

Year 6 / Autumn 1 Medium Term Plan

	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20	
Themed Week	WE CARE							
Events	WE CARE Charter	Baseline Assessment Week 8th Sept: Year 6 meet the teacher sec school application		25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 25th Sept: Macmillan Coffee morning 8am-9am		5th Oct: Harvest Visitors Assembly 2		
Reading	Baseline		Retrieval	Skimming and Scanning	Find and Copy	Sequencing	Inference/ Justifying	
	Whole Class Text: Carrie's War							
	Introduce whole class text and reading of core words	Assessment Reading SATs paper	Distinguishing between statements of fact and opinion	Exploring the meaning of words in context	Summarising main ideas drawn from paragraph/more than one paragraph	Explain how meaning is enhanced through choice of words and phrases	Drawing inferences such as inferring characters' feelings from their actions	
	Spoken Language: Performance Assembly: London by William Blake JLT Interviews - Children confidently articulate and justify answers, arguments and opinions Show and teach - Speak in a clear and confident voice while presenting and prepared to answer questions about their 'lesson'							
Writing	Persuasive Writing							
	Introduce writing success criteria for expected and greater depth	Persuasive formal writing JLT application letter <u>Grammar focus:</u> subjunctive mood and modal verbs	Editing process- how to edit your own work effectively	Persuasive formal writing - editing JLT application letter	Informal letter/ e-mail E-mail to friend about JLT application <u>Grammar focus:</u> abbreviations and contractions	Informal letter/ email - editing E-mail to friend about JLT application	Final draft of JLT formal and informal writing in writing profile	
Grammar & Punctuation	Coordinating conjunctions and subordinating conjunctions	Assessment Grammar SATs paper	Assessment Review	Clause types - relative clauses, subordinate clauses	Embedded clauses	Commas in a list and commas to avoid ambiguity	Standard/Non Standard English	
Spelling & H-writing	Introduction to the core words and the 20 spelling rules	Handwriting expectations	Adding suffixes that start with a vowel letter to words with more than one syllable	The /i/ sound spelt y elsewhere other than at the end of words	The short sound /u/ spelt with the letters ou	Prefixes Un, Mis, Dis	Prefixes Re	

	Place Value	Add/Subtraction	Multiplication and Division		Multiplication and Division	Assessment Week	
Maths	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all areas of number and place value</p> <p>Week 2: Assessment Maths Paper Arithmetic/Reasoning 1 and 2</p>	<p>Solve addition and subtraction, multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve problems involving addition and subtraction.</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>BODMAS - Pupils explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$</p>	<p>Identify common factors, common multiples and prime numbers.</p> <p>To know and be able to use the vocabulary of prime numbers, factors and composite (non-prime numbers).</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>	<p>Being able to multiply and divide to powers of 10, 100, 1000 and 10 000. Being able to add and subtract without using column methods.</p>	
	Arithmetic	Column addition and subtraction	Multiplication and Division x Tables		Missing number addition and subtraction questions		
History							
Geography  Unicef RRS Article 13	Place Knowledge						
	Name and locate countries and cities of the UK, geographical regions	Describe and understand key aspects of 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.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use the eight points of a compass, four and six-figure grid references, symbols and key.	Use fieldwork to observe, measure, record and present the human and physical features in the local area.	
Art & Design							
STEM	Engineering: Automata Toy				Cooking: Come Dine with Me		
	Making the Frame	Assembling the Frame	Experimenting with CAMS	Finishing Touches	Design	The Main Course	Dessert
	Measuring, marking and checking the accuracy of the jelutong and dowel pieces required, using wood work tools safely and measuring and cutting the required card components accurately	Cutting and assembling the components to make a frame, securing the joints of the frame at right angles and using a glue gun safely	Undertaking research to inform the design of the window display, exploring cams and understanding that different shaped cams produce different follower movements	Making and assembling a window display, focusing on the decorative elements	Designing a three course meal, researching a recipe by ingredient. Safely preparing a starter following a recipe, describing the process of 'Farm to Fork' for a given ingredient and	Safely preparing a meal following a recipe, describing the process of 'Farm to Fork' for a given ingredient and contributing a recipe to a class cookbook	Following a recipe, including using the correct quantities of each ingredient. Writing a recipe: explaining the process taken. Explaining where certain key foods come from before they appear on the supermarket shelf

					contributing a recipe to a class cookbook		
Music  Unicef RRS Article 29		World Unite: Step Dance Performance					
		Exploring beat and syncopation through a song and body percussion	Developing coordination and rhythm skills. Performing a rhythmic sequence to a piece of music	Developing the idea of pitch shape and relating it to movement. Understanding pitch through movement and notation	Creating rhythm patterns. Arranging different musical sections to build a larger scale performance	Exploring rhythm through dance Combining different rhythms	Exploring ways of combining and structuring rhythms through dance
PSHE  Unicef RRS Article 14:		Me and My World					
		My Year Ahead	Being a Global Citizen	Being a Global Citizen	The Learning Charter	The Learning Charter	Our Learning Charter
I can identify my goals for this year. I feel welcomed and valued and know how to make others feel the same	I know there are universal rights for all children I understand my own wants and needs and can compare these with children in different communities	I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect myself and others I care about people's feelings and try to empathise	I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole		
RE  Unicef RRS Article 14		Similarities and Differences					
		What values and practices do religions and world views share?	Why is meeting together important for religious people?	Why is the Church and Mosque important for Christians and Muslims?	What difference do places of worship make in an area?	What are world views on community?	What do I want to say to the world about community?
Spanish		Theme: Friends / Connected New Target Language: Command verbs / Eg. Sube, Baje -Phonetics focus: vowels review Core story: Mr Happy / Sr. Contento	New Target Language How are you? (2) New emotions: eg. OK /regular Phonetics focus: /ch/	New Target Language Where are you? / donde estas? I'm in ... Estoy Place vocab: Eg at home / en casa, el parque, with... /con... Phonetics focus: /z/	New Target Language Positional language: Eg. Behind, in front of detras/ delante Phonetics focus: /ll/	Writing task: Language Passport 4 combining Target language from this half term	Culture focus: La Sevillana
		Computing Basics: Bletchley Park					
Computing  Unicef RRS Article 16:		Getting Started	Secret Codes	Brute Force	Bletchley Park	Computing Heroes	
		Children elect monitors for the chromebooks. Children introduced to 'safety surfers' as online safety monitors who will be selected based on their online safety knowledge and skills.	Children explore a variety of different codes, from a simple caesar cipher to the Enigma code. Children understand why codes might be valuable, can write a message using a secret code and decipher some by others.	How easy is it to steal someone's password? Children learn what brute force hacking is and the importance of secure passwords. Children understand why a longer password is more secure than a short one.	Children find out about Bletchley during WWII and how the first computer cracked the enigma code. Children know this is why the first computer was built. Children can create a Google Site to share	Children learn about important historical figures in the field of computing, including Alan Turing, Margaret Hamilton and Steve Jobs. Children are able to research independently in detail.	Using their digital literacy skills, pupils research and present information about a historical computing figure, explaining the impact of their significance.

					information about Bletchley Park.		
Science		Living Things and their Habitats					
		Classifying Conundrums	Linnaean System	Curious Creatures	Microorganisms	More about Microorganisms	Field Guide
		Pre-unit assessment Children give reasons for classifying plants and animals based on specific characteristics in the context of sorting and grouping animals for a zoo.	Children describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by finding out about the Linnaean System of classification	Children describe how living things are classified into broad groups by identifying the characteristics of mammals, birds, insects, reptiles, amphibians, fish, arachnids, annelids, crustaceans, echinoderms and molluscs,	Children describe how living things are classified into broad groups by exploring helpful and harmful microorganisms,	Children identify the characteristics of different types of microorganisms including bacteria, virus and fungi.	Children investigate and group organisms found in the local habitat. Children give reasons for classifying plants and animals based on specific characteristics by creating a field guide to the organisms found in the local habitat.
		<u>Scientific Enquiry</u> Classifying: Classify animals according to Carl Linnaeus' system; classify plants into flowering, mosses, ferns and conifers, based on specific characteristics; create a branching database/dichotomous key to classify a set of living things Researching: Research the characteristics of a vertebrate/invertebrate group for presentation; research the characteristics of flowering plants, mosses, ferns and conifers; research the difference between bacteria, virus and fungi to give reasons why these are not plants or animals research unusual animals e.g. axolotl, platypus, kangaroos etc.					
PE		Fitness: Beep Test		Indoor: Gymnastics			
		Introduction to P.E./Beep Test	Beep Test	Gymnastics (Mats) Introduction	Gymnastic shapes, including partner assisted shapes identify which joints are moving when changing shapes	Gymnastic shapes, including partner assisted shapes and apparatus. 5 contrasting actions, create and perform matching sequence in pairs	Travel movements, using levels/directions/path ways/speed, mirroring. 5 contrasting actions, create and perform sequence in pairs, mirror
				Outdoor: Ball Skills (Netball)			
		Introduction to Netball/Rules	Passing Techniques and drills	Off the ball movement and passing	Off the ball movement, shooting and game situations		