



## Year 6 Medium Term Plan Autumn 1 – Friendship

	Week 1 W/B 4 Sept	Week 2 W/B 11 Sept	Week 3 W/B 18 Sept	Week 4 W/B 25 Sept	Week 5 W/B 2 Oct	Week 6 W/B 9 Oct	Week 7 W/B 16 Oct
Events / Info	<b>3- day week</b> Launch of leadership programme	Trip to Imperial War Museum 14 <sup>th</sup> and 15 <sup>th</sup>	Holocaust Survivor visit	Bikeability	6HH Class assembly		6AS Class assembly
English	-Introduction of text -Analyse character traits and draw inferences -Features of a monologue	-Planning a monologue -Shared write of a monologue <b>-Writing a monologue</b> -Performing a monologue	-Use a range of resources to collate information on concentration camps -Features of imagery -Metaphors, similes, personification and onomatopoeia	-Shared write of a setting description <b>-Plan and write a setting description</b> -Edit and improve setting description - Direct and indirect speech	-Features of narrative writing -Shared write of a short chapter <b>-Plan and write a short chapter of the story</b>	-Edit and improve short chapter -Read and perform poetry -Learn poetry by heart -Examine the features of a poem	-Shared write of a poem <b>-Plan and write a poem</b> -Edit and improve poem
Grammar	Apostrophes in contractions Apostrophes to show possession	Using commas in lists	Expanded noun phrases Fronted adverbials	Cohesive devices Direct and indirect speech	Parenthesis- brackets, dashes and commas Use of paragraphs	Using a dictionary for meanings and spelling of unfamiliar words	Use a thesaurus to up level vocabulary
Guided Reading Focus	The Boy in the Striped Pyjamas (Chapter 1 and 2) - Predicting	The Boy in the Striped Pyjamas (Chapter 3 and 4) - Retrieval	The Boy in the Striped Pyjamas (Chapter 5 and 6) - Inferencing	The Boy in the Striped Pyjamas (Chapter 7 and 8) - Summarising	The Boy in the Striped Pyjamas (Chapter 9 and 10) - Clarifying	The Boy in the Striped Pyjamas (Chapter 11 and 12) – How the author’s choice of words enhances meaning	The Boy in the Striped Pyjamas (Chapter 13 and 14) – Comprehension with combination of skills questions

<b>Maths</b>	<b>Place Value</b> Numbers to one million Numbers to ten million Read and write numbers to ten million Powers of ten Number lines to ten million	<b>Place Value</b> Compare and order any integers Round any integer Negative numbers Add and subtract integers Common factors Assessment	<b>Four Operations</b> Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply 4-digit by 2-digit	<b>Four Operations</b> Solve problems with multiplication Short division Division using factors Long division Long division with remainders	<b>Four Operations</b> Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts Assessment	<b>Fractions</b> Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions	<b>Fractions</b> Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multi-step problems Assessment
<b>Science</b> <i>Animals including Humans</i>  <i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</i>	Team building (3 day week)	<b>To identify and name the main parts of the human circulatory system. (HEART)</b> To investigate and describe the functions of the heart, blood vessels and blood. To explain that the heart acts like a pump. To understand that the blood is pumped to all parts of the body.	<b>To describe the way in which nutrients and water are transported within animals, including humans (BLOOD circulatory system)</b> To understand that blood is an important transport system in my body. To understand that my blood passes through the heart twice during each circulation (double circulation).	<b>To investigate the function of the lungs and how they work. (LUNGS)</b> To explore and explain that the blood collects oxygen from the lungs and in exchange gets rid of carbon dioxide (respiration). To describe the structure of the lungs. To explain what happens when we breathe in and out.	<b>To describe the ways in which nutrients and water are transported within animals, including humans. (BLOOD AND BLOOD VESSELS)</b> To describe the functions of the different components of blood, e.g. carrying oxygen, fighting infection and clotting. To explain that there are three types of blood vessels: arteries, veins and capillaries. To understand that there are different blood groups.	<b>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (PULSE RATE EXERCISE)</b> To measure my own pulse rate. To work out the average (mean) pulse rate. To describe the effect of exercise on pulse rate.	<b>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (DIET, DRUGS)</b> To understand why exercise is important for our health. To explore and explain what we need to keep our body healthy. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To explore how alcohol, tobacco and other drugs affect the body. To give some simple first aid. Assessment-end of unit test

<b>Computing</b>  <b>Online Safety</b>	Team building (3 day week)	<u><b>Online Safety Rules</b></u> – Review and edit online safety rules created in Year 5. Recall previous learning and then adapt to make them more relevant to their age group.	<u><b>Inappropriate use of technology and the internet</b></u> – nude selfies - Children learn about the consequences of sharing nude selfies and they will offer advice to children who are considering sharing nude selfies.	<u><b>Safe social networkers</b></u> – Children will learn how we can minimise the risks of using social networking sites.	<u><b>Respecting the privacy of others</b></u> - Children will understand that everyone has a right to privacy and that they need to be mindful of protecting other people’s personal information online.	<u><b>Resolving unfamiliar problems</b></u> - Children will develop confidence in responding to unfamiliar online safety scenarios, in preparation for moving on to secondary education.	<u><b>Online Gaming</b></u> - Children will learn about the possible online safety risks of online gaming, including exposure to inappropriate content, bullying and trolling, and bribery.
<b>History</b> <b>Key question:</b> <b>How did WW2 affect different people in society?</b>	Team building (3 day week)	To understanding the key events which led to the outbreak of WWII (Two weeks).	To understanding the key events which led to the outbreak of WWII.	To discover which countries were involved in WWII and at which time.	To learn about the different groups of people affected by the war and how this impacted the future world: evacuation.	To learn about the different groups of people affected by the war and how this impacted the future world: the holocaust.	To learn about the different groups of people affected by the war and how this impacted the future world: the role of women. Written Assessment task
<b>R.E.</b> <b>Key question:</b> <b>What is the best way for a Muslim to show commitment to God?</b>	Team building (3 day week)	To look carefully at the word commitment and what this means. How do we show commitment? What commitments do people have?	Focus: prayer. Introduce the key question and recap 5 pillars. How does praying 5 times a day show a commitment to God?	Focus: zakah. Look at zakah in detail. How does giving zakah show a commitment to God?	Focus: sawm. Look at sawm in detail. How does fasting show a commitment to God? Children to make a judgement on the best way to make a commitment to God.	Focus: Judaism. How do Jewish people show a commitment to God? How is this similar/different to Islam?	Focus: Hinduism/Christianity How do Hindus show a commitment to God? How is this similar/different to Islam?
<b>PSHE</b> <b>Dreams and Goals</b>	Class Charter	<u><b>My Year Ahead</b></u> I can identify my goals for this year, understand my fears and worries about	<u><b>Being a Global Citizen</b></u> I know that there are universal rights for all children but	<u><b>Being a Global Citizen</b></u> I understand that my actions affect other	<u><b>Rights and Responsibilities</b></u> I can make choices about my own behavior because I	<u><b>Working together</b></u> I understand how an individual’s behaviour can impact on a group	<u><b>Democracy</b></u> I understand how democracy and having a voice benefits the school community

		the future and know how to express them	for many children these rights are not met	people locally and globally	understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities		
<b>Art/DT</b> <i>Pop Art</i>	Team building (3 day week)	To examine the work of Andy Warhol.	To understand how artists used colour and line for effect.	To create a piece of work in the style of Lichtenstein.	To understand the proportions of an object and use observational drawing skills to record ideas.	To explore ideas and create an original label. To explore the use of colour and tone.	To draw and paint a cupcake in the style of Claes Oldenburg.
<b>P.E. Indoor</b>	Team building (3 day week)	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>P.E. Outdoor</b>	Team building (3 day week)	<b>OAA</b> To build communication and trust whilst showing an awareness of safety.	<b>OAA</b> To work as a team to solve problems, sharing ideas and collaborating with one another.	<b>OAA</b> To develop tactical planning and problem solving.	<b>OAA</b> To share ideas and work as a team to solve problems.	<b>OAA</b> To develop navigational skills and map reading.	<b>OAA</b> To use a key to identify objects and locations.
<b>Music</b>	Team building (3 day week)	To understand note values and rests	To understand time signatures	To secure rhythmic notation knowledge	To understand staff notation	To secure music notation knowledge	To relate music notation to sound changes
<b>French</b>							