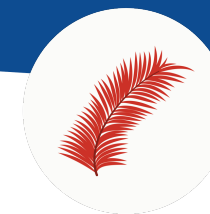# Medium Term Plan - Year 6 – Term 6

Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

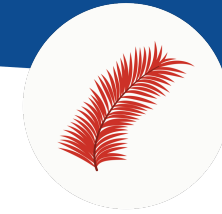| Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Wonder by R.J. Palacio						
English	**Personal narrative about a big move – To entertain.** **Diary entries – To reflect.** **Lesson 1:** **LO:** To understand theme. EN SL 8, EN SL 5, UKS2: EN W VGP1. **Lesson 2:** **LO:** To form a prediction and an early interpretation of the main character. UKS2: EN W VGP1, UKS2: EN RC2d.	**Internal monologue diary that demonstrates a secure understanding of Auggie's character.** **Lesson 1:** **LO:** To make a connection with Auggie and his range of emotions. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c. **Lesson 2:** **LO:** To make a connection with Auggie and his range of emotions. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.	**Non-fiction piece on friend qualities – To explain.** **Continuations of the story – To entertain.** **Lesson 1:** **LO:** To write in the style of the story. LKS2: EN W C2a UKS2: EN W C1c, UKS2: EN RC2f LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 2:** **LO:** To edit and proofread. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a LKS2:	**Internal monologues – To reflect.** **Lesson 1:** **LO:** To analyse a new voice and write sentences as Via, predicting what will happen. UKS2: EN RC2a, UKS2: EN W C1a, UKS2: EN W C1b UKS2: EN RC1e LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b. **Lesson 2:** **LO:** To understand how the writer creates a different narrative voice and to write in this style. EN SL 7, EN SL 6, EN SL 11 UKS2: EN RC1e UKS2: EN RC5 UKS2: EN W C1a, LKS2: EN W C2a UKS2: EN RC2f, LKS2: EN	**Apology letter – To explain.** **Email/text string – To reflect/to inform/to entertain (depending on the topic of the messages).** **Lesson 1:** **LO:** To predict how Jack will respond. UKS2: EN RC2c, UKS2: EN RC1e, UKS2: EN RC3, UKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.	**A story from Julian's POV – To entertain.** **Lesson 1:** **LO:** To evaluate the whole story. LKS2: EN RC1g UKS2: EN RC2c UKS2: EN RC2f UKS2: EN RC2b UKS2: EN RC1e UKS2: EN RC6. **Lesson 2:** **LO:** To develop a character and their perspective of events in the story. UKS2: EN RC2c, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c. **Lesson 3:** **LO:** To draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c,

Medium Term Plan - Year 6 – Term 6

	Lesson 3: **LO:** To form an interpretation of some of the characters in *Wonder.* EN SL 8, EN SL 5. **Lesson 4:** **LO:** To analyse language. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4 UKS2: EN W VGP1d UKS2: EN W VGP2b. **Lesson 5:** **LO:** To develop understanding of different characters in the story and their relationships. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.	**Lesson 3:** **LO:** To empathise with Auggie. EN SL 7 UKS2: EN RC1e UKS2: EN RC2b, UKS2: EN RC2c. **Lesson 4:** **LO:** To further develop understanding of themes in the story. UKS2: EN RC2c, UKS2: EN RC2f UKS2: EN RC2d. **Lesson 5:** **LO:** To understand principles and morals and how they relate to the story. UKS2: EN RC2f, LKS2: EN W VGP1a LKS2: EN W VGP1d.	EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 3:** **LO:** To make deeper connections with and between the themes in story. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b. **Lesson 4:** **LO:** To build on understanding of recurring symbols. UKS2: EN RC2d EN SL 7 UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, LKS2: EN W C2a, UKS2: EN W C1a, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.	W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b. **Lesson 3:** **LO:** To investigate characterisation through language and its effect. UKS2: EN RC1e, UKS2: EN RC3, UKS2: EN RC2c. **Lesson 4:** **LO:** To explore Summer's character and her relationship with Auggie. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a. **Lesson 5:** **LO:** To explore Jack's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a UKS2: EN W C5 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b.	**Lesson 2:** **LO:** To develop an understanding of formal and informal tone in writing. UKS2: EN W VGP1a, LKS2: EN W C2a UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b. **Lesson 3:** **LO:** To understand how the writer develops our understanding of character. LKS2: EN RC1g, UKS2: EN RC2f, UKS2: EN RC2d, LKS2: EN W VGP1a LKS2: EN W VGP1d. **Lesson 4:** **LO:** To understand changes in Auggie's character. LKS2: EN RC1g UKS2: EN RC2c UKS2: EN RC2f UKS2: EN RC2d.	UKS2: EN W C2d UKS2: EN W C3a UKS2: EN W C5, UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C3b UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, LKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c. **Lesson 4:** **LO:** To draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d UKS2: EN W C3a UKS2: EN W C5, UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C3b UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, LKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W

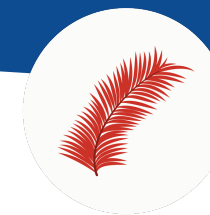| | | | **Lesson 5:**
LO: To analyse dialogue for characterisation.
UKS2: EN RC2d EN SL 7
UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c,
LKS2: EN W C2a, UKS2: EN W C1a, UKS2: EN RC2f,
LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b. | | **Lesson 5:**
LO: To understand how the theme of 'coming of age' relates to Miranda.
LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d, UKS2: EN RC2b, UKS2: EN RC2f. | VGP2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c.

Lesson 5:
LO: To draft, edit and publish a story.
UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d UKS2: EN W C3a UKS2: EN W C5, UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C3b UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, LKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c. |

Medium Term Plan - Year 6 – Term 6
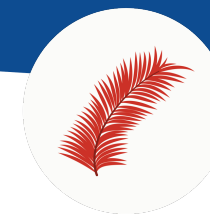
Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths	Teaching of any objectives not yet approached. Maths Investigations Consolidation of previous objectives through reasoning and problem solving activities / Active Maths
Science	Science: Scientists and inventors **Lesson 1: Stephen Hawking** **LO:** To understand Stephen Hawking's theories about black holes and report my findings. **Big Ideas (Aspect):** **Significance** (Significant People) **Investigation** (Report & conclude) **Creativity** (Report & conclude)	Science: Scientists and inventors **Lesson 2: Libbie Hyman** **LO:** To understand Libbie Hyman's work about classification. **Y6:Sc: LT2** **Big Ideas (Aspect):** **Significance** (Significant People) **Nature** (Identification & classification, Identification & classification)	Science: Scientists and inventors **Lesson 3: Marie Maynard Daly** **LO:** To explain how diet affects the way the body functions. **Y6:Sc:A2** **Big Ideas (Aspect):** **Significance** (Significant People) **Humankind** (Healthy lifestyle)	Science: Scientists and inventors **Lesson 4: Alexander Fleming** **LO:** To record and interpret data on the effects of penicillin using a scatter graph. **Y5-6:Sc:WS3** **Big Ideas (Aspect):** **Significance** (Significant People) **Investigation** (Gather & record data) **Creativity** (Gather & record data**,** Report & conclude)	Science: Scientists and inventors **Lesson 5: Mary Leakey** **LO:** To understand the life of Mary Leakey and her work about fossils. **Y6:Sc:EL2** **Big Ideas (Aspect):** **Significance** (Significant People) **Processes** (Changes)	Science: Scientists and inventors **Lesson 6: Dr Daniel Hale Williams** **LO:** To label the parts and functions of the heart and explain Dr Daniel Hale Williams' accomplishments. **Y6:Sc:A1** **Big Ideas (Aspect):** **Significance** (Significant People) **Nature** (Nutrition) **Humankind** (Human body)

Medium Term Plan - Year 6 – Term 6

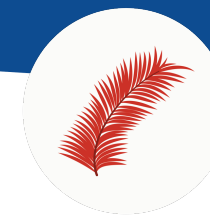|						
						Lesson 7: Steve Jobs **L.O.** To understand how Steve Jobs used electronics to design computers and design simple circuits. **Y6:Sc:E3** **Big Ideas (Aspect):** **Significance** (Significant People) **Processes** (Modelling)
Geog.	Can I carry out an independent fieldwork enquiry? **Lesson 1: Developing an enquiry question** **LO:** To develop an enquiry question **KS2: Ge: LK2, HP2, SF3** **Big Ideas (Aspect):** **Investigation (fieldwork)** **Humankind (settlements and land use)**	Can I carry out an independent fieldwork enquiry? **Lesson 2: Creating data collection methods** **LO:** To determine the most effective data collection methods for fieldwork **KS2: Ge: LK2, HP2, SF3** **Big Ideas (Aspect):** **Investigation (data analysis and fieldwork)** **Humankind (settlements and land use)**	Can I carry out an independent fieldwork enquiry? **Lesson 3: Mapping a route** **LO:** To plan a route for a fieldwork trip **KS2: Ge: LK1 and 2, HP2, SF1,2 and 3** **Big Ideas (Aspect):** **Place (map)** **Investigation (data analysis and fieldwork)** **Humankind (settlements and land use)** **Change (geographical)**	Can I carry out an independent fieldwork enquiry? **Lesson 4: Collecting the data** **LO:** To collect the data to answer an enquiry question **KS2: Ge: LK2, HP2, SF1,2 and 3** **Big Ideas (Aspect):** **Place (map)** **Investigation (data analysis and fieldwork)** **Humankind (settlements and land use)** **Change (geographical)**	Can I carry out an independent fieldwork enquiry? **Lesson 5: Analysing the data** **LO:** To determine the answer to the enquiry question **KS2: Ge: HP2, SF1 and 3** **Big Ideas (Aspect):** **Investigation (data analysis)** **Humankind (settlements and land use)** **Change (geographical)**	Can I carry out an independent fieldwork enquiry? **Lesson 6: Presenting the data** **LO:** To present my findings **KS2: Ge: HP2, SF1 , 2 and 3** **Big Ideas (Aspect):** **Investigation (data analysis)** **Change (geographical)**

Medium Term Plan - Year 6 – Term 6

DT	DT: Food – Come dine with me.	DT: Food – Come dine with me.	DT: Food – Come dine with me.	DT: Food – Come dine with me.		
	Lesson 1: Three ingredients; three courses **LO:** To research and design a three-course meal **KS2:DT D 1 KS2:DT D 2 KS2:DT CN 1** **Big Ideas (Aspect):** **Nature (Food preparation and cooking)** **Nature (Nutrition)** **Creativity (Generation of ideas)**	**Lesson 2:** To start… **LO:** To understand where food comes from. **KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2** **Big Ideas (Aspect):** **Nature (Food preparation and cooking)** **Nature (Nutrition)** **Nature (Origin of food)** **Creativity (Generation of ideas)** **Investigation (Investigation)** **Investigation (Evaluate)** **Humankind (Safety)**	**Lesson 3:** The main course **LO:** To write up recipes. **KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2** **Big Ideas (Aspect):** **Nature (Food preparation and cooking)** **Nature (Nutrition)** **Nature (Origin of food)** **Creativity (Generation of ideas)** **Investigation (Investigation)** **Investigation (Evaluate)** **Humankind (Safety)**	**Lesson 4:** Dessert **LO:** To prepare a meal using a recipe. **KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2** **Big Ideas (Aspect):** **Nature (Food preparation and cooking)** **Nature (Nutrition)** **Nature (Origin of food)** **Creativity (Generation of ideas)** **Investigation (Investigation)** **Investigation (Evaluate)** **Humankind (Safety)**		

Medium Term Plan - Year 6 – Term 6

MFL	MFL (French): Planning a French holiday. **Lesson 1:** To go to France and other countries **LO:** To begin using the future tense. **UKS2:MFL12**	MFL (French): Planning a French holiday. **Lesson 2:** French in the near future **LO:** To identify present and future tense using aller - to go. **UKS2:MFL7**	MFL (French): Planning a French holiday. **Lesson 3:** Clothes for my French holiday **LO:** To describe what you will pack in your suitcase for a holiday. **UKS2:MFL1, UKS2:MFL4**	MFL (French): Planning a French holiday. **Lesson 4:** A French holiday translation **LO:** To read a simple story about a summer holiday, understand the gist and show comprehension through answering questions. **UKS2:MFL7**	MFL (French): Planning a French holiday. **Lesson 5:** Planning my French holiday **LO:** To plan a holiday to France. **UKS2:MFL11, UKS2:MFL6**	
PE	**Outdoor learning and adventurous activities** Y6 Residential trip activities: Abseiling. Rock Climbing, Skiing, Bouldering, Kayaking. Canoeing, Raft Building, Archery, Orienteering, Low / High Ropes, Zip Wire, Team Building, Team Challenge, Problem Solving, Bushcraft, Campfire.	**Athletics** **Lesson 1: Throwing & Jumping techniques.** **LO:** To understand why we need to throw overarm with power and accuracy, jump applying the correct technique (long jump) & apply the correct hop, skip and jump technique (triple jump).	**Athletics** **Lesson 2: Athletics Competition: Jumping and Throwing** **LO:** To collaborate as a team and apply their understanding of throwing and jumping into a competition.	**Sports Week including Sports Day**	**Athletics** **Lesson 3: Sprinting races & Long Distance Racing** **LO:** To apply the correct technique when sprinting and to understand why they need to pace themselves when running over a longer distance.	**Athletics** **Lesson 4: Athletics Competition: Running** **LO:** To collaborate as a team and apply their understanding of running into a competition.

Medium Term Plan - Year 6 – Term 6

	Big Ideas (Aspect): **Nature (Outdoor Adventurous Activities)**	**Big Ideas (Aspect):** **Processes (Athletics)** **Investigation (Data Analysis)** **Creativity (Evaluation)**	**Big Ideas (Aspect):** **Processes (Athletics)** **Investigation (Data Analysis)** **Creativity (Evaluation)**		**Big Ideas (Aspect):** **Processes (Athletics)** **Investigation (Data Analysis)** **Creativity (Evaluation)**	**Big Ideas (Aspect):** **Processes (Athletics)** **Creativity (Evaluation)**
PSHE	Changing Me: **Lesson 1:** My self-image **LO:** To be aware of my own self-image and how my body image fits into that. **Big Ideas (Aspect):** **Creativity (Speaking, Listening, Sharing)**	Changing Me: **Lesson 2:** Puberty **LO:** To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. **Big Ideas (Aspect):** **Creativity (Vocabulary)**	Changing Me: **Lesson 3:** Babies: Conception to Birth **LO:** To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. **Big Ideas (Aspect):** **Change (Physical Development)** **Creativity (Vocabulary)**	Changing Me: **Lesson 4:** Boyfriends and girlfriends. **LO:** To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. **Big Ideas (Aspect):** **Significance (Relationships)** **Creativity (Vocabulary)**	Changing Me: **Lesson 5:** Real self and ideal self **LO:** To be aware of the importance of a positive self-esteem and what I can do to develop it. **Big Ideas (Aspect):** **Comparison (Compare and Contrast)** **Creativity (Speaking, Listening, Sharing)**	Changing Me: **Lesson 6:** The Year Ahead **LO:** To explain ways in which difference can be a source of conflict and a cause for celebration. **Big Ideas (Aspect):** **Humankind (Setting Goals)** **Change (Life Changes)**
Computing	Programming B - Sensing movement **Lesson 1:** **LO:** To create a programme to run on a controllable device. **KS2: CO 1, 2, 3, 6**	Programming B - Sensing movement **Lesson 2:** **LO:** To explain that selection can control the flow of a programme. **KS2: CO 1, 2, 3, 6**	Programming B - Sensing movement **Lesson 3:** **LO:** To update a variable with a user input. **KS2: CO 1, 2, 3, 6**	Programming B - Sensing movement **Lesson 4:** **LO:** To use a conditional statement to compare a variable to a value. **KS2: CO 1, 2, 3, 6**	Programming B - Sensing movement **Lesson 5:** **LO:** To design a project that uses inputs and outputs on a controllable device. **KS2: CO 1, 2, 3, 6**	Programming B - Sensing movement **Lesson 6:** **LO:** To develop a programme to use inputs and outputs on a controllable device. **KS2: CO 1, 2, 3, 6**

Medium Term Plan - Year 6 – Term 6

	Big Idea (Aspect): **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)	**Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)	**Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)	**Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)	**Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)	**Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Materials** (Hardware) **Processes** (Physical Interactions)
RE	Living - What matters most to Christians and Humanists? **Lesson 1:** **LO:** Do rules matter? Why? What is a code of living? **Y6: Living Lesson 1**	Living - What matters most to Christians and Humanists? **Lesson 2:** **LO:** Who is a humanist? What codes for living do non-religious people use? **Y6: Living Lesson 2**	Living - What matters most to Christians and Humanists? **Lesson 3:** **LO:** What can we learn from discussion and drama about good and bad, right and wrong? **Y6: Living Lesson 3**	Living - What matters most to Christians and Humanists? **Lesson 4:** **LO:** What codes for living do Christians try to follow? **Y6: Living Lesson 4**	Living - What matters most to Christians and Humanists? **Lesson 5:** **LO:** Peace: is it more valuable than any money? **Y6: Living Lesson 5**	Living - What matters most to Christians and Humanists? **Lesson 6:** **LO:** Can we create a code for living that would help the world? **Y6: Living Lesson 6**