

## Autumn 1 Medium Term Plan 2023 Year Group 6

Subject	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English Writing</b>	<b>Assessment week</b>	<b>Narrative: Alma</b>  LO: To use basic punctuation accurately.  LO: To begin to use fronted adverbials to vary sentence starts.  LO: To begin to use relative clauses.  LO: To up-level sentences.	<b>Narrative: Alma</b>  LO: To note and develop initial ideas.  LO: To consider how to develop character and setting in a narrative.  LO: Use descriptive vocabulary effectively.  LO: Build atmosphere consistently by selecting appropriate and adventurous vocab.	<b>Narrative: Alma</b>  LO: Begin to use cohesive devices.  LO: Use a variety of conjunctions to support cohesion.  LO: Begin to use parenthesis to expand on detail.  LO: Edit my own writing with support.  OUTCOME: Children will have written a narrative based on a short film.	<b>Persuasive Leaflet: The Lakes</b>  LO: To identify key features of a non-fiction text.  LO: To begin to understand how to write to persuade.  LO: To record information effectively and systematically.	<b>Persuasive Leaflet: The Lakes</b>  LO: Begin to understand tone and formality.  LO: Use a variety of conjunctions to support cohesion.  LO: To begin to use relative clauses.  OUTCOME: Children will have written a tourist information leaflet about The Lake District.	<b>Assessment week</b>
<b>Spelling</b>	Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.  <b>En6/3.1 Spelling</b> En6/3.1a use further prefixes and suffixes and understand the guidance for adding them En6/3.1b spell some words with 'silent' letters En6/3.1c continue to distinguish between homophones and other words which are often confused En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically En6/3.1e use dictionaries to check the spelling and meaning of words En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary						

	En6/3.1g use a thesaurus						
<b>Handwriting</b>	<p>Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.</p> <p><b>En6/3.2 Handwriting and Presentation</b>  Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  En6/3.2b choosing the writing implement that is best suited for a task</p>						
<b>Reading</b>	<p>Year 6 reading to be streamed into focus groups- with a range of reading sessions targeting group appropriate objectives.</p> <p><b>En6/2.2 Comprehension</b>  <b>En6/2.2a</b> maintain positive attitudes to reading and an understanding of what they read by:</p> <ol style="list-style-type: none"> <li>i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>ii. reading books that are structured in different ways and reading for a range of purposes</li> <li>iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>iv. recommending books that they have read to their peers, giving reasons for their choices</li> <li>v. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>vi. making comparisons within and across books</li> <li>vii. learning a wider range of poetry by heart</li> <li>viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ol>						
<b>Maths</b>	<b>Assessment week</b>	LO: I can read and write numbers to 1 million.  LO: I can identify the place value of a digit in any 7 digit number.  LO: I can partition any 7 digit number.	LO: I can multiply and divide by 10, 100, 1000.  LO: I can place any 7 digit number on a number line.  LO: I can use > < = to compare numbers.	LO: I can round numbers to the nearest 1 and 10.  LO: I can round numbers to the nearest 100 and 1000.  LO: I can show negative numbers on a number line.	LO: I can add and subtract 7 digit numbers.  LO: I can use a written method to solve word problems.  LO: I can identify factors.  LO: I can identify multiples.	LO: I can explore rules of divisibility.  LO: I can identify prime numbers to 100.  LO: I can show an understanding of squared and cubed numbers.	<b>Assessment week</b>
<b>Calculation</b>	<b>Assessment week</b>	Written methods for addition and subtraction.	Written methods for addition and subtraction.	Written methods for addition and subtraction.	Multiplying multi-digit numbers up to	Dividing multi-digit numbers up to 4-digits by a 2-digit numbers.	<b>Assessment week</b>

		<b>Outcome:</b> Children are fluent in formal written methods.	<b>Outcome:</b> Children are fluent in formal written methods.	<b>Outcome:</b> Children are fluent in formal written methods.	4-digits by a 2-digit numbers.  <b>Outcome:</b> Children are fluent in formal written methods for long multiplication.	<b>Outcome:</b> Children are fluent in formal written methods.	
<b>Science</b>	<b>Assessment</b>	To assess knowledge of classification.  To use carousel activities to begin topic thinking.	To group animals according to their characteristics using branching diagrams.	To research the classification systems for animals and plants.  To know how the Linnaean system works.	To plan and conduct a fair test into preferred habitat in the local environment.	To describe how micro-organisms, are classified and the uses of microorganisms in everyday life.	To assess knowledge of classification.
<b>Art &amp; design</b>	<b>Assessment</b>	LO: To be able to use different water colour techniques (wash, wet on wet, wet on dry). LO: To explore a colour pallet and blending colours. LO: To sketch and then paint a water-colour depicting a natural landscape. LO: To combine techniques to create a finished piece of art. Children will work to develop their own style of drawing painting. Children will control the types of marks made and experiment with different effects and textures using washes and using thickened paint to create textural effects. Children will mix colour, shades and tones with confidence building on previous knowledge. Outcome: Children have painted a water-colour depicting a landscape linked to The Lake District.					
<b>Computing</b>	<b>No Computing this HT</b>						
<b>Design &amp; technology</b>	<b>No DT this HT</b>						
<b>Geography</b>	<b>Assessment</b>	LO: I understand the terms county and country.	LO: I can identify the physical geographical features of The Lake District.	LO: I can identify the human geographical features of The Lake District.	LO: I can identify land uses and human		

		LO: I can label the counties on a map of England.	LO: I can compare the similarities and differences between The Lakes and Sheffield.	LO: I can compare the similarities and differences between The Lakes and Sheffield.	geographical features.  LO: I can discuss how tourism effects a location.		
<b>History</b>	<b>No History this HT</b>						
<b>MFL</b>	<b>No MFL this HT</b>						
<b>PE</b>		<b>Athletic Fundamentals</b>  LO: To use running, jumping, throwing and catching in isolation and in combination in the context of athletics.  LO: To practise and refine fundamental movement skills needed for athletics.	<b>Athletic Fundamentals</b>  LO: To develop flexibility, strength, technique, control and balance.  LO: To use running, jumping, throwing and catching in isolation and in combination in the context of sprint relays.	<b>Athletic Fundamentals</b>  LO: Use running, jumping, throwing and catching in isolation and in combination.  LO: Develop flexibility, strength, technique, control and balance in the context of running for endurance.	<b>Athletic Fundamentals</b>  LO: Use running, jumping, throwing and catching in isolation and in combination  LO: Develop flexibility, strength, technique, control and balance in the context of running over hurdles.	<b>Athletic Fundamentals</b>  LO: Use running, jumping, throwing and catching in isolation and in combination.  LO: Develop flexibility, strength, technique, control and balance in the context of jumping for height and distance.	<b>Athletic Fundamentals</b>  LO: To develop flexibility, strength, technique, control and balance.  LO: To use running, jumping, throwing and catching in isolation and in combination in the context of the heave throw.
<b>RE Teachings, wisdom and authority.</b>	What do sacred texts and other sources say about God, the world and human life?  LO: To discuss certain religious texts and why they are important.  LO: To express my ideas clearly and respectfully.		What do sacred texts and other sources say about God, the world and human life?  LO: To respond thoughtfully to teachings from other religions.		What can we learn by reflecting on words of wisdom from religions and world views?  LO: To discuss the idea of right and wrong.  LO: Compare religious teachings from The Ten Commandments and The Five Precepts.		

<b>RSHE</b>		Why do some people get married?		Are families ever perfect?		Is there such a thing as a normal family?	
<b>Music</b>	<b>No Music this HT</b>						