Medium Term Plan							
Year Group – 6					**Term - Autumn Term 2**		
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Trip Visitor Subject Event							
English **A Story Like the Wind by Gill Lewis** **Outcome 1: Flashback narrative** **Outcome 2: Newspaper Report**	**Immerse 1 - Analyse 5** **Grammar:** Antonyms, synonyms Expanded noun phrases Semi colons to mark clauses Hyphens to avoid ambiguity Conversion of nouns or adjectives to verbs using suffixes	**Analyse 6 - Lesson Plan 9** **Grammar:** Antonyms, synonyms Expanded noun phrases Semi colons to mark clauses Hyphens to avoid ambiguity	**Write 10 - 14** **Grammar:** Conversion of nouns or adjectives to verbs using suffixes Antonyms, synonyms Hyphens to avoid ambiguity Expanded noun phrases Semi colons to mark clauses	**Immerse 1 - Analyse 5** **Grammar:** informal/formal speech Hyphens to avoid ambiguity Semi colons to mark clauses	**Analyse 6 - Lesson Plan 8 - Write 9** **Grammar:** Hyphens to avoid ambiguity informal/ formal speech Semi colons to mark clauses	**Write 10 - 14** **Grammar:** Hyphens to avoid ambiguity informal/ formal speech Semi colons to mark clauses	**Use week 7 to revisit any grammar elements that teacher assessment shows have been weaker.**
	Prediction and familiarisation **Incidental write 1:** Onomatopoeia Poem/ Edit with purple pen **Incidental write 2:** Setting description/ Edit with purple pen	**Recap on structure and language** **Writer's Knowledge** Incidental write 3: Memory diary as a character /Edit with purple pen	Link planning to writing - teacher to model writing and to think aloud in the role of the writer. Break down into parts. Opportunities to edit and proof read.	**Prediction and familiarisation** Gathering ideas, drama opportunities Reporter research **Incidental write 1:** Newspaper Report	**Writer's Knowledge** **Incidental write 2:** Witness Quote Paragraph **Ideas for planning** Link planning to	Link planning to writing - teacher to model writing and to think aloud in the role of the writer. Break down into parts. Opportunities to edit and proof read.	**Use time to catch up or to make sure that editing is a priority.** **Time to publish if possible to instill pride in writing.**

	Structure and language feature familiarisation	Role play to gather ideas - Role on the Wall Ideas for planning	Final Outcome a Flashback Narrative	Sentences/ Edit with purple pen Structure and language feature familiarisation Recap on structure and language	writing - teacher to model writing and to think aloud in the role of the writer.	Final Outcome a Newspaper Report	
Guided Reading	**Grandpa's Great Escape**						
	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence	Vocabulary Inference Prediction Explain Retrieve Summarise/sequence
Maths	**Fractions A**	**Fractions A & B**	**Fractions B**	**Fractions B & Converting Units**	**Converting Units & Ratio**	**Ratio**	**Ratio**
	1. To know how to compare and order fractions by their numerators. 2. To know how to add and subtract simple fractions. 3. To know how to add and subtract any two fractions. 4. To know how to add mixed numbers.	1. To know how to subtract mixed numbers. 2. To know how to solve multi-step problems. 3. To know how to multiply fractions by integers. 4. To know how to multiply	1. To know how to divide a fraction by an integer. 2. To know how to divide any fraction by an integer. 3. To know how to answer mixed questions with fractions. 4. To know how to find a fraction of an amount.	1. To know how to find a fraction of an amount by finding the whole. 2. To know how to use metric measures. 3. To know how to convert metric measures. 4. To know how to calculate with metric measures.	1. To know how to convert miles and kilometres. 2. To know how to use imperial measures. 3. To know the relationship between two numbers can be expressed additively or multiplicatively.	1. To know what the ratio symbol represents. 2. To know the relationship between ratio and fractions. 3. To know how to use scale drawings. 4. To know how to use scale factors. 5. Arithmetic	1. To know how to solve problems involving similar shapes. 2. To know how to solve ratio problems. 3. To know how to use ratio in recipes.

	5. Arithmetic practice.	fractions by fractions. 5. Arithmetic practice.	5. Arithmetic Practice.	5. Arithmetic practice.	4. To know how to use ratio language. 5. Arithmetic practice.	practice.	
Science	**Electricity**						
	To know what electricity is and how we stay safe.	To know how to make a circuit work.	To know how we draw circuits using scientific symbols.	To know how changing the voltage affects a circuit.	To know what happens when we add components in a circuit.	To know how to design our own circuit system.	To know how to test our circuit system design.
Geography	To know how to describe and explain the location of major earthquake zones.	To know how to explain the causes and consequences of the earthquake in Honshu, Japan, 2011.	To know how being prepared can reduce the impact of earthquakes and why some countries are better able to respond than others.	To know that responding to earthquakes involves many different people locally, nationally and internationally.	To know how to use a geographic information system (GIS) to see patterns in where earthquakes occur around the world.		
History	**World War II**						
	To know what the impact of the Second World War was on the West Midlands.	To know why propaganda was important.	To know why the RAF was so important to the defence of Britain.	To know how the Nazi rule affected people in Europe.	To know what Anne Frank's story can teach us about the experiences of Jewish people during WW2.	To know what major events contributed to the defeat of Nazi Germany.	To know how the Second World War ended and what legacy it left behind.
DT	To know what an air raid shelter was.	To know how to design an air raid shelter.	To know how to design an air raid shelter.	To know how to make an air raid shelter.	To know how to make an air raid shelter.	To know how to evaluate an air raid shelter.	
PE	Unit 1A I can move the ball smoothly and fluently.	Unit 1A I can maintain balance and control after catching.	Unit 1A I can move and work the ball in both directions.	Unit 1A I can react quickly with good acceleration.	Unit 1A Concentrate on performing movements smoothly to begin with and then gradually increase speed.	Unit 1A Keep my head up, look forward and keep my eye on the ball.	
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
PSHE	Acting appropriately	OK to be different	We have more in common than not	Respecting differences	Tolerance and respect for others	Advertising friendships!	Boys will be boys? - challenging gender stereotypes

RE	To know why is prayer so important for religious worldviews	To know if non-religious people ever pray?	To know the sources of morality for those with Humanist worldviews?	What are the sources of morality for those with Humanist worldviews?		What are the sources of morality for those with Humanist worldviews?	What are the sources of morality for those with Humanist worldviews?	What are the sources of morality for those with Humanist worldviews?
Computing	What makes a good website	How would you lay out your webpage	Copyright or copyWRONG	How does it look?		Follow the breadcrumbs	Think before you link!	
Music	To know how to identify music that talks about civil rights and sing using the power of repetition.	To know how lyrics and music can convey emotions and feelings.	To know how instrumental music can convey meanings.	To know how music can connect us emotionally to others and to the past.		To know how rap and beat poetry can inspire hope and positive action.	To know how to convey emotion through song and know how songs can be powerful for change.	
MFL French	Recap of Y3,4 & 5							
	To know how verbs change depending on subject to talk about where people live.	To know how to explain to someone why I do something.	To know how to describe the position of places in French towns.	To know how to use French terms for mathematical activities.	To know how to follow and respond to an audio presentation.	To know how to use ordinal numbers.	To know how to take part in a French conversation about shopping.	To know how to use correct form of positional language.