



## Medium Term Planning

### Autumn Term

Year 6	Autumn 1	Autumn 2
<b>Theme / Topic</b>	Crime	Maps
<b>Visit / Visitors – when/where possible</b>	YMT	Wharton Park – Orienteering
<b>RE</b>	<p><b>Loving</b></p> <p>Make links between the story of the prodigal son and the Christian’s belief in God’s forgiveness; give reasons for a Christian’s love and care; describe and show understanding of the scripture, beliefs, feelings and experiences of God’s unconditional love and make links between them; show understanding of how religious belief in God’s unconditional love shapes life.</p> <p><b>Vocation &amp; Commitment</b></p> <p>Use a developing religious vocabulary to give reasons for the signs and symbols used in the Sacrament of Holy Orders; give reasons why Christians fulfil their baptismal promises by answering God’s call through their chosen vocation in various ways, including the religious life; use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession; show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.</p> <p><b>Judaism</b></p> <p>Understand and show engagement with own and others’ beliefs and values; use a developing religious vocabulary to describe the signs, symbols and actions associated with Rosh Hashanah and Yom Kippur, making links between them.</p> <p><b>Advent</b></p> <p>Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas, making links between them; show understanding of how religious belief in Advent as a time of joyful expectation shapes lives; identify sources of religious belief linked to Advent as a time of joyful expectation of Christmas, explaining how these beliefs arise.</p>	

English Literature	Holes Titanium - LS	The Girl of Ink and Stars Alma - LS
Reading	<p>Recognises reoccurring themes across a range of texts</p> <p>Participates actively in discussion about books</p> <p>Discusses how authors use language and how this impacts on the reader</p> <p>Summarises main ideas from more than one paragraph</p> <p>Uses elements taken from reading in own writing</p>	
Writing	<p>Retrieve information effectively using organisational features</p> <p>Record/present information from non-fiction texts</p> <p>Identify how punctuation is used for impact and effect</p> <p>Recognise authorial techniques and styles</p> <p>Distinguish between fact and opinion</p> <p>Evaluate authors use of language and the impact on the reader</p> <p>Explain organisation of a text</p>	
Spelling	<p>Continuous consolidation of non-negotiables</p> <p>Spell words from the National Curriculum word list for Year 5 and 6</p> <p>Short and long vowel sound /i/ spelled /y/</p> <p>Homophones and other words that are often confused – including Y5</p> <p>Use a thesaurus effectively and efficiently</p> <p>Y5 Challenge words</p>	
Grammar, Punctuation and Vocabulary	<p>Recap GP skills from previous year groups and ensure secure:</p> <p><b>Y5 Summer objectives:</b> <i>Uses modal verbs and adverbs to indicate degrees of possibility</i></p> <p><i>Uses commas to clarify meaning or avoid ambiguity</i></p> <p><i>Chooses vocabulary to complement purpose</i></p>	

	<p><i>Uses punctuation to demarcate parenthesis</i></p> <p><i>Uses devices to build cohesion within and across paragraphs</i></p> <p>Identify subject and object within a sentence</p> <p>Use colons to introduce a list and semi colons within lists</p> <p>Understands how words are related by meaning as synonyms and antonyms</p>	
<b>Speaking and Listening</b>	<p>Show a clear understanding of the main point of a conversation/discussion</p> <p>Participate in collaborative work successfully</p> <p>Spontaneously ask questions which develop the conversation</p>	<p>Use vocab/terminology appropriately and for effect</p> <p>Can talk about abstract concepts using a rich and varied vocab.</p> <p>Can sustain an argument</p> <p>Can present ideas/opinions coherently, supported with reasons</p>
<b>Mathematics</b>	<p>Place Value within 10,000,000</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit;</li> <li>• Solve number and practical problems that involve all of the above;</li> <li>• Round any whole number to a required degree of accuracy;</li> <li>• Use negative numbers in context, and calculate intervals across zero</li> </ul> <p>Four operations</p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why;</li> </ul>	<p>Fractions</p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions;</li> <li>• use common multiples to express fractions in the same denomination;</li> <li>• Compare and order fractions, including fractions <math>&gt; 1</math>;</li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions;</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams;</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>];</li> <li>• Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>];</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations;</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication;</li> <li>• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context;</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context;</li> <li>• Identify common factors, common multiples and prime numbers;</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared and cubed (year 5);</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the four operations;</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use written division methods in cases where the answer has up to two decimal places.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants);</li> <li>• Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</li> <li>• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed (Y5)</li> </ul>	
Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p>Biology – Living things and their habitats</p> <p>Physics – Electricity</p> <p><b>Working Scientifically</b></p>	<p><b>Content:</b></p> <p>To investigate the use of hyperlinks to create a game in powerpoint and then use Scratch to add scoring systems and variables</p> <p>Begin to understand and use html</p>	<p><b>Content:</b></p> <p>To use scientific skills to design and</p> <p>Make a festive Christmas life</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Design</b></p>	<p><b>Content:</b></p> <p>o use running, jumping, throwing and</p> <p>Catching in isolation and combination</p> <p><b>Skills/Success Criteria:</b></p>

<p>Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables</p> <p>Record data and results using a range of scientific diagrams</p> <p>Report and present findings from enquiries in oral and written forms</p> <p><b>Investigative questions</b></p> <p>How did we learn to classify animals?</p> <p>What happens when we add extra components to a circuit?</p> <p>Can you make your own dimmer switch?</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Living things and their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Electricity</b></p>	<p><b>Skills/Success Criteria:</b></p> <p><b>Computing</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs and work with variables and various forms of input and output</p> <p>Use logical reasoning explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>IT/Computing</b></p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Select, use a variety of software (including internet services) on a range of digital devices to design and create a</p>	<p>Develop a simple design specification to guide their thinking</p> <p>Generate innovative ideas, drawing on research and existing products</p> <p><b>Make</b></p> <p>Select tools and equipment suitable for the task and explain their choice</p> <p>Use a range of construction materials and electrical components</p> <p>Accurately assemble, join and combine components</p> <p><b>Evaluate</b></p> <p>Use design criteria to evaluate completed product including design, manufacture and fitness for purpose</p> <p><b>Technical knowledge</b></p> <p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Use the correct technical vocabulary for the project they are undertaking</p>	<p>Set realistic targets for self</p> <p>Running: sustain pace over longer distances</p> <p>Perform relay changeovers</p> <p>Identify the main strengths and areas for development of a performance of self and others</p> <p>Perform a range of warm-up exercises specific to running short and long distances</p> <p>Jumping: demonstrate a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Throwing: Throw with greater accuracy, control and efficiency o movement using pushing, pulling and slinging action</p>
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<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		
<p><b>Geography</b></p>	<p><b>History</b></p>	<p><b>Music</b></p>	<p><b>Art &amp; Design</b></p>
<p><b>Content:</b></p> <p>Locate the world’s countries (focus on South America), concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Use maps, atlases and computer mapping to locate countries and describe features studied</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Fieldwork</b></p> <p>Select appropriate methods for data collection</p> <p>Evaluate the quality of evidence collected and suggest improvements</p>	<p><b>Content and outcomes:</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - crime and punishment from the Anglo Saxons to the present</p> <p><b>Skills/Success Criteria:</b></p> <p>Develop increasingly secure chronological knowledge and understanding of British history</p> <p>Put events, people, places and artefacts on a timeline</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>	<p><b>Content:</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Skills/Success Criteria:</b></p> <p>Recognised combinations of pitched sounds – concords and discords</p> <p>Identify and play CM diatonic chords C-F-G-Am-Dm</p> <p>Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two</p>	<p><b>Content:</b></p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas – Victorian observational drawings</p> <p>Improve their mastery of art and design techniques</p> <p><b>Skills/Success Criteria:</b></p> <p>Improve quality of sketchbook</p> <p>Select own images and starting points for work</p> <p>Use firsthand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and</p>

<p><b>Sketching</b></p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p>Locate the world's countries on variety of maps, including the areas studied throughout the Key Stages</p> <p><b>Map skills</b></p> <p>Use atlases to find out data about other places</p> <p>Begin to use and recognise atlas symbols</p>	<p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise responses by selecting and organizing relevant historical data</p> <p>Show understanding of some of the social similarities and differences between different periods (Anglo-Saxon to now)</p> <p>Begin to offer explanations about why people in the past acted as they did</p>	<p>contrasting moods</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p>	<p>middle ground</p> <p>Investigate proportions</p> <p>Work indoors and outdoors</p> <p>Develop watercolor techniques</p> <p>Develop fine brush strokes</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>
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