



Medium Term Planning

Autumn Term

Year 6	Autumn 1	Autumn 2
Theme / Topic	Ancient Greece	Ancient Greece and Modern Greece
Visit / Visitors – when/where possible	Mini Vinnies commissioning	Ancient Greek workshop – Great North Museum
RE	<p>People</p> <p>Retell some of the stories from scripture about Jesus’ family. Describe some ways in which characters in the Bible lived out their lives. Make links between these stories and what people believe about God and Jesus. Give reasons for certain actions by believers such as Ruth. Describe and show understanding of the roots of Jesus’ human family. Describe and show understanding of what Christians believe about how God leads and guides people.</p> <p>Community</p> <p>Ask and respond to questions about their own and others’ experiences of being part of a community. Ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. Make links to show how feelings and beliefs affect their commitment to community and that of others.</p> <p>Judaism</p> <p>Learn about the Torah and associated artefacts. Children will understand how the Torah is written and read. They will be able to describe why the Torah is important to the Jewish people. Make links with the Torah and what the Jewish people believe in God.</p> <p>Gift</p> <p>Ask and respond to questions about what is important in friendship. Ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer. Make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Begin to compare their own and other people’s ideas about the gift of love and friendship and realise that these questions are difficult to answer.</p>	

RSE	<p>Module 1 – Created and Loved by God</p> <p>Unit 1: Religious understanding</p> <p>Children will explore the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. The Sacraments of Baptism and Reconciliation are considered as an insight into heaven and a wonderful part of our relationship with God.</p>	
PSHE	<p>September: International Day of Democracy</p> <p>Children will be taking part in class incentive elections and School Council elections. They will be learning about the importance of democracy and can link and compare it to democracy in Ancient Greece. They will learn about the rule of law and how democratic voting takes place.</p> <p>Children will also be commissioned as Mini Vinnies and develop their approach to the SVP mission statement, ‘turning concern into action’.</p> <p>October: Black History Month and World Mental Health Day</p> <p>Study the Black History of Britain timeline. Research the first Black athlete to win Olympic medals for Britain, Jack London. Link with achievements of Marcus Rashford. Learn about ‘Black Suffrage’ and make links to democracy lessons when studying Ancient Greece. <i>These topics will be woven throughout curriculum during history/geography lessons etc.</i> World Mental Health Day celebrations will be led by Mental Health ambassadors from Y6 – focus on coping with feelings, staying safe and practicing self-care, use of BBC and TenTen resources to support.</p> <p>Children will also learn about the COP26 – 2021 Climate Change Conference and consider how they can make a difference to our world.</p> <p>November: Anti-Bullying Week and Remembrance Sunday</p> <p>Use of TenTen resources to support discussions, work in class on celebrating difference and the effects of bullying on Mental Health. Celebration of odd sock day to mark the start of Anti-Bullying Week. Children will also be studying ‘Where the Poppies now Grow’ by Hilary Robinson and creating their own Remembrance poems during a unit of work on Remembrance Day. Throughout the month, children will also be learning about several celebrations such as Diwali, Bonfire Night, Stress Awareness Day and World Kindness Day.</p> <p>December: Human Rights</p> <p>Children will be learning about UNICEF and the work to provide and enforce basic human rights, supported by TenTen and CAFOD resources. As Mini Vinnies, the children will consider how they can <i>turn concern into action</i> by following the structure of ‘see, think, do’ and support a cause which will help highlight and support the positive development of human rights.</p>	
English Literature	<p>Grace Nichols & James Carter Collected Poems</p> <p>Greek Myths – Retold and Illustrated by Marcia Williams</p> <p>Macbeth – Andrew Matthews</p>	<p>The Lion, the Witch and the Wardrobe CS Lewis</p>

Reading	<p>Using range of historical stories, short novels, play scripts and poems: to investigate how settings and characters are built up from small details, and how the reader responds to them</p> <p>Identify main characteristics of key characters using text to justify opinions</p> <p>Explore chronology in narrative</p> <p>Explore narrative order</p> <p>Use different ways of planning stories; plan a story identifying stages of telling; write character sketches.</p> <p>Identify and use key features of explanatory texts, including purpose and structure.</p> <p>Present information collected from a variety of sources in one simple format.</p> <p>Comprehension:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Guided Reading Texts: 'Demon Dentist' David Walliams. Selection of different genres by various authors</p>
Writing	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
Spelling	<p>Further homophones and near homophones</p> <p>Words using suffixes -ly, -ation, -ous</p>

	<p>Words with endings sounding /shun/: -tion, -sion, -ssion, -cian</p> <p>Words ending with -sure and -ture</p>	
<p>Grammar, Punctuation and Vocabulary</p>	<p>Identify and use correctly common suffixes which form adjectives, nouns verbs and adverbs</p> <p>Fronted Adverbials</p> <p>Determiners</p> <p>Introduce Possessive Pronouns</p> <p>Recognise how commas, connectives and full stops are used to join and separate clauses.</p> <p>Introduce Direct Speech</p> <p>Standard and non-standard verbs</p> <p>Reread own writing to check for grammatical sense and accuracy; identify errors and suggest alternatives</p>	
<p>Speaking and Listening</p>	<p>Listen and respond appropriately</p> <p>Work in group situations building on shared ideas</p> <p>Generate questions for specific scenarios.</p> <p>Ask questions in direct response to something heard/ presented</p> <p>Develop vocabulary using words they hear and see</p> <p>Vocabulary Ninja Word of the Day</p>	
<p>Mathematics</p>	<p>Place Value 4-digit numbers</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations • Count in multiples of 6, 7, 9, 25 and 1000 	<p>Measure – perimeter</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value

Place Value 4-digit numbers

- Identify, represent and estimate numbers using different representations
- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Addition and Subtraction

- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Multiplication and division

- Recall multiplication and division facts for multiplication tables up to 12×12
 - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

	<ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 		
MFL	<p style="text-align: center;"><u>Playtime</u></p> <ul style="list-style-type: none"> • Introduced to the vocabulary they will need to answer appropriate questions relating to playtime • Recognise written phrases and correct French spellings • Write sentences in French using the vocabulary provided <p>Children will be learning to respond to the French games/rhymes; the farmer in the meadow, Simon says. They will be learning how to describe activities they like to do in the playground.</p>	<p style="text-align: center;"><u>My Home</u></p> <ul style="list-style-type: none"> • Introduced to the vocabulary they will need to answer appropriate questions relating to where they live • Recognise written phrases and correct French spellings • Write sentences in French using the vocabulary provided <p>Children will be learning how to tell someone about the type of home they live in and develop vocabulary to enable them to describe different rooms in their homes. Children will learn questions and answers about things in their bedrooms and develop their vocabulary and recognition of things they might find in the kitchen. They will begin to use phrases to describe their own daily routines.</p>	
Science	Computing	Design Technology	PE
<p>Content:</p> <p>Scientific Enquiry</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Computer Science</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Link to science topic – ‘Animals including Humans’</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Swimming lessons at Freeman Quay</p> <p>Skills / Success Criteria:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p>

<p>Ask questions that can be investigated scientifically and describe how to find answers.</p> <p>To plan and carry out a fair test Investigation or comparison by changing one variable</p> <p>Content:</p> <p>Animals including humans</p> <p>Skills / Success Criteria:</p> <p>Describe simple functions of the digestive system in humans</p> <p>Compare animal and human digestive systems and diets – carnivore, herbivore and omnivore</p> <p>Identify the different types of teeth in humans and their functions</p> <p>Understand the importance of keeping teeth healthy and the causes of decay</p> <p>Understand and create food chains and food webs</p> <p>Describe and compare relationship between producer, predator and prey</p> <p>Content:</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Use repetition in programs Uses logical reasoning to detect and correct errors in programs IT</p> <p>Collect, analyse and evaluate information</p> <p>Select a variety of software to accomplish given goals.</p> <p>Understand opportunities that computer networks offer for communication</p> <p>Content:</p> <p>Digital Literacy</p> <p>Skills / Success Criteria:</p> <p>Identify a range of ways to report concerns about content Mrs Langdon</p>	<p>Use scientific knowledge to create a replica jaw to represent the different types of teeth</p> <p>Design</p> <p>A replica human jaw with teeth</p> <p>Make</p> <p>Sketch and label the different types of teeth.</p> <p>Use these sketches when replicating the jaw using clay</p> <p>Evaluate</p> <p>Use design criteria to evaluate the functionality of the human jaw.</p> <p>Technical knowledge</p> <p>Understand the functionality and importance of the location of different types of human teeth</p> <p>Content:</p> <p>Link to Geography topic about Modern Greece</p> <p>Skills / Success Criteria:</p> <p>To use knowledge of Greek produce and trade to develop an authentic Greek dish</p>	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Content:</p> <p>Developing Athletics with Mr. Stanislaus</p> <p>Skills / Success Criteria:</p> <p>Run smoothly at different speeds</p> <p>Demonstrate combinations of jumps showing control, co-ordination and consistency</p> <p>Throw a range of objects, in a variety of ways, at a target area with consistency and accuracy</p> <p>Recognise that their body works differently in different types of challenge and events</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p>o use running, jumping, throwing and</p> <p>Catching in isolation and combination</p>
---	---	---	--

<p>States of Matter</p> <p>Skills / Success Criteria:</p> <p>Find out about the properties of the three different states of matter: solid, liquid & gas</p> <p>Learn how to use thermometers</p> <p>Set up enquiries about matter changing from one state to another</p> <p>Study the water cycle</p> <p>Investigate air as an example of a gas</p>		<p>Design</p> <p>Design a Greek dish</p> <p>Make</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Evaluate</p> <p>Use design criteria to evaluate variety of the produce and the value of trade</p> <p>Technical knowledge</p> <p>Understand the importance of culture, use of natural resources and the power of trade with other countries.</p>	<p>Skills/Success Criteria:</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 of movement using pushing, pulling and slinging action</p>
Geography	History	Music	Art & Design
<p>Content:</p> <p>Modern Greece</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Ancient Greece - Who was here before me?</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Chalumeau Clarinet</p> <p>Sing with increasing confidence</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Design a Greek Vase</p> <p>Skills / Success Criteria:</p> <p>Look at pattern, colour and meaning of</p>

<p>Locate world countries – use maps to focus on Europe</p> <p>Environmental issues Human and physical features</p>	<p>Ancient Greece, life and influence – What did the Ancient Greeks do for me?</p> <p>Timelines to develop chronological understanding</p> <p>Use historical terms and evidence for interpretations of History</p>	<p>Develop understanding of musical composition</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>To develop an understanding of the history of music.</p>	<p>selected design.</p> <p>Content:</p> <p>Greek columns</p> <p>Skills / Success Criteria:</p> <p>Look at shape, colour and meaning of selected design</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Content:</p> <p>Autumn leaves</p> <p>Skills / Success Criteria:</p> <p>Look at shape, texture, record any observations using pencil sketches</p>
---	--	---	---