



Year 6, Autumn 1 - Medium Term Plan

What impact did WW1 and WW2 have on people?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Year 5 - numbers to one million Addition, subtraction, multiplication and division	Ark pre and post-unit assessments	Kagan activities, talk tasks, maths meetings	Integers and decimals L1 Read and write numbers to ten million L2 Compare and order numbers up to ten million L3 Place value to three decimal places L4 Round integers to required degree of accuracy L5 Apply rounding in a range of contexts L6 Explore strategies for addition L7 Explore strategies for subtraction L8 Interpret addition and subtraction problems L9 Interpret addition and subtraction problems involving decimals L10 Apply strategies to multi-step problems Multiplication and Division L1 Factors and multiples L2 Use equivalence to calculate (multiplication) L3 Use equivalence to calculate (division) L5 Solve problems using known and derived facts L4 Multiply and divide by 10, 100 and 1,000 L6 Use the short multiplication algorithm L7 Use the long multiplication algorithm L8 Use the formal long division algorithm with a 1-digit divisor L9 Generate key facts for long division L10 Use the formal long division algorithm with a 2-digit divisor L11 Find and interpret whole number and decimal remainders L12 Find and fraction remainders L13 Solve and interpret problems (1) L14 Solve and interpret problems (2) L15 Choose efficient strategies Calculation problems L1 Understand which operations have equal priority. L2 Understand the order of operations L3 Understand the order of operations, including indices L4 Understand the order of operations, including brackets L5 Solve problems involving the order of operations L6 Solve algebraic equations with one unknown value L7 Solve algebraic equations with two unknown values L8 Use a letter to represent a number in contextual problems L9 Generate and describe linear number sequence	integer, digit, number, numeral, value	Resilience
Writing	Suspense writing and fear story in Year 5	End of unit independent writing Short burst writing throughout unit	Drama- conscience alley, hot seating Kagan activities	Hook: Star of Fear, Star of Hope LQ: What predictions can I make about our new book? LQ: How can I use drama to explore the themes of Star of Fear, Star of Hope? LQ: How can I explore the themes of the story in the form of a letter? LQ: What are adverbials? LQ: What are expanded noun phrases? LQ: What are semicolons? LQ: How can I analyse the features of the text? LQ: What ideas do I have for my own wartime story? LQ: How can I plan my story? Hot Write LQ: How can I edit my story? LQ: How can I publish my story? LQ: What is the purpose of a diary entry? LQ: What might Lydia or Helen write in their diaries? (Shortburst - Opening paragraph) LQ: What are the features of a diary entry? LQ: How will I plan my diary entry? Hot Write: Write Diary Entry LQ: How will I edit my diary entry? LQ: How will I publish my diary entry? Black History Month - Josephine Baker - Little People Big Dreams Text - A Rose for Rose L1: Explore Vocabulary L2: VIPERS L3: VIPERS L4: Independent Comprehension Text - Anne Frank Text - Dunkirk Diary Text - Letters from the Lighthouse Text - Neville Chamberlain's Speech Text - Sherlock Holmes		Collaboration
Reading	VIPERS	Baseline Assessment Independent Comprehensions	Pair, group and class discussion opportunities Book talks	Pre-assessment Quiz: What do children know about the circulatory system? LQ: What does blood do? 2. How does the circulatory system work? 3. How do I record and interpret results of exercise experiments? 4. How do I record and interpret results of exercise experiments? What are calories and how can I design a healthy meal? How can I use science to persuade people to avoid drugs and alcohol? How can I plan and write a leaflet about being healthy?	Inference Collaboration Discussion Consensus	Fairness
Science	Animals including humans - Year 5	What do you know about the body and what it needs? Healthy lifestyle leaflet.	Group work to complete tests. Kagan group discussions encouraged throughout.			Creativity
Geography	History unit					



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History	Year 5 - Anglo Saxons and Vikings - impact of invasions	Comparison of two maps of Europe now vs Europe in 1914 Create a short caption for the photograph in Smart Task 2 that might appear in a school textbook explaining what is meant by censorship and propaganda. Display of their learning - link back to maps of Europe	Group work and discussion to complete assessment	LQ: Why did World War 1 start? LQ: Why did Britain have to go to war in 1939? Key issues of appeasement LQ: Why was it necessary for children to be evacuated and what was it like? LQ: How was Britain able to stand firm against the German threat? LQ: Who helped Britain with the war effort? (Representation thread) ASSESSMENT: How do we know from this picture that it is showing life in Britain during the Second World War? LQ: How can I sequence major key events and make connections to these events? LQ: Why is it difficult to be sure what life on the Home Front was really like?		Kindness
DT	Art unit					
Art	Drawing and painting units		Collaboration and group discussion	LQ: How do artists respond to land and city spaces? LQ: How can I replicate artists' techniques? How can I explore how landscapes change over time? How can I explore with mark making using mixed media? Exploring landscapes during the war Exploring cityscapes during the war Plein air - mixed media observation		Collaboration
Computing			Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Trade.	LQ: To write basic commands using python LQ: To plan an adventure using python LQ: To print instructions LQ: To use and select variables	plan, create, code, test, debug, variable, command	Collaboration
RE	Christianity, Judaism, Hinduism and Muslim	Discussion "big enquiry" (post on Seesaw) about the questions they have about when we die. Children to create a final piece of work summarising what they have learnt.	Discussions/shared experiences	LQ: What questions do we have about when we die? LQ: What do some people think carries on after we have died? What is our soul? LQ: Why do some people believe that you come back to life as a different thing? What is reincarnation? LQ: Do you get to heaven if you do things wrong? LQ: What do Christians think happens when we die? LQ: What do people who don't believe in God think happens when we die? LQ: What different ideas are there about what happens when we die? What do I think?	Salvation, Heaven, Reincarnation, Christian, Hindu, Atheist, Muslim, Death, Life after death.	Kindness
PSHE	Rights respecting school		Group and class discussions Time to discuss ideas in pairs	LQ: What are Rights? LQ: What does Rights-respecting mean? LQ: How do Rights help us to participate? How do rules and laws protect me? LQ: How are rights and democracy linked? LQ: How do Rights shape our values? LQ: What are the guiding principles of human Rights?	Rights, Respect, Participate, Democracy, Values, Principles, Equality, Non-Discrimination	Fairness
Music						
PE	Year 4 & 5 - The children have previously played Tag Rugby.	Children are going to play the game of Tag Rugby in week 1 and see the difference in week 6.	Oral feedback during and after lessons Use of key vocab	LQ: What have you got to do to evade defenders? LQ: When passing a ball to a partner what must we ensure we do? LQ: How can an attacker get beyond a defender? LQ: How can an attacker get beyond a defender? LQ: What are the benefits of defending in a line? LQ: How can we get beyond a defensive line? LQ: What are 3 defensive rules and 3 attacking rules? LQ: How do we lift, carry and use equipment safely? LQ: How do we perform a variety of rolls with control and precision? LQ: How do I perform partner balances in a controlled way? LQ: What ways can I perform safe jumps at different levels? LQ: What ways can I create a sequence that includes controlled moves and flows well? LQ: What ways can I incorporate balances, jumps and rolls into a partner sequence? LQ: How do I practise and refine my sequence to perform to an audience?	Coordination, forehead, backhand, fault, net, serve, smash, volley, racket, baseline, side-line, body position, striking position, awareness, agility, balance, accuracy, control,	Collaboration
Dance Gymnastics	Year 5 - creating sequences, balancing, jumps, rolls	Observe the balances, rolls and jumps performed in the first lesson. Final gymnastic performances			stability, posture, position, stillness, pathways, levels, balance, counter balance, canon, unison, patches, transition, extension, Tour de jete, teddy bear roll, shoulder roll, cartwheel, log roll	Resilience
MFL	Year 5- My school/my subject Year 4- welcome to school	Observe speaking and listening skills Quiz/quiz trade game in lesson 1	Focus on Speaking and Listening assessments	LQ: What words and phrases can I use to describe myself? LQ: How do I give a simple description of myself in Spanish? LQ: What are the numbers to 60 in Spanish? LQ: How do I tell the time in Spanish? LQ: How do I talk about my daily routines in Spanish? LQ: How do I write about my basic routines in Spanish?	Masculine, Feminine, Estar, Ser, Tener, Puedes, Alto / Alto, Bajo / Bajo, El pelo, Los ojos, Los números, Cero, Diez, Veinte, Treinta, Cuarenta, Cincuenta, Sesenta, ¿Qué horas es?	Resilience