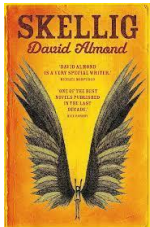
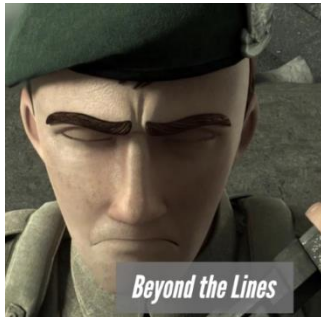
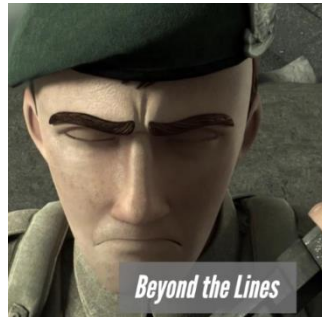
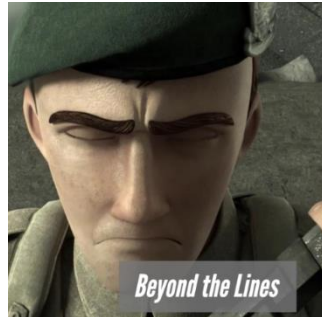

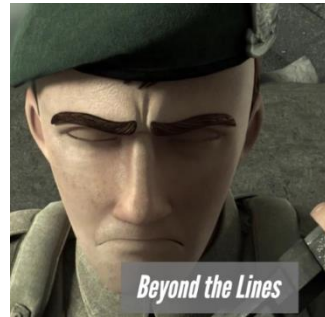
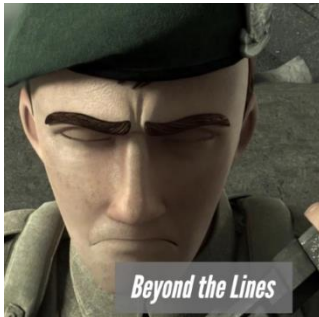









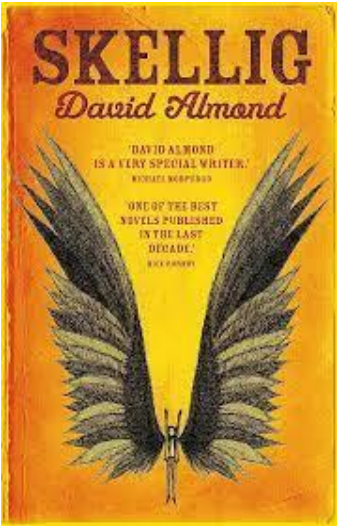
Year 6 – Autumn One - Medium Term Plan

Theme: World War Two  
Drivers: Geography and History  
The Big Question: Will there ever be world peace?





Reading for Pleasure Class Novel:  
Skellig



Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
English	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	<b><u>Unit: Fiction</u></b>	
	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	<b><u>Focus/Outcome:</u></b>	
	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 alternative ending to Beyond the Lines.	To write a poem about war.					
	<b><u>Supporting Media:</u></b>	<b><u>Supporting Media:</u></b>	<b><u>Supporting Media:</u></b>	<b><u>Supporting Media:</u></b>	<b><u>Supporting Media:</u></b>	<b><u>Supporting Media:</u></b>					
											
	<b><u>NC Link:</u></b>	<b><u>NC Link:</u></b>	<b><u>NC Link:</u></b>	<b><u>NC Link:</u></b>	<b><u>NC Link:</u></b>	<b><u>NC Link:</u></b>					
	<i>describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>	<i>describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>	<i>using a wide range of devices to build cohesion within and across paragraphs</i>  <i>using further organisational and presentational devices to structure text and to guide the reader</i>	<i>using a wide range of devices to build cohesion within and across paragraphs</i>  <i>using further organisational and presentational devices to structure text and to guide the reader</i>	<i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i>  <i>using passive verbs to affect the presentation of information in a sentence</i>	<i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i>  <i>using passive verbs to affect the presentation of information in a sentence</i>					
											

	Enrichment	<b>Visits/Visitors:</b>  Evacuee experience – Pearlthorpe Mansfield Theatre – Blitz workshop <div>     </div>					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	SPAG Focus	<b>Spelling shed:</b> Words ending in -tious and -ious  <b>Grammar:</b> Adverbial Clauses and subordinating conjunctions  Word classes - Nouns	<b>Spelling shed:</b> Words ending in -cious  <b>Grammar:</b> Adverbial Clauses and subordinating conjunctions  Word classes – Nouns + Noun Phrases	<b>Spelling shed:</b> Words ending in -cial  <b>Grammar:</b> Relative pronouns and relative clauses.  Word Classes – Noun Phrases	<b>Spelling shed:</b> Words ending in -tial  <b>Grammar:</b> Relative pronouns and relative clauses.	<b>Spelling shed:</b> Words ending in -cial and -tial  <b>Grammar:</b> Non-Finite Clauses  Word Classes - Verbs	<b>Spelling shed:</b> Challenge Words  <b>Grammar:</b> Non-Finite Clauses  Word Classes - Verbs
	Guided Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Class Text: Skellig Chapters: 1 - 6	Class Text: Skellig Chapters: 7 - 12	Class Text: Skellig Chapters: 13 - 18	Class Text: Skellig Chapters: 19 - 24	Class Text: Skellig Chapters: 25 - 30	Class Text: Skellig Chapters: 31 - 36
		 <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>					
		<b>Cross Curricular: Spain</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	<b>Cross Curricular: WW1 information text</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	<b>Cross Curricular: Song: We'll meet again – Vera Lynn</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	<b>Cross Curricular: Evacuees – Information text</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	<b>Cross Curricular: Cousin Michael – Michael Rosen</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	<b>Cross Curricular: Jimmy Hendrix - Biography</b> Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6



	Maths	<b>Unit: Place Value</b> 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 <b>Unit: Four Operations on Whole Numbers</b> 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 <b>Assessment week</b> <b>Arithmetic</b> <b>Paper 1</b> <b>Paper 2</b>	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 <b>Consolidation</b> <b>Consolidation</b>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Science	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  The Heart  <u>NC Link:</u>  <i>Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.</i>  <i>To know the three main parts of the circulatory system and describe the job of the heart.</i>	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  Blood  <u>NC Link:</u>  <i>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</i>  <i>Describe the ways in which nutrients and water are transported within animals, including humans.</i>  <i>To describe the important jobs of the blood vessels and blood.</i>	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  Investigating Heart Rate  <u>NC Link:</u>  <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i>  <i>To be able to describe the importance of exercise and how it affects the heart.</i>  <i>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.</i>  <i>To be able to plan a scientific enquiry.</i>  <i>To be able to record, report and present results appropriately.</i>	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  The benefits of exercise  <u>NC Link:</u>  <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i>  <i>To understand that regular exercise is important for a healthy body.</i>	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  Diet and Exercise  <u>NC Link:</u>  <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i>  <i>To be able to explain how diet and exercise affect the body.</i>	<b>Unit: Animals including Humans</b>  <u>Lesson:</u>  Drugs and Alcohol  <u>NC Link:</u>  <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i>  <i>To be able to recognise the impact of drugs and alcohol on the way bodies function.</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	Computing	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>Internet Addresses.</p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>Data Packets</p> <p><b>Cross-Curricular Link:</b></p> <p><b>Maths - Statistics</b></p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p> <p><i>use technology safely, respectfully and responsibly</i></p>	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>Working Together</p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p> <p></p>	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>Shared Working</p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p> <p></p>	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>How we communicate</p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p> <p></p>	<p><b><u>Unit: Computing Systems and Networks.</u></b></p> <p><u>Lesson:</u></p> <p>Communicating responsibly</p> <p><b><u>NC Link:</u></b></p> <p><i>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</i></p> <p><i>use technology safely, respectfully and responsibly</i></p> <p></p>
	Art & Design	<p><b><u>Unit: Pattern</u></b></p> <p><u>Lesson:</u></p> <p>Inspiration</p> <p>Look at different patterns of camouflage. Annotate pictures of camouflage. What do you like? Dislike? Reference colour, shape and line. Discuss pattern. Is it symmetrical? Is it random? Is repeating?</p> <p><b><u>NC Link:</u></b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><b><u>Unit: Pattern</u></b></p> <p><u>Lesson:</u></p> <p>How can I use pattern?</p> <p>Experiment with a variety of printing techniques, including previously taught and new.</p> <p><b><u>NC Link:</u></b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><b><u>Unit: Pattern</u></b></p> <p><u>Lesson:</u></p> <p>Make</p> <p>Use fabric printing ink to create camouflage on t-shirts.</p> <p><b><u>NC Link:</u></b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><b><u>Unit: Pattern</u></b></p> <p><u>Lesson:</u></p> <p>Review</p> <p>Review own printing. Final of printing in books. Annotating pictures of explanations of decisions.</p> <p><b><u>NC Link:</u></b></p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>		

	Design & Technology							
	Geography		<div>Unit: World War 2</div> <div>Locational knowledge</div> <div>Lesson one: Countries that fought in World War 2</div> <div>NC link: locate the world’s countries, using maps to focus on Europe</div>		<div>Unit: World War 2</div> <div>Human Geography</div> <div>Lesson two: What is the human geography of Germany?</div> <div>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</div>	<div>Unit: World War 2</div> <div>Physical Geography</div> <div>Lesson three: What is the physical geography of Germany?</div> <div>NC link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</div>		











				<p>Explore questions about the cause(s) of historical events.</p> <p>Understand narratives within the periods studied.</p> 				
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	MFL	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: Hello!</u>  <u>NC Link and skills</u> Engage in conversations, ask and answer questions in the context of greeting people. To greet people in different ways.	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: What's your name?</u>  <u>NC Link and skills</u> Engage in conversations, ask and answer questions in the context of introducing yourself. To exchange names in Spanish.	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: How are you?</u>  <u>NC Link and skills</u> Listen attentively to spoken language and 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.	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: Goodbye!</u>  <u>NC Link and skills</u> Engage in conversations, ask and answer questions in the context of saying goodbye. To choose appropriate phrases for the situation.	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: Numbers 0-10</u>  <u>NC Link and skills</u> 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. To recognise and repeat the numbers 0-10 in Spanish.	<u>Unit: Twinkl – Meet and Greet</u>  <u>Lesson: How old are you?</u>  <u>NC Link and skills</u> 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 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	
	PE	<u>Unit: OAA</u>  <u>Lesson: Introduce a map and use to navigate.</u>  <u>NC Link:</u> take part in outdoor and adventurous activity challenges both individually and within a team	<u>Unit: OAA</u>  <u>Lesson: Use a map to follow a route.</u>  <u>NC Link:</u> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<u>Unit: OAA</u>  <u>Lesson: Travel to certain points on a map and record findings.</u>  <u>NC Link:</u> take part in outdoor and adventurous activity challenges both individually and within a team	<u>Unit: OAA</u>  <u>Lesson: Orientate a map and locate points in set order.</u>  <u>NC Link:</u> take part in outdoor and adventurous activity challenges both individually and within a team	<u>Unit: OAA</u>  <u>Lesson: Locate points in order using a map in allocated</u>  <u>NC Link:</u> take part in outdoor and adventurous activity challenges both individually and within a team	<u>Unit: OAA</u>  <u>Lesson: Orienteering Competition</u>  <u>NC Link:</u> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	

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



PSHE	<p><b>Unit: Being me</b></p> <p><u>Lesson:</u> How do I value myself and know how to make someone else feel welcome and valued?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 	<p><b>Unit: Being Me</b></p> <p><u>Lesson:</u> How do my own wants and needs compare with children in different communities?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 	<p><b>Unit: Being Me</b></p> <p><u>Lesson:</u> Do my actions affect other people locally and globally?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 	<p><b>Unit: Being Me</b></p> <p><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?</p> <p>How do my actions affect myself and others; I care about?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 	<p><b>Unit: Being Me</b></p> <p><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?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 	<p><b>Unit: Being Me</b></p> <p><u>Lesson:</u> How do my actions affect myself and others; I care about?</p> <p><b>NC Link:</b></p> <p><i>From 2020, the following subjects will become compulsory in applicable schools in England.</i></p> <p><i>relationship education in primary schools</i></p> <p><i>relationship and sex education in secondary schools</i></p> <p><i>health education in state funded primary and secondary schools</i></p> <p><i>These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.</i></p> 
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