

## Autumn 2 Medium Term Plan 2023 Year Group 6

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>English Writing</b>	<p><b>Persuasion: visit Egypt.</b></p> <p>LO: To build on initial ideas.</p> <p>LO: To research and record topic specific information.</p> <p>LO: To identify the key features of a travel brochure.</p> <p>LO: To organise information into paragraphs.</p> <p>Outcome: Children will have collected information</p>	<p><b>Persuasion: visit Egypt.</b></p> <p>LO: To use persuasive language.</p> <p>LO: To use punctuation for clarity.</p> <p>LO: To use imperative and modal verbs.</p> <p>LO: To write for a purpose-persuade.</p> <p>Outcome: Children will have drafted and written a travel brochure for Egypt, using persuasive language,</p>	<p><b>Information text: Egyptian Gods</b></p> <p>LO: To identify key features of a non-chron report.</p> <p>LO: LO: To research and record topic specific information.</p> <p>LO: To organise information into paragraphs.</p> <p>LO: To understand formal and informal tone.</p> <p>Outcome: Children will</p>	<p><b>Information text: Egyptian Gods</b></p> <p>LO: To use a range of cohesive devices.</p> <p>LO: To use relative clauses to add information.</p> <p>LO: To use a range of conjunctions to develop sentence structure.</p> <p>Outcome: Children will have created a non-chronologica l report on a chosen</p>	<p><b>Information text: Egyptian Gods</b></p> <p>LO: To use punctuation for clarity.</p> <p>LO: To use past tense consistently.</p> <p>LO: To write for a specific purpose-inform.</p> <p>Outcome: Children will have created a non-chronologica l report on a chosen Egyptian God.</p>	<p><b>Explanation: Mummification</b></p> <p>LO: To identify the key features of an explanation text.</p> <p>LO: To organise information into paragraphs.</p> <p>LO: To use imperative and modal verbs.</p> <p>LO: To understand passive and active voice.</p> <p>Outcome: Children will have</p>	<p><b>Explanation: Mummification</b></p> <p><b>Assessment Week</b></p>	<p><b>Explanation: Mummification</b></p> <p>LO: To use imperative and modal verbs.</p> <p>LO: To use brackets and dashes for parenthesis.</p> <p>LO: To write for a specific purpose-explain.</p> <p>LO: To write sentences using passive voice.</p> <p>Outcome: Children will have created an explanation</p>

	on Egypt and created a brochure plan using a graphic organiser.	appropriate formal tone and a variety of punctuation.	have researched and organised information on an Egyptian God	Egyptian God.		planned and developed an explanation of mummification.		text about mummification.
<b>Spelling</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>En6/3.1 Spelling</b></p> <p>En6/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En6/3.1b spell some words with 'silent' letters</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En6/3.1g use a thesaurus</p>							
<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></p> <p>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</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>							
<b>Reading</b>	<p><b>En6/2.2 Comprehension</b></p> <p><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>							

<p><b>En6/2.2b</b> understand what they read by</p> <ul style="list-style-type: none"> <li>i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>ii. asking questions to improve their understanding</li> <li>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>iv. predicting what might happen from details stated and implied</li> <li>v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>vi. identifying how language, structure and presentation contribute to meaning</li> </ul> <p><b>En6/2.2c</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En6/2.2d distinguish between statements of fact and opinion</p> <p><b>En6/2.2e</b> retrieve, record and present information from non-fiction</p> <p><b>En6/2.2f</b> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p><b>En6/2.2g</b> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p><b>En6/2.2h</b> provide reasoned justifications for their views.</p>
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<b>Maths</b>	<p><b>Power Maths 6A Unit 3 Four operations (2)</b></p> <p>LO: I can multiply a number by a 1 digit number.</p> <p>LO: I can multiply a number by a 2 digit number.</p>	<p><b>Power Maths 6A Unit 3 Four operations (2)</b></p> <p>LO: I can use long division method.</p> <p>LO: I can use my understanding of multiples to divide.</p>	<p><b>Power Maths 6A Unit 3 Four operations (2)</b></p> <p>LO: I can use order of operations to solve problems.</p> <p>LO: I can solve multistep problems.</p>	<p><b>Power Maths 6A 5 lessons Unit 4 and 5 Fractions (1) + (2)</b></p> <p>LO: I can simplify fractions</p> <p>LO: I can simplify fractions</p> <p>LO: I can compare fractions with</p>	<p><b>Power Maths 6A 5 lessons Unit 4 and 5 Fractions (1) + (2)</b></p> <p>LO: I can add mixed numbers.</p> <p>LO: I can subtract mixed numbers.</p> <p>LO: I can solve multistep problems</p>	<p><b>Power Maths 6A Unit 4 and 5 Fractions (1) + (2)</b></p> <p>LO: I can multiply fractions.</p> <p>LO: I can multiply fractions.</p> <p>LO: I can divide fractions by</p>	<b>Assessment Week</b>	<p><b>Power Maths 6A Unit 4 and 5 Fractions (1) + (2)</b></p> <p>LO: I can divide fractions by whole numbers.</p> <p>LO: I can find fractions of amounts.</p> <p>LO: I can solve multistep</p>
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	<p>LO: I can use short division.</p> <p>LO: I use my understanding of factors to divide large numbers.</p>	<p>LO: I can use long division method.</p> <p>LO: I can use order of operations to solve problems.</p>	<p>LO: I can solve word problems involving the four operations.</p> <p>LO: I can solve word problems involving the four operations.</p>	<p>different denominators.</p> <p>LO: I can add and subtract fractions</p> <p>LO: I can add and subtract fractions</p>	<p>involving fractions.</p> <p>LO: I can solve multistep problems involving fractions.</p> <p>LO: I can multiply fractions.</p>	<p>whole numbers.</p> <p>LO: I can divide fractions by whole numbers.</p>	<p>problems involving multiplying and dividing fractions.</p> <p>LO: I can solve multistep problems involving multiplying and dividing fractions.</p>
<b>Calculation</b>	<b>Recognising decimal numbers.</b>	<b>Multiplying and dividing by 10, 100 and 1000, including decimals.</b>	<b>Adding and subtracting numbers with different digit lengths (including decimals)</b>		<b>Solving word problems involving decimal numbers.</b>	<b>Assessment Week</b>	<b>Using the inverse to solve missing number problems, including decimals.</b>
<b>Science</b>		<p>Light Y6 content</p> <p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p>	<p>Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>		<b>Assessment Week</b>	

<p><b>Art &amp; design</b></p>	<p><b>Making Egyptian Death Masks</b></p> <p><b>Drawing -</b> Develop ideas using different or mixed media, using a sketchbook.</p> <p><b>LO:</b> - to have an understanding of the importance and use of death masks in Egyptian society and what they represented. - to look at and annotate examples of death masks, identifying key features including colour.</p> <p><b>Outcome:</b> children sketch their own masks in art books.</p>	<p><b>Making Egyptian Death Masks</b></p> <p>LO: -To sketch an accurate outline and cut safely -To know who Tutankhamen was</p> <p><b>Outcome:</b> Children sketch and cut out head dresses for their masks</p>	<p><b>Making Egyptian Death Masks</b></p> <p>LO: To paper mache our death masks LO: To be able to create a smooth coating for a mask</p> <p><b>Outcome: Children have created a paper mache mask complete with head dress.</b></p>	<p><b>Making Egyptian Death Masks</b></p> <p><b>Painting -</b> Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>LO: I can mix colours to create different shades.</p> <p>LO: I can use different brush strokes to add detail.</p>	<p><b>Assessment Week</b></p>	
<p><b>Computing</b></p>			<p><b>Unit 2.6 What makes an excellent film? History link-mummification</b> Analyse films (some made by children) and discuss what makes a good film. Discuss camera angles and editing.</p>	<p><b>Unit 2.6 What makes an excellent film? History link-mummification</b> Write scripts, assign roles, rehearse.</p> <p>LO: I can plan a sequence of scenes.</p>	<p><b>Assessment Week</b></p>	

			<p>LO: I can talk about the different elements of a film.</p> <p>LO: I understand what makes a film effective.</p>	<p>LO: I can produce an effective script.</p> <p>LO: I can use camera angles for effect.</p>		
<b>Design &amp; technology</b>	No DT this HT					
<b>Geography</b>	<p>Locality</p> <p>LO: To locate Egypt on a map, know which continent it sits on and its surrounding countries.</p> <p>LO: To understand the physical geography of Egypt.</p> <p>Outcome: Children will have located Egypt on a map. They will be able to describe its physical and human features.</p>	<p>Locality</p> <p>LO: To label major cities and significant human features of Egypt.</p> <p>Outcome: Children will create a travel brochure for Egypt.</p>				<p><b>Assessment Week</b></p>
<b>History</b>	<p><u>LO: To understand the story of Tutankhamun and the discovery of his tomb.</u></p>	<p><u>LO: To know about the hierarchical ruling system</u></p>	<p><u>LO: To understand the importance of the pyramids in</u></p>	<p><u>LO: To know what was involved in preparing the dead for the afterlife and why the Ancient Egyptians placed their dead and</u></p>	<p><b>Assessment Week</b></p>	<p><u>LO: To understand the importance of hieroglyphs in</u></p>

	<p>Outcome: Children have "experienced 'discovering a tomb' and have written up their inferences about the past and Tutankhamun based on what they found in the tomb.</p> <p>Children are aware of who Howard Carter was and how he explored the tomb.</p> <p>Outcome: Children explore a tomb (in dark conditions) and report back to their team on what they saw, creating a pictorial representation of what they saw (like Carter's team did).</p>		<p><b><u>of Ancient Egypt.</u></b>  LO: <b><u>To know what a pharaoh was and the power he held.</u></b>  Outcome:  <b>Children have written a job description for the position of Pharaoh and have applied for the job.</b></p>	<p><b><u>Egyptian society.</u></b>  LO: <b><u>To know the process involved in building a pyramid.</u></b>  Outcome:  <b>Children know the key features of a pyramid and have written instructions for building one.</b></p>	<p><b><u>possessions in tombs.</u></b>  Outcome: <b>Children have practised 'mummifying' a person and have written an instructional manual explaining how to do this. Present this as a 'science documentary' and film it on iPads.</b></p>	<p><b><u>Egyptian society and how writing was used in Ancient Egypt</u></b>  Outcome:  <b>Children have deciphered coded messages written in hieroglyphs and also written their own coded messages for others.</b></p>	
<b>MFL</b>	LO: To listen and understand classroom instructions		LO: To know and express opinion about different sports.			<b>Assessment Week</b>	
<b>PE</b>	<b>PE2/1.1a Key Skills (Circuit training) flexibility, strength and technique.</b>	<b>PE2/1.1a Key Skills (Circuit training) levels of intensity.</b>	<b>PE2/1.1a Key Skills (Circuit training) links to boosting mental wellbeing.</b>		<b>PE2/1.1a Key Skills (Circuit training) understanding how exercise boosts physical strength.</b>	<b>PE2/1.1a Key Skills (Circuit training) developing leadership skills to lead exercise sessions.</b>	<b>PE2/1.1a Key Skills (Circuit training) leading group exercise sessions.</b>
<b>RE</b>	<p>To compare the 2 religions and find the similarities between the two.</p> <p><b><u>Outcome:</u></b></p>	<p>To compare the 2 religions and find the similarities between the two.</p> <p><b><u>Outcome:</u></b></p>	<p>To consider why some texts from the Torah (e.g. the Shema), is seen as a source of wisdom in different communities.</p>	<p>To consider why some texts from the Bible (e.g. 1 Corinthians 13) is seen as a source of wisdom in</p>	<p>To consider why some texts from the Qur'an (e.g. The 1st Surah, the Opening) is seen as source of wisdom in</p>	<p>To respond thoughtfully to the ideas found in the texts with ideas of their own</p> <p><b><u>Outcome:</u></b></p>	<p>To respond thoughtfully to the ideas found in the texts with ideas of their own</p> <p><b><u>Outcome:</u></b></p>

	To plan a presentation on the similarities and differences chart to compare two religions Children to document the gods, the places of worship, special books, important figures, general ideology.	To create a presentation on the similarities and differences chart to compare two religions	<b>Outcome:</b> To read and make summaries of the section of text.	different communities.  <b>Outcome:</b> To read make summaries of the section of text.	different communities.  <b>Outcome:</b> To read make summaries of the section of text.	To plan a report comparing the 3 pieces and what are they telling people about the way to live their lives.	To write a report comparing the 3 pieces and what are they telling people about the way to live their lives.	
<b>RSHE</b>	<b>LO: Fr4 To understand why some people are unkind.</b> Outcome: Children have thought about times when they have felt uncomfortable/sad/bullied and are aware that negative experiences can happen to anyone.	<b>LO: Fr4 To understand why some people are unkind.</b> Outcome: Children are aware that we all have positive and negative thoughts and have identified the emotion behind these thoughts (healthy, insecurity, anger, hatred).	<b>LO: Fr5 To know what stereotypes are.</b> Outcome: Children have analysed Disney films (old and new) and have discussed the change in attitude towards female characters post-2000.	<b>LO: Fr5 To understand how stereotypes can be challenged.</b> Outcome: Children have looked at different types of people and discussed if there are legitimate reasons why they cannot do specific roles. Have also designed their own cartoon character that defies a stereotype (e.g. a disabled	<b>LO: Fr5 To understand the history behind gender stereotypes.</b> Outcome: Children are aware of why gender stereotypes exist and have challenged this through discussion.	<b>LO: Fr6 To know how to accept people for who they are.</b> Outcome: Children are aware that people have different sexualities and it is not acceptable to discriminate against people for their personal preferences.		



				superhero, religious main character, female doing a 'typically male' job).				
<b>Music</b>	Christmas Performance Rehearsal.							