

## Medium Term Plan: Year 6 - Term 1



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: The Arrival by Shaun Tan							
	A farewell letter from the	A narrative – An extended	A narrative – An extended	A letter from the father to				
	father to his daughter – to	journal entries	journal entries	narrative based on a	narrative based on a	his family – A letter of		
	inform and reassure.	documenting a journey to a	documenting a journey to a	character in the book – to	character in the book – to	guidance/instruction from		
		new place and exploring a	new place and exploring a	entertain.	entertain.	the father to his family –		
English	Lesson 1:	character's feelings.	character's feelings.			to inform and advise.		
	LO: To investigate themes			Lesson 1:	Lesson 1:			
	and characters from a	Lesson 1:	Lesson 1:	LO: To explore a second	LO: To narrate a	Lesson 1:		
	focus text.	LO: To understand and	LO: To understand and	character's story of	character's story detailing	LO: To explore the family's		
	UKS2: EN RC2b, UKS2: EN	empathise with Father as he	emphasise with Father as he	immigration.	the trials and tribulations	feelings regarding the		
	RC2d, UKS2: EN RC2c.	embarks on his journey.	embarks on his journey.	EN SL 7, EN SL 9.	they face along the way.	pending journey to their		
		UKS2: EN RC2f, UKS2: EN	UKS2: EN W C2a, UKS2: EN		UKS2: EN W C1c UKS2: EN	new home.		
	Lesson 2:	RC3, UKS2: EN W C1b.	W C2b, UKS2: EN W C2c,	Lesson 2:	W C3a, EN SL 8, EN SL 5,	EN SL 7, EN SL 9 UKS2: EN		
	<b>LO:</b> To explore the family's		UKS2: EN W C2d, UKS2: EN	LO: To portray a character	UKS2: EN RC2c LKS2: EN W	RC2c.		
	emotions in the build-up	Lesson 2:	W C3a, UKS2: EN W C5.	and convey meaning	C2a, LKS2: EN W C6, LKS2:			
	to Father's departure.	LO: To understand and		through performance.	EN W VGP1, LKS2: EN W	Lesson 2:		
	UKS2: EN RC2b, EN SL 8,	emphasise with Father as he	Lesson 2:	EN SL 7, EN SL 9, EN SL 5.	VGP1f, LKS2: EN W VGP2b,	LO: To consider the		
	EN SL 5, UKS2: EN RC2c	embarks on his journey.	LO: To understand and		LKS2: EN W VGP2b, LKS2:	guidance Father would		
	UKS2: EN W VGP1.	UKS2: EN W C1a, UKS2: EN	emphasise with Father as he	Lesson 3:	EN W VGP1d.	offer to his family in		
		W C2a, UKS2: EN W C3a, EN	arrives in his new home.	LO: To narrate a character's		surviving the process of		
	Lesson 3:	SL 5, UKS2: EN W C4.	UKS2: EN RC2c, UKS2: EN	story detailing the trials and	Lesson 2:	immigration and the		
	LO: To explore the		RC1e, EN SL 6, UKS2: EN	tribulations they face along	LO: To narrate a	lengthy journey to their		
	illustrations in Chapter 1	Lesson 3:	RC2b.	the way.	character's story detailing	new home.		
	by investigating the	LO: To explore the theme of		UKS2: EN W C1a, UKS2: EN	the trials and tribulations	UKS2: EN W C2a, UKS2: EN		
	symbolism they might	immigration.	Lesson 3:	W C1b, EN SL 10, EN SL 8,	they face along the way.	W C2d, LKS2: EN W C2a		
	convey.	UKS2: EN RC2f, UKS2: EN	LO: To understand and	EN SL 5.	UKS2: EN W C2c, UKS2: EN	LKS2: EN W C6, EN SL 5,		
	UKS2: EN RC2b, UKS2: EN	RC1f, UKS2: EN W C1b,	emphasise with Father as he		W C1c UKS2: EN W C3a,	UKS2: EN W C4.		
	RC2c, UKS2: EN RC2d, EN	UKS2: EN W C2a, EN SL 5.	arrives in his new home.	Lesson 4:	EN SL 8, EN SL 5, UKS2: EN			
	SL 4, EN SL 9, EN SL 10,		UKS2: EN RC2c, UKS2: EN	LO: To explore how dialogue	RC2c, LKS2: EN W C2a,	Lesson 3:		
	UKS2: EN RC2f, UKS2: EN	Lesson 4:	RC1e, UKS2: EN W C1a,	can convey character and	LKS2: EN W C6, LKS2: EN	LO: To consider the		
	W VGP1d.				W VGP1c, LKS2: EN W	guidance Father would		

	Lesson 4: LO: To plan a farewell note from Father to his daughter. EN SL 8, EN SL 5, EN SL 9, UKS2: EN W C1a, UKS2: EN W C1b.  Lesson 5: LO: To write a farewell note from Father to his daughter. UKS2: EN W C2a, UKS2: EN W C4.  W C4.	LO: To understand the challenges an immigrant faces in search for a new home.  UKS2: EN RC5 UKS2: EN RC2a, EN SL 11, UKS2: EN W C1b.  Lesson 5:  LO: To understand and empathise with Father as he embarks on his journey.  UKS2: EN RC2c, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN RC1e, EN SL 6, UKS2: EN RC2b.	UKS2: EN W C1b, EN SL 11, EN SL 6, UKS2: EN RC2b.  Lesson 4: LO: To understand and emphasise with Father as he arrives in his new home. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5 UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d UKS2: EN W C3d UKS2: EN W C4.  Lesson 5: LO: To recognise that Father's arrival has resulted in mixed emotions for him. UKS2: EN W C2e, UKS2: EN W C5, UKS2: EN W C5, UKS2: EN RC8.	advance the action within a narrative. UKS2: EN W C1c, EN SL 8 EN SL 5.  Lesson 5: LO: To narrate a character's story detailing the trials and tribulations they face along the way. UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN RC2c, UKS2: EN RC6.	VGP2c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.  Lesson 3:  LO: To narrate a character's story detailing the trials and tribulations they face along the way. UKS2: EN W C2c, UKS2: EN W C1c UKS2: EN W C3a, EN SL 8, EN SL 5, UKS2: EN RC2c, LKS2: EN W C2a, LKS2: EN W C6, LKS2: EN W VGP1c, LKS2: EN W VGP1c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.  Lesson 4:  LO: To narrate a character's story detailing the trials and tribulations they face along the way. UKS2: EN W C3a, LKS2: EN W C3a, LKS2: EN W C3a, LKS2: EN W C3b.  Lesson 5:  LO: To understand Father's desire to be reunited with his family. UKS2: EN RC2b, UKS2: EN RC1f, UKS2: EN RC8 LKS2: EN RC1f, UKS2: EN RC8 LKS2: EN RC1f, UKS2: EN RC8 LKS2: EN RC5, LKS2: EN RC6.	offer to his family in surviving the process of immigration and the lengthy journey to their new home.  UKS2: EN W C2a, UKS2: EN W C2d, LKS2: EN W C6, EN SL 5, UKS2: EN W C4.  Lesson 4:  LO: To edit and develop Father's letter.  UKS2: EN W C3a, UKS2: EN W C3d, UKS2: EN W C2a, LKS2: EN W C4.  LESSON 5:  LO: To explore how the family has adapted to their new life in a new country.  UKS2: EN RC1f, UKS2: EN RC2d.
SPAG	Nouns & Noun Phrases	Adjectives	Verbs	Modal verbs	Adverbs	Parenthesis
(Revision)	Y5:G3.2		Y6:G4.4	Y5:G4.1	Y5:G1.6	Y6:G5.9

Maths	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Y5:NP1  Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Y5:NP2	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Y5:NP3  Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Y5:NP4	Solve number problems and practical problems that involve all of the above Y5:NP5  Read roman numerals to 1000 (m) and recognise years written in roman numerals. Y5:NP6	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Y5:AS1  Add and subtract numbers mentally with increasingly large numbers Y5:AS2	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Y5:AS3  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Y5:AS4	Solve comparison, sum and difference problems using information presented in a line graph Y5:ST1  Complete, read and interpret information in tables, including timetables. Y5:ST2
Science	Light	Light	Light	Light	Light	Light
	Lesson 1: How We See  LO: To explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and	Lesson 2: Reflecting Light  LO: To understand how mirrors reflect light, and how they can help us see objects.  Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Lesson 3: Refraction  LO: To investigate how refraction changes the direction in which light travels.  Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Lesson 4: Spectacular Spectrum  LO: To investigate how a prism changes a ray of light Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Lesson 5: Seeing Colours  LO: To investigate how light enables us to see colours.  Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3, Y5-6:Sc:WS3,	Lesson 6: Shadow Theatre  LO: To explain why shadows have the same shape as the object that casts them.  Y6:Sc:L1, Y6:Sc:L4, Y5-
	then to our eyes. Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3  Big Idea (Aspect): Processes (Earth, Earth) Investigation (Questioning)	Big Idea (Aspect): Processes (Earth, Earth) Investigation (Questioning)	Big Idea (Aspect): Processes (Earth, Earth) Investigation (Questioning)	Big Idea (Aspect): Processes (Earth, Earth) Significance (Significant People) Investigation (Questioning)	Y5-6:Sc:WS5  Big Idea (Aspect): Processes (Earth, Earth) Investigation (Gather & record data, Report & conclude, Questioning) Creativity (Gather & record data, Report & conclude)	6:Sc:WS6  Big Idea (Aspect): Processes (Earth, Pattern seeking) Investigation (Questioning)
History	How did the Maya civilisation compare to the Anglo-Saxons?	How did the Maya civilisation compare to the Anglo-Saxons?	How did the Maya civilisation compare to the Anglo-Saxons?	How did the Maya civilisation compare to the Anglo-Saxons?	How did the Maya civilisation compare to the Anglo-Saxons?	How did the Maya civilisation compare to the Anglo-Saxons?

	Lesson 1: Who were the Maya and when did they live?  LO: To recognise when and where the ancient Maya lived  KS2: Hi 9  Big Idea (Aspect): Change (chronology) Humankind (civilisations)	Lesson 2: How did the Maya settle in the rainforest?  LO: To evaluate the challenges of settling in the rainforest  KS2: Hi 9  Big Idea (Aspect): Significance (significant event) Humankind (civilisations) Creativity (report and conclude) Investigation (investigate and interpret evidence)	Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes?  LO: To compare and contrast Maya and Anglo-Saxon homes  KS2: Hi 9  Big Idea (Aspect):  Comparison (compare and contrast)  Change (chronology, British History)  Humankind (everyday life and civilisations)  Creativity (report and conclude)  Investigation (investigate and interpret evidence)	Lesson 4: What did the Maya believe?  LO: To explain the importance of Maya gods and goddesses  KS2: Hi 9  Big Idea (Aspect): Humankind (civilisations) Investigation (investigate and interpret evidence)	Lesson 5: What do archaeological remains tell us about Maya cities?  LO: To design a map of a Maya city  KS2: Hi 9  Big Idea (Aspect): Humankind (everyday life and civilisations) Creativity (communication) Investigation (investigate and interpret evidence)	Lesson 6: The decline of the Maya cities: manmade or natural disaster?  LO: To evaluate the reasons for the decline of the Maya cities  KS2: Hi 9  Big Idea (Aspect): Significance (significant events) Change (changes over time and chronology) Humankind (everyday life and civilisations) Creativity (report and conclude) Investigation (investigate and interpret evidence)
Art	Drawing – make my voice heard.  Lesson 1: Experimental Mark Making LO: To explore expressive drawing techniques.  KS2:AD1 KS2:AD2 KS2:AD3  Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen)	Drawing – make my voice heard.  Lesson 2: Symbolic Imagery LO: To consider how symbolism in art can convey meaning.  KS2:AD1 KS2:AD2 KS2:AD3  Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen)	Drawing – make my voice heard.  Lesson 3: Chiaroscuro  LO: To apply understanding of the drawing technique chiaroscuro.  KS2:AD1 KS2:AD2  KS2:AD3  Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen)	Drawing – make my voice heard.  Lesson 4: Street Art  LO: To evaluate the context and intention of street art.  KS2:AD1 KS2:AD2  KS2:AD3  Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen)	Drawing – make my voice heard.  Lesson 5: Powerful imagery.  LO: To apply an understanding of impact and effect to create a powerful image.  KS2:AD1 KS2:AD2  KS2:AD3  Big Idea (Aspect): Significance (Significant people, artwork and movements)	and interpret evidence)

	Optional - Materials (Malleable Materials) Creativity (Generation of Ideas) Nature (Natural art) Comparison (Compare&Contrast)	Optional - Materials (Paint) Creativity (Creation) Nature (Natural art) Comparison (Compare&Contrast)	Creativity (Creation) Comparison (Compare&Contrast)	Creativity (Generation of Ideas) Comparison (Compare&Contrast)	Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Evaluation)	
Music	Music: Baroque	Music: Baroque	Music: Baroque	Music: Baroque	Music: Baroque	
	Lesson 1: Monteverdi and the invention of opera LO: To Understand the importance of Monteverdi in the history of opera. KS2:MU1, KS2:MU5, KS2:MU6  Big Idea (Aspect): Creativity (Performance) Significance (Significant people)	Lesson 2: Johann Pachelbel and the canon. L.O. To read and play a canon from staff notation. KS2:MU6, KS2:MU5, KS2:MU3, KS2:MU1,  Big Idea (Aspect): Creativity (Performance, Singing, Notation) Significance (Significant	Lesson 3: Henry Purcell and the ground bass. L.O. To demonstrate an understanding of Baroque music features when composing. KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU4, KS2:MU1  Big Idea (Aspect): Creativity (Performance,	Lesson 4: J S Bach and the fugue. L.O. To combine knowledge of staff notation and aural awareness to play a fugue. KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU1  Big Idea (Aspect): Creativity (Performance,	Lesson 5: George Frideric Handel and the oratorio L.O. To apply their understanding of fugue structure when performing with others. KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU1  Big Idea (Aspect): Creativity (Performance, Pulse and rhythm,	
		people)	Pulse and rhythm, Composition, Notation) Significance (Significant people)	Singing, Pulse and rhythm, Notation) Significance (Significant people)	Notation) Significance (Significant people)	
PE	Netball Lesson 1: End to end netball (5v5), LO: To apply passing and	Netball Lesson 2: Marking (3v3) LO: To apply marking skills to pressure the attackers	Netball Lesson 3: Stinger netball. LO: To apply passing and moving skills to score points	Dodgeball Lesson 1: Hunter and the Gamekeeper LO: To understand their role	Dodgeball  Lesson 2: Dodge & Move  LO: To apply their  understanding of when,	Dodgeball Lesson 3: Dodgeball Tournament LO: To collaborate as a
	moving skills to create attacks and score points.	and force mistakes.	in games.	as either an attacker or a defender during a game.	where and why we dodge.	team.
		Big Idea (Aspect)	Big Idea (Aspect)		Big Idea (Aspect)	Big Idea (Aspect)
	Big Idea (Aspect) Processes (Sending and Striking)	Processes (Team Games)	Processes (Sending and Striking)	Big Idea (Aspect) Processes (Team Games) Creativity (Evaluation)	Processes (Team Games) Creativity (Evaluation)	Processes (Team Games) Creativity (Evaluation)

	Being in my World:	Being in my World:	Being in my World:	Being in my World:	Being in my World:	Being in my World:
PSHE	Lesson 1: My year ahead	Lesson 2: Being a global	Lesson 3: Being a global	Lesson 4: The learning	Lesson 5: Our learning	Lesson 6: Owning our
	LO: To identify my goals	citizen 1	citizen 2	charter	charter	learning charter
	for this year, understand	LO: To know that there are	LO: To understand that my	LO: To make choices about	LO: To understand how an	LO: To understand how
	my fears and worries	universal rights for all	actions affect other people	my own behaviour because I	individual's behaviour can	democracy and having a
	about the future and know	children but for many	locally and globally.	understand how rewards	impact on a group.	voice benefits the school
	how to express them.	children these rights are not		and consequences feel and		community.
		me.	Big Idea (Aspect):	understand how these relate	Big Idea (Aspect):	
	Big Idea (Aspect):		Place (Place in the world)	to my rights and	Nature (Rights of others)	Big Idea (Aspect):
	Humankind (Wellbeing)	Big Idea (Aspect):	Processes (Environment)	responsibilities.		
		Place (Place in the world)				Nature (Rights of others)
				Big Idea (Aspect):		
				Nature (Rights of others)		
	Computing systems and	Computing systems and	Computing systems and	Computing systems and	Computing systems and	Computing systems and
Computing	networks –	networks – Communication	networks – Communication	networks – Communication	networks –	networks –
	Communication and	and collaboration.	and collaboration.	and collaboration.	Communication and	Communication and
	collaboration.	Lesson 2:	Lesson 3:	Lesson 4:	collaboration.	collaboration.
	Lesson 1:	LO: To recognise how data is	LO: To explain how sharing	LO: To evaluate different	Lesson 5:	Lesson 6:
	LO: To explain the	transferred across the internet.	information online can help	ways of working together online.	LO: To recognise how we	LO: To evaluate different
	importance of internet	KS2: CO 4, 6, 7	people to work together.	KS2: CO 4, 6, 7	communicate using technology.	methods of online communication.
	addresses.		KS2: CO 4, 6, 7		KS2: CO 4, 6, 7	KS2: CO 4, 6, 7
	KS2: CO 4, 6, 7			Big Idea (Aspect):	, ,	, ,
			Big Idea (Aspect):	Humankind (Staying safe)	Big Idea (Aspect):	Big Idea (Aspect):
	Big Idea (Aspect):	Big Idea (Aspect):	Investigation (Networks)	Investigation (Networks)	Humankind (Staying safe	Investigation (Networks)
	Investigation (Networks)	Investigation (Networks)	Place (Digital world)	Place (Digital world)	and Communication)	Place (Digital world)
					Investigation (Networks) Place (Digital world)	
	God: What does it mean if	God: What does it mean if	God: What does it mean if	God: What does it mean if	God: What does it mean if	God: What does it mean if
0.5	God is loving and holy?	God is loving and holy?	God: what does it mean if God is loving and holy?	God is loving and holy?	God: what does it mean if God is loving and holy?	God: what does it mean if God is loving and holy?
RE	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: What do people	LO: How is God represented	LO: What do cathedrals	LO: How do Christians	LO: What do Christians	LO: How do Christians
	expect from a God?	in the Bible?	show about what Christians	worship God?	believe about what God is	show that God is loving
	Y6: God Lesson 1	Y6: God Lesson 2	believe about God?	Y6: God Lesson 4	like?	and holy?
	10. God Lesson 1	10. GOU LESSOIT 2	Y6: God Lesson 3	10. God Lesson 4	Y6: God Lesson 5	Y6: God Lesson 6
			10. God Lessoll 5		10. dou lesson 3	10. God Lessoll 0

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