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 Courage, Compassion, Love, Perseverance, Respect & Responsibility 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. 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.	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:	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	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:	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. Lesson 5: LO: To analyse dialogue for characterisation.

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			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 3: LO: To empathise with Auggie. EN SL 7 UKS2: EN RC1e UKS2: EN RC2b, UKS2: EN RC2c. VGP1a LKS2: EN W VGP1d.		LO: To edit and proofread. 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 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. , LKS2: EN W VGP2b.	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

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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
Maths	To work with numbers up to 10 000 000 and know what each digit represents. Y6:NP1	To round a whole number as requested (to the nearest 10 or 1000 or 100000). Y6:NP2 To understand and use negative numbers. Y6:NP3	To solve number and practical problems that involve large numbers, rounding and negative numbers. Y6:NP4 To multiply 4 digit numbers by a two-digit number using the written method of long multiplication. Y6:ASMD1	To divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder. Y6:ASMD2	To choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible. Y6:ASMD3 To multiply, divide, add and subtract large numbers in my head. Y6:ASMD4	To identify common factors, common multiples and prime numbers. Y6:ASMD5

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Science	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 then to our eyes. Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Light 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	Light Lesson 3: Refraction LO: To investigate how refraction changes the direction in which light travels. Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Light Lesson 4: Spectacular Spectrum LO: To investigate how a prism changes a ray of light Y6:Sc:L1, Y6:Sc:L2, Y6:Sc:L3	Light 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, Y5-6:Sc:WS5	Light 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, Y5-6:Sc:WS6
Science Big Idea (Aspect):	Processes (Earth, Earth) Investigation (Questioning)	Processes (Earth, Earth) Investigation (Questioning)	Processes (Earth, Earth) Investigation (Questioning)	Processes (Earth, Earth) Significance (Significant People) Investigation (Questioning)	Processes (Earth, Earth) Investigation (Gather & record data, Report & conclude, Questioning) Creativity (Gather & record data, Report & conclude)	Processes (Earth, Pattern seeking) Investigation (Questioning)

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History	History: Unheard histories: who should go on the banknote? Lesson 1: Who features on banknotes and why? L.O. To explain the significance of people on banknotes KS2: Hi 6	History: Unheard histories: who should go on the banknote? Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch? L.O. To explore what makes a monarch historically significant. KS2: Hi 6	History: Unheard histories: who should go on the banknote? Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant? L.O. To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources. KS2: Hi 6	History: Unheard histories: who should go on the banknote? Lesson 4: Why is Mary Seacole historically significant? L.O. To investigate why Mary Seacole is historically significant. KS2: Hi 6	History: Unheard histories: who should go on the banknote? Lesson 5: Why are Lily Parr and Betty Snowball historically significant? L.O. To research historically significant sporting figures. KS2: Hi 6	History: Unheard histories: who should go on the banknote? Lesson 6: Who will be the face of the new £10 note? L.O. To evaluate the significance of different historical figures by applying criteria. KS2: Hi 6
History Big Idea (Aspect):	Change (British History) Humankind (Hierarchy and power) Creativity (report and conclude) Investigation (investigate and interpret evidence)	Significance (significant people) Comparison (compare and contrast) Change (British History) Humankind (Hierarchy and power) Creativity (communication) Materials (artefacts and sources)	Significance (significant people) Change (British History) Creativity (communication) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Significance (significant events) Change (British History) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Significance (significant people) Change (British History and chronology) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Significance (significant people) Change (British History and chronology) Creativity (communication) Investigation (investigate and interpret evidence)

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Art	Drawing – Expressing Ideas Lesson 1: What is street art? LO: To explore how street artists use art to convey messages and provoke thought. KS2:AD1 KS2:AD2 KS2:AD3	Drawing – Expressing Ideas Lesson 2: How do artists use one point perspective? LO: To understand and apply one point perspective in a drawing inspired by street art. KS2:AD1 KS2:AD2 KS2:AD3	Drawing – Expressing Ideas Lesson 3: Scaling Up LO: To understand and use scale and proportion effectively in drawings. KS2:AD1 KS2:AD2 KS2:AD3	Drawing – Expressing Ideas Lesson 4: Planning Street Art LO: To design a street-art-inspired piece using a brief. KS2:AD1 KS2:AD2 KS2:AD3	Drawing – Expressing Ideas Lesson 5: Making a street-art-inspired piece LO: To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. KS2:AD1 KS2:AD2 KS2:AD3	Drawing – Expressing Ideas Optional Lesson 6: Every picture tells a story LO: To To evaluate creative work by exploring meaning and message. KS2:AD1 KS2:AD2 KS2:AD3
Art Big Idea (Aspect):	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Optional - Materials (Malleable Materials) Creativity (Generation of Ideas) Nature (Natural art) Comparison (Compare&Contrast)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Optional - Materials (Paint) Creativity (Creation) Nature (Natural art) Comparison (Compare&Contrast)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Comparison (Compare&Contrast)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Creativity (Generation of Ideas) Comparison (Compare&Contrast)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Evaluation)	Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Evaluation)

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Music.	Music: Film Music Lesson 1: Soundtracks LO: To appraise different musical features in a variety of film contexts.	Music: Film Music Lesson 2: Scenes & Sounds LO: To identify and understand some composing techniques in film music.	Music: Film Music Lesson 3: Following the score LO: To use graphic scores to interpret different emotions in film music.	Music: Film Music Lesson 4: Composing for film LO: To create and notate musical ideas and relate them to film music.	Music: Film Music Lesson 5: The Soundtrack LO: To play a sequence of musical ideas to convey emotion.	Music: Film Music Lesson 1: Soundtracks LO: To appraise different musical features in a variety of film contexts.
PE	Netball Lesson 1: End to end netball (5v5), LO: To apply passing and moving skills to create attacks and score points.	Netball Lesson 2: Marking (3v3) LO: To apply marking skills to pressure the attackers and force mistakes.	Netball Lesson 3: Stinger netball. LO: To apply passing and moving skills to score points in games.	Dodgeball Lesson 1: Hunter and the Gamekeeper LO: To understand their role as either an attacker or a defender during a game.	Dodgeball Lesson 2: Dodge & Move LO: To apply their understanding of when, where and why we dodge.	Dodgeball Lesson 3: Dodgeball Tournament LO: To collaborate as a team.
Big Idea (Aspect) PE	Processes (Sending and Striking)	Processes (Team Games)	Processes (Sending and Striking)	Processes (Team Games) Creativity (Evaluation)	Processes (Team Games) Creativity (Evaluation)	Processes (Team Games) Creativity (Evaluation)
PSHE	Being in my World: Lesson 1: My year ahead LO: To identify my goals for this year, understand my fears and worries about the future and know how to express them.	Being in my World: Lesson 2: Being a global citizen 1 LO: To know that there are universal rights for all children but for many children these	Being in my World: Lesson 3: Being a global citizen 2 LO: To understand that my actions affect other people locally and globally.	Being in my World: Lesson 4: The learning charter LO: To make choices about my own behaviour because I	Being in my World: Lesson 5: Our learning charter LO: To understand how an individual's behaviour can impact	Being in my World: Lesson 6: Owning our learning charter LO: To understand how democracy and having a voice

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		rights are not me.		understand how rewards and consequences feel and understand how these relate to my rights and responsibilities.	on a group.	benefits the school community.
Big Idea (Aspect)	Humankind (Wellbeing)	Place (Place in the world)	Place (Place in the world) Processes (Environment)	Nature (Rights of others)	Nature (Rights of others)	Nature (Rights of others)
Computing	Computing systems and networks – Communication and collaboration. Lesson 1: LO: To explain the importance of internet addresses. KS2: CO 4, 6, 7	Computing systems and networks – Communication and collaboration. Lesson 2: LO: To recognise how data is transferred across the internet. KS2: CO 4, 6, 7	Computing systems and networks – Communication and collaboration. Lesson 3: LO: To explain how sharing information online can help people to work together. KS2: CO 4, 6, 7	Computing systems and networks – Communication and collaboration. Lesson 4: LO: To evaluate different ways of working together online. KS2: CO 4, 6, 7	Computing systems and networks – Communication and collaboration. Lesson 5: LO: To recognise how we communicate using technology. KS2: CO 4, 6, 7	Computing systems and networks – Communication and collaboration. Lesson 6: LO: To evaluate different methods of online communication. KS2: CO 4, 6, 7
Big Idea (Aspect)	Investigation (Networks)	Investigation (Networks)	Investigation (Networks) Place (Digital world)	Humankind (Staying safe) Investigation (Networks) Place (Digital world)	Humankind (Staying safe and Communication) Investigation (Networks) Place (Digital world)	Investigation (Networks) Place (Digital world)

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RE	God: What does it mean if God is loving and holy? Lesson 1: LO: What do people expect from a God? Y6: God Lesson 1	God: What does it mean if God is loving and holy? Lesson 2: LO: How is God represented in the Bible? Y6: God Lesson 2	God: What does it mean if God is loving and holy? Lesson 3: LO: What do cathedrals show about what Christians believe about God? Y6: God Lesson 3	God: What does it mean if God is loving and holy? Lesson 4: LO: How do Christians worship God? Y6: God Lesson 4	God: What does it mean if God is loving and holy? Lesson 5: LO: What do Christians believe about what God is like? Y6: God Lesson 5	God: What does it mean if God is loving and holy? Lesson 6: LO: How do Christians show that God is loving and holy? Y6: God Lesson 6