





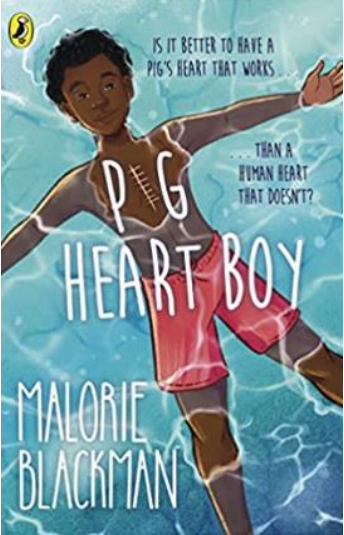
Year 6 – Autumn Two - Medium Term Plan

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





Reading for Pleasure Class Novel:
Pig Heart Boy
Malorie Blackman



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Unit: Fiction Focus/Outcome: Description setting of Mister Tom's house. Supporting Document: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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>	Unit: Fiction Focus/Outcome: Formal language and creating a formal register evacuee card. Supporting Document: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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>	Unit: Fiction Focus/Outcome: Narrative with dialogue to enhance character description. Supporting Media: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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> 	Unit: Fiction Focus/Outcome: Narrative with dialogue to enhance character description. Supporting Media: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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> 	Unit: Fiction Focus/Outcome: To select vocabulary and grammatical structures that reflect the level of formality required in a political address. Children will write a political address announcing war. Supporting Media: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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> 	Unit: Fiction Focus/Outcome: Use appropriate intonation, volume, and gesture so that meaning is clear. Children will perform their own political address. Supporting Media: Goodnight Mr Tom by Michelle Magorian Cross-Curricular Link: History WW2 NC Link: <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	Visits/Visitors: Evacuee experience – Brackenhurst Mansfield Theatre – Blitz workshop					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	SPAG Focus	Spelling shed: Spelling list 6 Grammar: Using a range of linking adverbs to build cohesion.	Spelling shed: Spelling list 7 Grammar: Using a range of linking adverbs to build cohesion.	Spelling shed: Spelling list 8 Grammar: Apostrophes and levels of formality.	Spelling shed: Spelling list 9 Grammar: Apostrophes and levels of formality.	Spelling shed: Spelling list 10 Grammar: Using inverted commas correctly.	Spelling shed: Challenge Words Grammar: Using inverted commas correctly.
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Class Text: Pig Heart Boy Chapters: 1-4	Class Text: Pig Heart Boy Chapters: 5-8	Class Text: Pig Heart Boy Chapters: 9-12	Class Text: Pig Heart Boy Chapters: 13-16	Class Text: Pig Heart Boy Chapters: 17-20	Class Text: Pig Heart Boy Chapters: 20- 27
	Guided Reading	 <ul style="list-style-type: none"> 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 context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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 ideas identifying how language, structure and presentation contribute to meaning 					
		Cross Curricular: The Blitz Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: The parts of the eye Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Anne's Frank Diary Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: The Arrival – Shaun Tan Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Rules of Volleyball Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS	Cross Curricular: Christmas around the world Tuesday: Teacher Led, Paired Reading, Individual Reading. Wednesday: VIPERS
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6







	Maths	Unit: Fractions A Lesson 1: Equivalent fractions and simplifying Lesson 2: Equivalent fractions on a number line Lesson 3: Compare and order (denominator) Lesson 4: Compare and order (Numerator) Lesson 5: Add and subtract simple fractions	Lesson 6: Add and subtract any two fractions Lesson 7: Add and subtract any two fractions Lesson 8: Add mixed numbers Lesson 9: Add mixed numbers Lesson 10: Subtract mixed numbers	Lesson 11: Multi-step problems Lesson 12: End of unit assessment Fractions B Lesson 1: Multiply fractions by integers Lesson2: Multiply fractions by fractions Lesson 3: Divide a fractions by an integer	Lesson 4: Divide any fractions by an integer Lesson 5: Mixed questions with fractions Lesson 6: fraction of an amount Lesson 7: fraction of an amount – find the whole Lesson 8: End of unit assessment	Converting Units Lesson 1: Metric measures Lesson 2: Convert metric measures Lesson 3: Calculate with metric measures Lesson 4: Miles and kilometres Lesson 5: Imperial Measures	Lesson 6: End of unit assessment Consolidation Consolidation Consolidation Consolidation	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Science	Unit: Light <u>Lesson:</u> How we see NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	Unit: Light <u>Lesson:</u> Reflecting Light Cross-Curricular Link: Maths - Reflection NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	Unit: Light <u>Lesson:</u> Refraction NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	Unit: Light <u>Lesson:</u> Spectacular Spectrum NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	Unit: Light <u>Lesson:</u> Seeing Colours Cross-Curricular Link: Art NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	Unit: Light <u>Lesson:</u> Shadow Theatre NC Link: <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	Computing	<p>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>What makes a good website?</p> <p>NC Link:</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>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>How would you layout your web page?</p> <p>NC Link:</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>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>Copyright or copywrong?</p> <p>NC Link:</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>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>How does it look?</p> <p>NC Link:</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>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>Follow the breadcrumbs.</p> <p>NC Link:</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>Unit: Web Page Creation</p> <p><u>Lesson:</u></p> <p>Think before you link!</p> <p>NC Link:</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> 
	Art & Design			<p>Unit: Texture</p> <p><u>Lesson:</u></p> <p>How do artists create texture within their work?</p> <p>NC Link:</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p>Unit: Texture</p> <p><u>Lesson:</u></p> <p>How can I design my own piece of textured artwork inspired by Anselm Kiefer?</p> <p>NC Link:</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p>Unit: Texture</p> <p><u>Lesson:</u></p> <p>How can I create my own piece of textured artwork inspired by Anselm Kiefer?</p> <p>NC Link:</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p>Unit: Texture</p> <p><u>Lesson:</u></p> <p>How can I review my own piece of textured artwork inspired by Anselm Kiefer?</p> <p>NC Link:</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> 

	Design & Technology	<p><u>Unit: To make and design a shelter to protect against the increased effects of Global Warming.</u></p> <p><u>Lesson:</u></p> <p>Making</p> <p>Cross Curricular Link: Science – Materials Geography – Human Geography</p> <p><u>NC Link:</u></p> <p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>	<p><u>Unit: To make and design a shelter to protect against the increased effects of Global Warming.</u></p> <p><u>Lesson:</u></p> <p>Evaluation</p> <p>Cross-Curricular Links: Science – Materials Geography - Human Geography</p> <p><u>NC Link:</u></p> <p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>				
	Geography		<p>Unit World War 2</p> <p>Place knowledge</p> <p>Lesson 4: Compare physical and human features of Germany and a South American country</p> <p>NC Link: <i>Understand similarities and differences through the human and physical features of a region of the uk, European country and a region within north or south America.</i></p>			<p>Unit World War 2:</p> <p>Geographical skills and fieldwork</p> <p><i>Study and describe other countries involved in World War 2</i></p> <p>NC link: <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p>Unit World War 2:</p> <p>Geographical skills and fieldwork</p> <p><i>Study and describe other countries involved in World War 2</i></p> <p>NC link: <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>

	MFL	Unit: My body Lesson: Classroom instructions NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	Unit: My body Lesson: Parts of the body NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	Unit: My body Lesson: Actions NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	Unit: My body Lesson: Colours NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	Unit: My body Lesson: Clothes: What's in the wardrobe NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	Unit: My body Lesson: Clothes: What are you wearing? NC Link: <i>Listen attentively to spoken language and show understanding by joining in and responding.</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.</i> <i>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</i> <i>Speak in sentences using familiar vocabulary, phrases and basic language structures.</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Music	Inspire Music Instrument: Ukulele	Inspire Music Instrument: Ukulele	Inspire Music Instrument: Ukulele	Inspire Music Instrument: Ukulele	Inspire Music Instrument: Ukulele	Inspire Music Instrument: Ukulele	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

	PE	Unit: FMS: SAQ Training <u>Lesson:</u> Movement NC Link: develop flexibility, strength, technique, control and balance	Unit: FMS: SAQ Training <u>Lesson:</u> Sequences NC Link: develop flexibility, strength, technique, control and balance	Unit: FMS: SAQ Training <u>Lesson:</u> Paired Sequences NC Link: develop flexibility, strength, technique, control and balance	Unit: FMS: SAQ Training <u>Lesson:</u> Paired Sequences NC Link: develop flexibility, strength, technique, control and balance	Unit: FMS: SAQ Training <u>Lesson:</u> Performances NC Link: develop flexibility, strength, technique, control and balance	Unit: FMS: SAQ Training <u>Lesson:</u> Performances NC Link: develop flexibility, strength, technique, control and balance	
	PE	Unit: Handball <u>Lesson:</u> Passing NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	Unit: Handball <u>Lesson:</u> Passing NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	Unit: Handball <u>Lesson:</u> Serving NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	Unit: Handball <u>Lesson:</u> Serving NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	Unit: Handball <u>Lesson:</u> Team Games NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	Unit: Handball <u>Lesson:</u> Team Games NC Link: <i>use running, jumping, throwing and catching in isolation and in combination</i>	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	RE	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Key Events</u> Can I recall the key events in the Christmas story?	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Interpretation</u> Can I explain what interpretations means?	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Nativity Comparison</u> Can I investigate similarities and differences between Matthew and Luke’s version of the nativity?	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Gospel Evaluation</u> Can I explain the key truth within both versions of The Christmas Story in the Gospels?	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Advent</u> Can I explain the meaning of advent and how Christians prepare?	Unit: The Christmas Story-What are the similarities and differences in the two accounts within the Bible. <u>Lesson: Celebrations</u> Can I explain how Christians in different countries celebrate Christmas differently?	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	

PSHE	<p><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Different Cultures</p> <p><u>NC Link:</u></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><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Racism</p> <p><u>NC Link:</u></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>Pc – Gender reassignment</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><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Rumours and Name-Calling</p> <p><u>NC Link:</u></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>Pc – Age</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><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Types of Bullying</p> <p><u>NC Link:</u></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><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Does Money Matter?</p> <p><u>NC Link:</u></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>Pc - Disability</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><u>Unit: Celebrating Difference</u></p> <p><u>Lesson:</u></p> <p>Celebrating difference across the world.</p> <p><u>NC Link:</u></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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