Verbs	
	Week 6	
	Class Text: Skellig	
	Chapters: 31 - 36	
context		
s with eviden		
s with eviden		
ideas		
Michael –	Cross Curricular: Jimmy Hendrix -	
	Biography	
Paired	Tuesday: Teacher Led, Paired	
ding.	Reading, Individual Reading.	
	Wednesday: VIPERS	
	Week 6	

Maths	Unit: Place Value Lesson 1: Reading and Writing Numbers to 10,000,000 Lesson 2: Powers of 10 Lesson 3: Comparing and Ordering numbers to 10,000,000 Lesson 4: Rounding numbers Lesson 5: Negative Numbers	Lesson 6: End of block Assessment Unit: Four Operations on Whole Numbers Lesson 1: Add and subtract integers Lesson 2: Common Factors Lesson 3: Common Multiples Lesson 4: Rules of Divisibility	Lesson 5: Primes to 100 Lesson 6: square and cube numbers Lesson 7: Multiply up to a 3 digit number by a 2 digit number Lesson 8: Multiply up to a 4 digit number by a 2 digit number	Lesson 9: Short division Lesson 10: Division using factors Assessment week Arithmetic Paper 1 Paper 2	Lesson 11: Introduction to long division Lesson 12: Long division with no remainders Lesson 13: Long division with remainders Lesson 14: Solve multi-step problems Lesson 15: Order of operations	Lesson 16: Mental calculations Lesson 17: Reason from known facts Lesson 18: End of unit assessment Consolidation Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Unit: Animals including Humans	Unit: Animals including	Unit: Animals including Humans	Unit: Animals including Humans	Unit: Animals including Humans	Unit: Animals including Humans
Science	Lesson: The Heart NC Link: Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood. To know the three main parts of the circulatory system and describe the job of the heart.	Humans Lesson: Blood NC Link: Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. To describe the important jobs of the blood vessels and blood.	Lesson: Investigating Heart Rate NC Link: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To be able to describe the importance of exercise and how it affects the heart. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs; report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry. To be able to plan a scientific enquiry. To be able to record, report and present results appropriately.	Lesson: The benefits of exercise NC Link: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To understand that regular exercise is important for a healthy body.	Lesson: Diet and Exercise NC Link: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To be able to explain how diet and exercise affect the body.	Lesson: Drugs and Alcohol NC Link: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To be able to recognise the impact of drugs and alcohol on the way bodies function.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	Unit: Computing Systems and	Unit: Computing Systems and	Unit: Computing Systems and	Unit: Computing Systems and	Unit: Computing Systems a
	<u>Networks.</u>	<u>Networks.</u>	<u>Networks.</u>	<u>Networks.</u>	<u>Networks.</u>
	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
	Internet Addresses.	Data Packets	Working Together	Shared Working	How we communicate
Computing	NC Link: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly	Cross-Curricular Link: Maths - Statistics <u>NC Link:</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly	NC Link: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly Respect	NC Link: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly Respect	NC Link: select, use and combine a visoftware (including internet on a range of digital devices and create a range of progri systems and content that ac given goals, including collect analysing, evaluating and p data and information use technology safely, respect responsibly Respect
	Unit: Pattern	Unit: Pattern	Unit: Pattern	Unit: Pattern	
	Lesson:	Lesson:	Lesson:	Lesson:	
	Inspiration	How can I use pattern?	Make	Review	
Design	Look at different patterns of camouflage. Annotate pictures of camouflage. What do you	Experiment with a variety of printing techniques, including previously taught and new.	Use fabric printing ink to create camouflage on t-shirts.	Review own printing. Final of printing in books. Annotating pictures of explanations of decisions.	
Art & De	like? Dislike? Reference colour, shape and line. Discuss pattern.	<u>NC Link:</u>	to create sketch books to record	NC Link:	
Art	Is it symmetrical? Is it random? Is repeating?	to create sketch books to record their observations and use them to review and revisit ideas	their observations and use them to review and revisit ideas	to create sketch books to record their observations and use them to review and revisit ideas	
	<u>NC Link:</u>				
	to create sketch books to record their observations and use them to review and revisit ideas				

s and	Unit: Computing Systems and Networks.
	Lesson:
	Communicating responsibly
	NC Link:
a variety of net services) ces to design ograms, caccomplish lecting, d presenting	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
spectfully and	use technology safely, respectfully and responsibly Democracy Respect

Design &	Technology					
	>	Unit: World V Locational kn Lesson one: C fought in Wor	owledge Countries that	Unit: World War 2 Human Geography Lesson two: What is the human geography of Germany?	Unit: World War 2 Physical Geography Lesson three: What is the physical geography of Germany?	
	Geography		orld's countries, o focus on Europe	NC link: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	NC link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	

Unit: World War Two

Lesson

Chronology

What events led to the outbreak of World War Two?

Children will:

- Find out when Britain and France declared war on Germany.
- Explore some of the factors that led to war with Germany.
- Begin to construct a timeline to help understand the chronology of World War 2.

Cause and Significant Events

What was appeasement?

Children will:

- Discover how Neville Chamberlain tried to respond to Hitler.
- Explore arguments for and against appeasement.
- Continue to explore the 'narrative' of the events that led to the start of World War 2.

NC Link:

Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

Explore questions about the cause(s) of historical events.

Understand narratives within the periods studied.



Unit: World War Two

Lesson

Consequence and Legacy

Who was Winston Churchill; why do we remember him?

Children will:

- Find out more about Winston Churchill.
- Continue to build understanding of the interwoven events that led to the start of World War 2.
- Have discussed the significance of various dates and events in the build-up to the war.

Cross-Curricular Link:

English - Biography

Cause and Significant Events

What happened at Dunkirk? Children will:

- Learn about the events of the Dunkirk evacuation.
- Read and summarise a first-hand account of the Dunkirk evacuation.
- Discover how Churchill used these events to influence public opinion.
- Consider the significance of different parts of the story of the Dunkirk evacuation.

NC Link:

Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

Unit: World War Two

Lesson

Cause and Significant Events

What was the 'Battle of Britain'?

Children will:

- Discover more about and some of the reasons for Britain's success - in the Battle of Britain.
- Take part in a simulation activity.
- Find out how Churchill used events to influence public opinion.
- Research information about aspects of the Battle of Britain.

NC Link:

Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

Explore questions about the cause(s) of historical events.

Understand narratives within the periods studied.



	Democracy Respect		Explore questions about the cause(s) of historical events. Understand narratives within the periods studied.			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<u>Unit: Twinkl — Meet and Greet</u>	<u>Unit: Twinkl — Meet and Greet</u>	Unit: Twinkl — Meet and Greet	<u>Unit: Twinkl — Meet and Greet</u>	<u>Unit: Twinkl — Meet and Greet</u>	Unit: Twinkl - Meet and Greet
	<u>Lesson: Hello!</u> NC Link and skills	<u>Lesson: Whal's your name?</u> NC Link: and skills	Lesson: How are you? <u>NC Link: and skills</u> Listen attentively to spoken language and	<u>Lesson: Goodbye!</u> <u>NC Link: and skills</u>	<u>Lesson: Numbers 0-10</u> NC Link: and skills	Lesson: How old are you? NC Link: and skills
MFL	Engage in conversations, ask and answer questions in the context of greeting people. To greet people in different ways.	Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in Spanish.	show understanding by joining in and responding. Engage in conversations, ask and answer questions in the context of talking about how you are. To discuss how I am feeling.	Engage in conversations, ask and answer questions in the context of saying goodbye. To choose appropriate phrases for the situation.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Appreciate stories, songs, poems and rhymes in the language in the context of counting.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding in the context of talking about age. To apply number word knowledge to make
					To recognise and repeat the numbers 0-10 in Spanish.	sentences.
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Unit: OAA Lesson: Introduce a map and use to navigate.	Unit: OAA Lesson: Use a map to follow a route.	<u>Unit: OAA</u> <u>Lesson: Travel to certain points on a map and</u> <u>record findings.</u>	Unit: OAA Lesson: Orientate a map and locate points in set order.	Unit: OAA Lesson: Locate points in order using a map in allocated	Unit: OAA <u>Lesson:</u> Orienteering Competition
	NC Link:	NC Link:	NC Link:	NC Link: take part in outdoor and	<u>NC Link:</u>	NC Link: take part in outdoor and

	Unit: Basketball	Unit: Basketball	Unit: Basketball	Unit: Basketball	Unit: Basketball	Unit: Basketball
	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
	Refine passing and dribbling skills	Develop marking	Develop shooting and applying this into game situations	Refine attacking skills and introduce officiating	Refine defending skills, developing transition from defence to attack.	Tournament.
	use running, jumping, throwing and	<u>NC Link:</u> use running, jumping, throwing	NC Link:	NC Link:	NC Link:	NC Link: play competitive games, modified
PE	catching in isolation and in combination	and catching in isolation and in combination	use running, jumping, throwing and catching in isolation and in	use running, jumping, throwing and catching in isolation and in	play competitive games, modified where appropriate [for example,	where appropriate [for example, badminton,
			combination	combination	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and	basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic
					apply basic principles suitable for attacking and defending	principles suitable for attacking and defending
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Unit: Creation Stories	Unit: Creation Stories	Unit: Creation Stories	Unit: Creation Stories	Unit: Creation Stories	Unit: Creation stories
	Lesson: Judaism and Christianity	Lesson: Comparing Creation Stories 1	Lesson: Hinduism	Lesson: Sikhism	Lesson: Types of creation Stories	Lesson: Comparing Creation Stories 2
RE	Retell the Judeo-Christian story of creation	Compare the creation stories of the Abrahamic religions	Retell the Hindu creation story	Explain Sikh beliefs about creation	Classify creation stories	Compare creation stories
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

	Unit: Being me	Unit: Being Me	Unit: Being Me	Unit: Being Me	Unit: Being Me	Ur
	Lesson: How do I value myself and know how to make someone else feel welcome and valued?	Lesson: How do my own wants and needs compare with children in different communities?	Lesson: Do my actions affect other people locally and globally?	<u>Lesson:</u> How are my choices and behaviour affected by how rewards and consequences feel? How do these relate to my rights and responsibilities?	<u>Lesson:</u> How are my choices and behaviour affected by how rewards and consequences feel? How do these relate to my rights and responsibilities?	<u>Le:</u> otl
	NC Link:	<u>NC Link:</u> From 2020, the following	From 2020, the following subjects will become compulsory in applicable	How do my actions affect myself and others; I care about?		<u>N</u>
	From 2020, the following subjects will become compulsory in applicable schools in England.	subjects will become compulsory in applicable schools in England.	schools in England. relationship education in primary	NC Link:	NC Link:	Fr Wi
	relationship education in primary schools	relationship education in primary schools	schools relationship and sex education in secondary schools	From 2020, the following subjects will become compulsory in applicable schools in England.	From 2020, the following subjects will become compulsory in applicable schools in England.	sc re
PSHE	relationship and sex education in secondary schools health education in state funded	relationship and sex education in secondary schools	health education in state funded primary and secondary schools	relationship education in primary schools	relationship education in primary schools	sc re se
	primary and secondary schools	health education in state funded primary and secondary schools	These subjects will support all young people to be happy, healthy and	relationship and sex education in secondary schools	relationship and sex education in secondary schools	he pr
	These subjects will support all young people to be happy, healthy and safe. Equipping them for life as	These subjects will support all young people to be happy,	safe. Equipping them for life as an adult in British society.	health education in state funded primary and secondary schools	health education in state funded primary and secondary schools	Th pe
	an adult in British society.	healthy and safe. Equipping them for life as an adult in British society.		These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an	These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in	sa ac
	Respect T		Respect	adult in British society.	British society.	
		Respect		Respect	Respect	

	Unit: Being Me	
d behaviour onsequences v rights and	<u>Lesson:</u> How do my actions affect myself and others; I care about?	
	NC Link:	
subjects will	From 2020, the following subjects will become compulsory in applicable schools in England.	
plicable	relationship education in primary schools	
orimary	relationship and sex education in secondary schools	
ation in	health education in state funded primary and secondary schools	
funded hools t all young hy and safe. an adult in	These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.	
	Respect	