



## 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>	

RSE	<p><b>Module 1 – Created and Loved by God</b></p> <p><b>Unit 1:</b> Religious understanding</p> <p>Children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1</p>	
PSHE	<p><b>September: International Day of Democracy</b></p> <p>Children will be taking part in Head pupil elections, School Council elections and Ambassador voting for leadership roles and learning about the importance of democracy, rule of law and how democratic voting takes place.</p> <p><b>October: Black History Month and World Mental Health Day</b></p> <p>Live author event with award winning poet, Joseph Coelho, on 13 October 2021. Two weeks of literacy lessons using 'Happy Here' supported by live author event from the Book Trust to celebrate black authors and illustrators. <i>This will also be woven throughout curriculum for the remainder of the year through class texts, 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><b>November: Anti-Bullying Week and Remembrance Sunday</b></p> <p>Use of TenTen resources to support discussions, work in class on celebrating difference and the effects of bullying on Mental Health. Ambassadors to lead work in school. Celebration of odd sock day to mark the start of Anti-Bullying Week. Children will also be studying poetry by Siegfried Sassoon 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><b>December: Human Rights</b></p> <p>Children will be learning about the UN and the work to provide and enforce basic human rights, supported by TenTen and CAFOD resources. This year's theme is focusing on how rights are the beginning of peace within societies, and a way to create a fairer society for future generations. Children will be developing debating and public speaking skills and writing persuasive speeches about how to create a fairer world.</p>	
English Literature	<p>Holes</p> <p>Titanium - LS</p>	<p>The Girl of Ink and Stars</p> <p>Alma - LS</p>
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>	

<b>Writing</b>	<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>	
<b>Spelling</b>	<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>	
<b>Grammar, Punctuation and Vocabulary</b>	<p>Recap GP skills from previous year groups and ensure secure:</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>	<p>Fractions</p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions;</li> </ul>

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit;
- Solve number and practical problems that involve all of the above;
- Round any whole number to a required degree of accuracy;
- Use negative numbers in context, and calculate intervals across zero

#### Four operations

- Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why;
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication;
- 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;
- 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;
- Identify common factors, common multiples and prime numbers;
- Recognise and use square numbers and cube numbers, and the notation for squared and cubed

- use common multiples to express fractions in the same denomination;
- Compare and order fractions, including fractions  $> 1$ ;
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions;
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ];
- Divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ];
- Use their knowledge of the order of operations to carry out calculations involving the four operations;
- Use written division methods in cases where the answer has up to two decimal places.

#### Geometry

- Describe positions on the full coordinate grid (all four quadrants);
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

	<ul style="list-style-type: none"> <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>		
<b>MFL</b>	<p style="text-align: center;"><u><b>Actions</b></u></p> <ul style="list-style-type: none"> <li>• Follow short descriptions in order to find specific information</li> <li>• Listen attentively and understand more complex phrases and sentences</li> <li>• Write sentences using some description</li> <li>• Use dictionaries to support writing</li> </ul> <p>Children will be using directional vocabulary and use the verb <i>cherche</i> to follow instructions and find information. They will be writing short sentences using <i>Qu'est-ce que tu fais?</i> and <i>Qu'est-ce que tu mets dans le placard?</i> to describe what they are doing. Children will also begin to develop awareness of verb changes between past and present tense. Children will be able to use action verbs to describe what they are doing and play a treasure hunt game to consolidate skills.</p>	<p style="text-align: center;"><u><b>In France</b></u></p> <ul style="list-style-type: none"> <li>• Present information about an aspect of culture</li> <li>• Understand longer and more complex phrases or sentences</li> <li>• Use knowledge of word order and sentence construction to support the understanding of written text</li> </ul> <p>Children will be learning about France and how to describe what they can see using developing vocabulary and sentence structure. They will be learning more about French places and landmarks and how to say where they are using the verb <i>Où</i>. Children will also be discussing other French-speaking countries and how to talk about this in French. Children will be able to write longer and more complex phrases and sentences using <i>Je mange/Tu manges/Nous mangeons/Ils mangent</i>. Children are becoming more aware of verb forms in relation to person and how masculine and feminine verb forms.</p>	
<b>Science</b>	<b>Computing</b>	<b>Design Technology</b>	<b>PE</b>
<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><b>Content:</b></p> <p>To use scientific skills to design and Make a festive Christmas light</p> <p><b>Skills/Success Criteria:</b></p>	<p><b>Content: Developing Athletics with Mr. Stanislaus</b></p> <p><b>Grid rugby, Wide Attack with Mr. Stephenson</b></p> <p>o use running, jumping, throwing</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>Begin to understand and use html</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</p>	<p><b>Design</b></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>and</p> <p>Catching in isolation and combination</p> <p><b>Skills/Success Criteria:</b></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>
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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>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</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: Maps</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><b>Content and outcomes: Crime and Punishment</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><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><b>Content: Plants and Flowers</b></p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas – Observational drawings plants and flowers</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</p>

<p>Evaluate the quality of evidence collected and suggest improvements</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>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</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>Compose music to describe images</p> <p>Create music that describes two contrasting moods</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p>	<p>abstract representations</p> <p>Introduce perspective, fore/back and 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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