



Medium Term Theme Planning: Where have we all come from?



Year Group: 6	Teachers: Linda Szymaniak and Jade Harrod	Term: Autumn 1
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Spelling shed list 1	Spelling shed list 2		Spelling shed list 3	Spelling shed list 4	Spelling shed list 4
AP/ Vocabulary / Grammar/ Spelling	Tell: Show3; examples sentences Adverb from adjective Synonyms and antonyms	PC (Paired Conjunctions) As__ ly, Past tense with "have"	Irony Then & Now sentences Verbs with "ing"	Description, which + simile Emotion – consequence Present tense and past tense	Eds and Ings Object/ Person (aka...) Adverbs and adjectives	Name – adjective pair – The more, the more Punctuation - ellipses, colons, semi-colons, inverted commas	Italics 'Stressed Word' Sentences Most important – In short Pronouns

	<p><u>LO: As a writer, I can explore the theme of family and journeys resulting in separation.</u></p> <p>Experience day:</p> <ul style="list-style-type: none"> Positive activities at the beach How do sights, sounds and smells make you happy? Children to contrast the conversation Mothers would be having during peace time and a time of war 	<p><u>LO: As a writer, I can explore the theme of family and journeys resulting in separation.</u></p> <p>Experience day:</p> <ul style="list-style-type: none"> What belongings would children pack in a suitcase if they were fleeing? <p>Key learnings:</p> <ul style="list-style-type: none"> Colon and hyphens Emotive words Complex sentence Dialogue Sounds 	<p><u>LO: As a writer, I can explore the theme of family and journeys resulting in separation.</u></p> <p>Experience day:</p> <ul style="list-style-type: none"> Use refugee-themed texts or UNICEF videos to gather words that signifies a troubled journey <p>Key learnings:</p> <ul style="list-style-type: none"> Complex sentence Dialogue Simile <p>Writing process:</p>	<p>UKSA</p>	<p><u>LO: As a writer, I can describe the part of a journey where someone is shipwrecked at sea and finds salvation on an island in a third person narrative.</u></p> <p>Experience Day</p> <ul style="list-style-type: none"> Explore the family's feelings about the impending voyage (discuss and drama techniques) What belongings might each character 	<p><u>LO: As a writer, I can describe the part of a journey where someone is shipwrecked at sea and finds salvation on an island in a third person narrative.</u></p> <p>Key learnings:</p> <ul style="list-style-type: none"> Alliteration with verbs and adverbs One-word list Adjectives Passive voice Complex sentence Semi-colon to divide clauses Touch, sights and sounds Metaphor 	<p><u>LO: As a writer, I can describe the part of a journey where someone is shipwrecked at sea and finds salvation on an island in a third person narrative.</u></p> <p>Writing process:</p> <ol style="list-style-type: none"> Plan 8 plot points Draft 4 plot points Draft 4 plot points Edit Publish Share
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	<p>Key learnings:</p> <ul style="list-style-type: none"> • Short sentences • Similes • Repetition • Comparatives and superlatives • Abstract nouns • Verb • Complex sentences • Rhetorical questions • Alliteration • Coordinating clause • Passive voice • Repetition for effect 	<ul style="list-style-type: none"> • Dream sequences • Adjectives • Adverbs • Collective noun • Relative clause • Subordinating conjunction 	<ol style="list-style-type: none"> 1. Plan 7 plot points 2. Draft 3 plot points 3. Draft 4 plot points 4. Edit 5. Publish 		<p>bring with them?</p> <ul style="list-style-type: none"> • Re-create a storm - dramatic images and soundscape → generate dramatic storm languages <p>Key Learnings:</p> <ul style="list-style-type: none"> • Repetition for effect • Prepositions • Adjectives • Sights • Smells • Collective nouns • Complex sentences • Inner thoughts • Relative clauses • Passing of time • Modal verbs • Rhetorical Questions • Synonyms • Symbolism • Onomatopoeia • Personification • Pathetic fallacy 	<ul style="list-style-type: none"> • Dialogue versus feeling 	
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	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>	<p>UKSA</p>	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>	<p>As a reader I can use Reading Vipers GUIDED READING - Bug club and Edshed comprehensions. Links to the History topic of Vikings Vocab Infer Predict Explain Retrieve Summarise</p> <p>Books: Viking boy Odd and the Frost Giant</p>
<p>Science Focus: Light</p>	<p><u>ELO: As a scientist, I know: How we see</u></p> <p>I can explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.</p>	<p><u>ELO: As a scientist, I know: How light is reflected.</u></p> <p>I can understand how mirrors reflect light, and how they can help us see objects.</p>	<p><u>LO: As a scientist, I know: How light is refracted.</u></p> <p>I can investigate how refraction changes the direction in which light travels</p>		<p><u>LO: As a scientist, I know: How spectrums are created</u></p> <p>I can investigate how a prism changes a ray of light.</p>	<p><u>LO: As a scientist, I know: How we see colours</u></p> <p>I can investigate how light enables us to see colours</p>	<p><u>LO: As a scientist, I know: How shadows are formed</u></p> <p>I can explain why shadows have the same shape as the object that casts them</p>
<p>History Focus: Vikings</p>	<p><u>LO: As a historian I can explain when and where the Vikings came from and why they raided Britain.</u></p>	<p><u>LO: As a historian I can compare the significance of Anglo-Saxon kings during the Viking period.</u></p>	<p><u>LO: As a historian I can explain who King Ethelred II was and say when and why Danegeld was introduced.</u></p>	<p>UKSA</p>	<p><u>LO: As a historian I can identify and explain key aspects of Viking life</u></p>	<p><u>LO: As a historian I can explain how the legal system worked in Anglo_Saxon Britain.</u></p>	<p><u>LO: As a historian I can explain how the last Anglo-Saxon kings shaped Britain.</u></p>

	<u>LO: As an artist, I can create and compare designs of Vikings shields</u>		<u>LO: As an artist, I can use runes to create a display corridor</u>	UKSA			
		<u>As a technologist</u> <u>Design and make a model of a Viking Longship.</u>		UKSA	<u>As a technologist</u> <u>Design and make a piece of Viking jewellery for a warrior.</u>		<u>As a technologist</u> <u>Make a light and shadow puppet theatre.</u>

Other Subjects Planning (OSP):

Term:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
As a mathematician	<u>LO: As a mathematician, I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</u> Power Maths Unit 1, Lesson 1 - Numbers to 1,000,000 Unit 1, Lesson 2- Numbers to 10,000,000 (1)	<u>LO: As a mathematician, I can round any whole number to a required degree of accuracy</u> <u>LO: As a mathematician, I can use negative numbers in context, and calculate intervals across zero</u> <u>LO: As a mathematician, I can solve number and practical problems</u>	<u>LO: As a mathematician, I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</u> <u>LO: As a mathematician, I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate.</u>	<u>LO: As a mathematician, I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</u> Power Maths	<u>LO: As a mathematician, I can identify common factors, common multiples and prime numbers</u> <u>LO: As a mathematician, I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</u> <u>LO: As a mathematician, I can use my knowledge of the</u>	<u>LO: As a mathematician, I can perform mental calculations, including with mixed operations and large numbers</u> <u>LO: As a mathematician, I can solve problems involving addition, subtraction, multiplication and division</u> Power Maths Unit 3, Lesson 6 - Brackets	

	<p>Unit 1, Lesson 3 - Numbers to 10 10,000,000 (2)</p> <p>Unit 1, Lesson 4 - Number line to 10,000,000</p> <p>Unit 1, Lesson 5 - Comparing and ordering numbers to 10,000,000</p> <p>Mental Maths</p>	<p>LO: As a mathematician, I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><u>Power Maths</u> Unit 1, Lesson 6 - Rounding numbers</p> <p>Unit 1, Lesson 7 - Negative numbers</p> <p>Unit 1 End of unit check</p> <p>Unit 2, Lesson 1 - Problem solving - using written methods of addition and subtraction (1)</p> <p>Unit 2, Lesson 2 - Problem solving - using written methods of addition and subtraction (2)</p> <p>Mental Maths</p>	<p>interpreting remainders according to the context</p> <p><u>Power Maths</u> Unit 2, Lesson 3 - Multiplying numbers up to 4 digits by a 1-digit number</p> <p>Unit 2, Lesson 4 - Multiplying numbers up to 4 digits by a 2-digit number</p> <p>Unit 2, Lesson 5 - Dividing numbers up to 4 digits by a 2-digit number (1)</p> <p>Unit 2, Lesson 6 - Dividing numbers up to 4 digits by a 2-digit number (2)</p> <p>Unit 2, Lesson 7 - Dividing numbers up to 4 digits by a 2-digit number (3)</p> <p>Mental Maths</p>	<p>Unit 2, Lesson 8 - Dividing numbers up to 4 digits by a 2-digit number (4)</p> <p>Unit 2, Lesson 9 - Dividing numbers up to 4 digits by a 2-digit number (5)</p> <p>Unit 2, Lesson 10 - . Dividing numbers up to 4 digits by a 2-digit number (6)</p> <p>Unit 2 End of unit check</p> <p>Mental Maths</p>	<p>order of operations to carry out calculations involving the four operations</p> <p><u>Power Maths</u> Unit 3, Lesson 1 - Common factors</p> <p>Unit 3, Lesson 2 - Common multiples</p> <p>Unit 3, Lesson 3 - Recognising prime numbers up to 100</p> <p>Unit 3, Lesson 4 - Squares and cubes</p> <p>Unit 3, Lesson 5 - Order of operations</p> <p>Mental Maths</p>	<p>Unit 3, Lesson 7 - Mental calculations (1)</p> <p>Unit 3, Lesson 8 - Mental calculations (2)</p> <p>Unit 3, Lesson 9 - Reasoning from known facts</p> <p>Unit 3 End of unit check</p> <p>Mental Maths</p>	
<p>In PSHE YMPSHE: Identity, society and equality:</p>	<p>In PSHE YMPSHE: *pupils learn about human rights and the UN Convention on the Rights of the Child</p>	<p>YMPSHE: *pupils learn about homelessness.</p>	<p>TEN TEN</p>	<p>UKSA</p>	<p>TEN TEN Module 3, Unit 1, session 1: The Trinity</p>	<p>TEN TEN Module 3 Unit 1, Session 2: Catholic Social Teaching</p>	<p>TEN TEN TEN TEN Module 3, Unit 2 Session 1: Reaching Out</p>

<p>As a philosopher</p>	<p><u>LO: As a philosopher I know about the Kingdom of God. I can reflect on what it means for us.</u> Pupils discuss the following questions: Where is the Kingdom of God? What is it like? Is it for everyone? What do we do in the Kingdom of God? Using a carousel system pupils to place answers on sugar paper and discuss ideas as a class.</p>	<p><u>LO: As a philosopher I understand the values and that everyone is invited into the Kingdom of God. I can consider ways to share this good news.</u> Pupils look at the values of the Kingdom of God and choose the value they think is the most important and share reasons to justify their opinions. Also how these values can be put into practice in their everyday lives.</p>	<p><u>LO: As a philosopher I understand the words and deeds necessary to show our commitment to the Kingdom.</u> Share with the pupils the parable of the mustard seed. Pupils to talk to each other about how saying kind words and doing thoughtful actions makes them feel? Imagine what it would be like if everybody made a special effort every day to be kind to others. Children return to sugar paper questions and reflect on their answers.</p>		<p><u>LO: As a philosopher I know about people who helped to spread the Kingdom of God. I can reflect on what we can learn from them.</u> Pupils read the parable of the Good Samaritan (Lk 10:29-37). Pupils pause, discuss and answer questions based on what they have read.</p>	<p><u>LO: As a philosopher I understand the variety of responses to the Kingdom and reflect on their response.</u> Pupils read Parable 'The rich man & Lazarus' (Lk 16:19-31) and think about: Who is likely to draw comfort from this parable? Who may want to reject it? What might be the risks for those who reject it? What are the rewards for those who listen and act on it?</p>	<p><u>LO: As a philosopher I know about people who demonstrate the values needed in the Kingdom of God. I can reflect on what we can learn from them.</u> A continuation of the previous lesson. Children to research and present their findings to people who demonstrate the values with the rest of the class.</p>
<p>In PE</p> <p><u>PE Focus:</u> Learning Behaviour: Consistently try to improve (Personal) - Cope well and react positively when things become difficult. - Persevere with a task and improve my performance through regular practice.</p> <p>Fundamental Movement Skills: Ball Skills, Reaction/Response</p>	<p><u>LO: I can move and work the ball in both directions. I can move the ball smoothly and fluently. I can maintain fluidity when changing hands.</u></p> <p><u>Warm up:</u> All Change</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Skill:</u> Ball Skills</p>	<p><u>LO: I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.</u></p> <p><u>Warm up:</u> All Change</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Skill:</u> Reaction/Response</p> <p><u>Review method:</u></p>	<p><u>LO: I can move and work the ball in both directions. I can move the ball smoothly and fluently. I can maintain fluidity when changing hands.</u></p> <p><u>Warm up:</u> All Change</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Skill:</u> Ball Skills</p>	<p><u>LO: I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.</u></p> <p><u>Warm up:</u> Gate Masters</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Skill:</u> Reaction/Response</p> <p><u>Review method:</u></p>	<p><u>LO: I can move and work the ball in both directions. I can move the ball smoothly and fluently. I can maintain fluidity when changing hands.</u></p> <p><u>Warm up:</u> Gate Masters</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Skill:</u> Ball Skills</p>	<p><u>LO: I can move with fluency and control. I can react, start and stop quickly. I am ready to react and move.</u></p> <p><u>Warm up:</u> Gate Masters</p> <p><u>Game:</u> Tag Netball (Invasion)</p> <p><u>Competition:</u> Round Robins</p> <p><u>Review method:</u> Secret Stats</p>	

	Review method: Secret Stats	Secret Stats	Review method: Secret Stats	Secret Stats	Review method: Secret Stats		
In Computing	<p><u>LO: I can design programs using my choice of objects, attributing specific actions to each using my new programming knowledge.</u></p> <p>Children plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Children follow through plans to create the program. Children can then debug when things do not run as expected.</p>	<p><u>LO: I can design programs using my choice of objects, attributing specific actions to each using my new programming knowledge.</u></p> <p>Children plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Children follow through plans to create the program. Children can then debug when things do not run as expected.</p>	<p><u>LO: I can use functions and understand why they are useful in 2Code. I can debug a program and organise the code into tabs.</u></p> <p>Children explain what functions are and how they can be created and labelled in 2Code. Children can explain how to move code from one tab to another in 2Code.</p>		<p><u>LO: I can explore the options for getting text input from the user in 2Code and how to include interactivity in programming.</u></p> <p>Children code programs that take text input from the user and use this in the program. Children attribute variables to user input. Children are aware of the need to code for all possibilities when using user input.</p>	<p><u>LO: I can use flowcharts to test and debug a program. I can create a simulation of a room in which devices can be controlled.</u></p> <p>Children follow flowcharts to create and debug code. Children create flowcharts for algorithms using 2Chart.</p>	<p><u>LO: I can explore how 2Code can be used to make a text-based adventure game.</u></p> <p>Children follow through the code of how a text adventure can be programmed in 2Code.</p>
<p>As a musician</p> <p>Musial focus:</p> <ul style="list-style-type: none"> - listen and appraise pop/Motown music - continue to embed the foundations of the interrelated dimensions of music using voices and instruments - singing - play instruments within the song - Improvisation using voices and instruments - composition 	<p><u>LO: As a musician I can sing a song from memory.</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> Happy by Pharrell Williams</p> <p><u>Specialist music teacher teaching and developing knowledge of Composition</u></p>	<p><u>LO: As a musician I can sing a song and play instrumental parts within the song.</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> Top Of The World sung by The Carpenters</p> <p><u>Specialist music teacher teaching and developing</u></p>	<p><u>LO: As a musician I can sing a song and improvise using voices and/or instruments within the song</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> Don't Worry Be Happy sung by Bobby McFerrin</p> <p><u>Specialist music teacher teaching and developing</u></p>		<p><u>LO: As a musician I sing a song and perform composition(s) within the song</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> Walking On Sunshine sung by Katrina And The Waves</p> <p><u>Specialist music teacher teaching and developing</u></p>	<p><u>LO: As a musician I can choose what I want to perform. Start to prepare for the end-of-unit performance</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> When You're Smiling sung by Frank Sinatra</p> <p><u>Specialist music teacher teaching and developing</u></p>	<p><u>LO: As a musician I can perform an end of unit performance</u></p> <p><u>Song focus:</u> Happy by Pharrell Williams</p> <p><u>Listen & Appraise:</u> Love Will Save The Day sung by Brendan Reilly</p> <p><u>Specialist music teacher teaching and developing knowledge of Composition</u></p>

<p>- share and perform the learning that has taken place Continuous development of knowledge/skills embedded within increasing depth across the term.</p> <p>Vocab: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo</p>		<p><u>knowledge of Composition</u></p>	<p><u>knowledge of Composition</u></p>		<p><u>knowledge of Composition</u></p>	<p><u>knowledge of Composition</u></p>	
<p>In French</p>	<p><u>LO: I can introduce the aim of the unit A L'école - to introduce the vocabulary for school subjects.</u> Use the 'Les Matieres (1)' PowerPoint to introduce the vocabulary for school subjects. There is a consolidation worksheet available at the end of the PowerPoint for class completion.</p>	<p><u>LO: I can consolidate the vocabulary for school subjects and extend by introducing an opinion.</u> Introduce vocabulary for opinions using the 'Est-Ce Que Tu Aimes' PowerPoint. Children interview the others on their table using the target question 'Est-ce que tu aimes...' plus the different school subjects. To each question the respondents answer using the various opinions taught in</p>	<p><u>LO: I understand the concept of time in French.</u> Use the 'Quelle Heure Est-Il' PowerPoint in your resources pack to introduce the vocabulary for time. This lesson will focus on telling time in French by the hour only. To consolidate, the children can make their own school timetable</p>	<p><u>LO: I can consolidate all the language covered so far using a listening activity. We will also introduce the irregular verb aller</u> Introduce aim of lesson - how the children will use their new language to make more complex and interesting sentences in French using school subjects, time and the verb aller ('to go'). If time was taught last week you may like to revise hours using a clock</p>	<p><u>LO: I can consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</u> Children create a presentation of their learning this term,.</p>	<p><u>LO: I can consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</u> Children create a presentation of their learning this term,.</p>	

this lesson. More able could also attempt to talk about other people using 'il' or 'elle étudie...'

face or, if available, the 'Quelle Heure EstIl' PowerPoint from last week's lesson.
Using the 'Aller' PowerPoint in your resources pack, introduce the verb aller.
Use slide 18 of the 'Aller' PowerPoint to complete a listening exercise combining school subjects and time.