



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

	<p><b>Lesson 4:</b> <b>LO:</b> 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 C1a, UKS2: EN W C1b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a farewell note from Father to his daughter. UKS2: EN W C2a, UKS2: EN W C2c, EN SL 5, UKS2: EN W C4.</p>	<p><b>LO:</b> 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.</p> <p><b>Lesson 5:</b> <b>LO:</b> 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 W C1c, UKS2: EN RC1e, EN SL 6, UKS2: EN RC2b.</p>	<p>UKS2: EN W C1b, EN SL 11, EN SL 6, UKS2: EN RC2b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To understand and emphasise with Father as he arrives in his new home. 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 C3b, UKS2: EN W C3d UKS2: EN W C4.</p> <p><b>Lesson 5:</b> <b>LO:</b> To recognise that Father's arrival has resulted in mixed emotions for him. UKS2: EN W C2e, UKS2: EN W C5, UKS2: EN RC8.</p>	<p>advance the action within a narrative. UKS2: EN W C1c, EN SL 8 EN SL 5.</p> <p><b>Lesson 5:</b> <b>LO:</b> 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 RC2f, UKS2: EN RC6.</p>	<p>VGP2c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b> <b>LO:</b> 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 VGP2c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To narrate a character's story detailing the trials and tribulations they face along the way. UKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C6, UKS2: EN W C4, UKS2: EN W C3b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To understand Father's desire to be reunited with his family. UKS2: EN RC2b, UKS2: EN RC1f, UKS2: EN RC8 LKS2: EN W C2a, LKS2: EN W C6.</p>	<p>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 C2a, LKS2: EN W C6, EN SL 5, UKS2: EN W C4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To edit and develop Father's letter. UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C2a, UKS2: EN W C2d, LKS2: EN W C2a, LKS2: EN W C6, EN SL 5, LKS2: EN W C5, LKS2: EN RC2d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore how the family has adapted to their new life in a new country. UKS2: EN RC1f, UKS2: EN RC2c, UKS2: EN RC2d.</p>
SPAG (Revision)	Nouns & Noun Phrases Y5:G3.2	Adjectives	Verbs Y6:G4.4	Modal verbs Y5:G4.1	Adverbs Y5:G1.6	Parenthesis Y6:G5.9



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

	<b>Optional - Materials (Malleable Materials)</b> <b>Creativity (Generation of Ideas)</b> <b>Nature (Natural art)</b> <b>Comparison (Compare&amp;Contrast)</b>	<b>Optional - Materials (Paint)</b> <b>Creativity (Creation)</b> <b>Nature (Natural art)</b> <b>Comparison (Compare&amp;Contrast)</b>	<b>Creativity (Creation)</b> <b>Comparison (Compare&amp;Contrast)</b>	<b>Creativity (Generation of Ideas)</b> <b>Comparison (Compare&amp;Contrast)</b>	<b>Materials (Pencil, ink, charcoal and pen)</b> <b>Creativity (Creation)</b> <b>Creativity (Evaluation)</b>	
<b>Music</b>	<p>Music: Baroque</p> <p><b>Lesson 1: Monteverdi and the invention of opera</b>  <b>LO:</b> To Understand the importance of Monteverdi in the history of opera.  <b>KS2:MU1, KS2:MU5, KS2:MU6</b></p> <p><b>Big Idea (Aspect):</b>  <b>Creativity (Performance)</b>  <b>Significance (Significant people)</b></p>	<p>Music: Baroque</p> <p><b>Lesson 2: Johann Pachelbel and the canon.</b>  <b>L.O.</b> To read and play a canon from staff notation.  <b>KS2:MU6, KS2:MU5, KS2:MU3, KS2:MU1,</b></p> <p><b>Big Idea (Aspect):</b>  <b>Creativity (Performance, Singing, Notation)</b>  <b>Significance (Significant people)</b></p>	<p>Music: Baroque</p> <p><b>Lesson 3: Henry Purcell and the ground bass.</b>  <b>L.O.</b> To demonstrate an understanding of Baroque music features when composing.  <b>KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU2, KS2:MU1</b></p> <p><b>Big Idea (Aspect):</b>  <b>Creativity (Performance, Pulse and rhythm, Composition, Notation)</b>  <b>Significance (Significant people)</b></p>	<p>Music: Baroque</p> <p><b>Lesson 4: J S Bach and the fugue.</b>  <b>L.O.</b> To combine knowledge of staff notation and aural awareness to play a fugue.  <b>KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU1</b></p> <p><b>Big Idea (Aspect):</b>  <b>Creativity (Performance, Singing, Pulse and rhythm, Notation)</b>  <b>Significance (Significant people)</b></p>	<p>Music: Baroque</p> <p><b>Lesson 5: George Frideric Handel and the oratorio</b>  <b>L.O.</b> To apply their understanding of fugue structure when performing with others.  <b>KS2:MU6, KS2:MU5, KS2:MU4, KS2:MU1</b></p> <p><b>Big Idea (Aspect):</b>  <b>Creativity (Performance, Pulse and rhythm, Notation)</b>  <b>Significance (Significant people)</b></p>	
<b>PE</b>	<p>Netball</p> <p><b>Lesson 1: End to end netball (5v5),</b>  <b>LO:</b> To apply passing and moving skills to create attacks and score points.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Sending and Striking)</b></p>	<p>Netball</p> <p><b>Lesson 2: Marking (3v3)</b>  <b>LO:</b> To apply marking skills to pressure the attackers and force mistakes.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Team Games)</b></p>	<p>Netball</p> <p><b>Lesson 3: Stinger netball.</b>  <b>LO:</b> To apply passing and moving skills to score points in games.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Sending and Striking)</b></p>	<p>Dodgeball</p> <p><b>Lesson 1: Hunter and the Gamekeeper</b>  <b>LO:</b> To understand their role as either an attacker or a defender during a game.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Team Games)</b>  <b>Creativity (Evaluation)</b></p>	<p>Dodgeball</p> <p><b>Lesson 2: Dodge &amp; Move</b>  <b>LO:</b> To apply their understanding of when, where and why we dodge.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Team Games)</b>  <b>Creativity (Evaluation)</b></p>	<p>Dodgeball</p> <p><b>Lesson 3: Dodgeball Tournament</b>  <b>LO:</b> To collaborate as a team.</p> <p><b>Big Idea (Aspect)</b>  <b>Processes (Team Games)</b>  <b>Creativity (Evaluation)</b></p>

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

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