

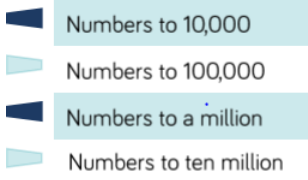
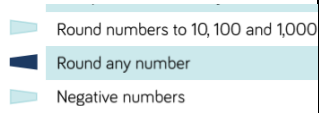
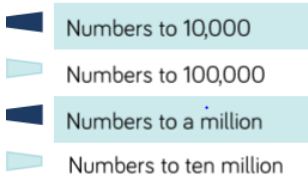
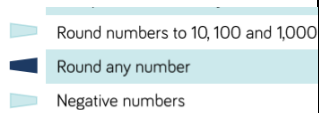
## Sandal Primary School Medium Term Planning and Weekly Overview

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| Year Group: Year 6                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | British Value:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           | Root of Learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             | Outdoor learning opportunities:                                                                                                                 |                                                                                                                                             |
| Theme: Why did the World go to War? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           | Daring to be Different                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Building Anderson Shelters after looking at the Blitz</li><li>Create some food from WW2 recipes</li></ul> |                                                                                                                                             |
| Term: Autumn 1                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                                             |
| Week                                | 1<br>4 <sup>th</sup> September                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2<br>11 <sup>th</sup> September                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3<br>18 <sup>th</sup> September                                                                                                                                                                                                                                                                                                                                                                                                           | 4<br>25 <sup>th</sup> September                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5<br>2 <sup>nd</sup> October                                                                                                                                                                | 6<br>9 <sup>th</sup> October                                                                                                                    | 7<br>16 <sup>th</sup> October                                                                                                               |
| English (together)                  | <p><b>From Kid Average to Kid Awesome – chapter 1</b></p> <p><b>LO: To understand my own mind-set</b></p> <p><b>LO: To recognise that we each have the potential to do well, but it takes effort</b></p> <p><b>GPS skill</b></p> <ul style="list-style-type: none"><li>LO: To understand that there are two ways to write bullet points.</li><li>LO: To be able to write the two ways of bullet pointing correctly.</li></ul> <p><b>Application:</b><br/>My Ambitions</p> <p><b>Chapter 2</b><br/>LO: To recognise different responses when people encounter obstacles.</p> <p>LO: To understand that I can consciously choose to overcome obstacles in my path.</p> <p><b>GPS Skill –</b></p> <ul style="list-style-type: none"><li>LO: To understand and use different types of nouns</li></ul> | <p><b>Chapter 3</b></p> <p><b>LO: To understand that the brain is a muscle and new connections must be repeated.</b></p> <p><b>LO: To reflect on current learning habits and identify which are building knowledge for the future</b></p> <p><b>GPS Skill:</b><br/>LO: To understand the grammatical function of verbs</p> <p><b>Application</b></p> <ol style="list-style-type: none"><li>Sketch a basic map of your daily route to school.</li><li>Then, write a set of instructions which would enable someone to follow your map.</li></ol> <p><b>Chapter 4</b><br/>LO: To recognise the importance of practising – hard!</p> <p>LO: To identify how practise helps me to move through the phases of learning.</p> | <p><b>Letters From the Lighthouse</b></p> <p>Prediction using the front cover and the blurb</p> <p>Spiral starter – capital letters and full stops</p> <p><b>Phase 1 – immersion</b></p> <p>Chapter 1 and 2:</p> <p>L.O: To write a missing person’s report</p> <p>Chapter 3:</p> <p>L.O: To write a conversation between two characters</p> <p>- Drama activity where children are in groups of 3 or 4 and act out the conversation.</p> | <p><b>Phase 1 – immersion</b></p> <p>Chapter 6:</p> <p>LO: To write a postcard</p> <p><b>Phase 2 – reading like a writer</b></p> <p>L.O: To analyse the key features, structure and GPS features of a setting description.</p> <p>What is a setting description?</p> <p>Share short setting descriptions and discuss.</p> <p>Read the WAGOLL:</p> <ul style="list-style-type: none"><li>Analysis of key features</li><li>Identification of adjectives, adverbs and verbs</li></ul> <p>Draw the setting based on the description.</p> | <p><b>Phase 3 – writing like a reader</b></p> <p><b>GPS Skill 1</b><br/>LO: To use conjunctions to extend sentences with more than one clause e.g. when, although, if, because, but, or</p> | <p><b>GPS Skill 2</b><br/>LO: To use accurate expanded noun phrases to create a certain atmosphere or mood.</p>                                 | <p><b>Phase 4 – Hot Task</b></p> <p>Hot task: Descriptive writing</p> <p>Write a description of the streets of London during the Blitz.</p> |









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|                                                    | <p><b>Application:</b></p> <p>1. Write down what you might or kid average usually says when faced with an obstacle in your daily life.</p> <p>2. Now change what you have written to approach the obstacle with a growth mindset</p> <p>3. Highlight the nouns you have used in each paragraph.</p> | <p>GPS Skill –</p> <p>LO: To understand the grammatical function of adjectives</p> <p>Application:</p> <p>What tips would you give someone for ‘practising hard’?</p>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                    |                                                                                                    |                                                                                                                                                                                                                                                                |
| <b>Speaking and Listening Opportunities</b>        | <p><b>Don’t say it (transition link)</b></p> <p>Give each child a word and words linked to it to describe without saying any of the words</p> <p><b>Desert Island Dilemma (History/English link) –</b> If you were an evacuee, what 3 things would you pack from home?</p>                          |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                    |                                                                                                    | -                                                                                                                                                                                                                                                              |
| <p><b>Spelling</b></p> <p>Follow Spelling Shed</p> |                                                                                                                                                                                                                                                                                                     | <p>Revise and learn words from the statutory Year 3/4 list and half terms CEW.</p> <p>individual<br/>interfere<br/>interrupt<br/>language<br/>leisure<br/>lightning<br/>marvellous<br/>mischievous<br/>muscle<br/>necessary</p> <p>2 x lesson<br/>1 x test</p> | <p>Words ending in able, ably, ible and ibly</p> <p>horrible<br/>terrible<br/>possible<br/>edible<br/>reversible<br/>invincible<br/>legible<br/>adorable<br/>forgivable<br/>disposable<br/>enjoyable<br/>valuable<br/>breakable<br/>identifiable<br/>incredibly<br/>sensibly<br/>reliably<br/>respectably<br/>agreeably<br/>enviably</p> <p>2 x lesson<br/>1 x test</p> | <p>Words ending in able, ably, ible and ibly</p> <p>horrible<br/>terrible<br/>possible<br/>edible<br/>reversible<br/>invincible<br/>legible<br/>adorable<br/>forgivable<br/>disposable<br/>enjoyable<br/>valuable<br/>breakable<br/>identifiable<br/>incredibly<br/>sensibly<br/>reliably<br/>respectably<br/>agreeably<br/>enviably</p> <p>2 x lesson<br/>1 x test</p> | <p>Adding suffixes beginning with vowels to words ending in fer</p> <p>2 x lesson<br/>1 x test</p> | <p>Adding suffixes beginning with vowels to words ending in fer</p> <p>2 x lesson<br/>1 x test</p> | <p>Revise and learn words from the statutory Year 3/4 list and half terms CEW.</p> <p>individual<br/>interfere<br/>interrupt<br/>language<br/>leisure<br/>lightning<br/>marvellous<br/>mischievous<br/>muscle<br/>necessary</p> <p>2 x lesson<br/>1 x test</p> |

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| <b>Reading</b><br><br><b>VIPERS texts</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Non-fiction text</b><br><br>Vocabulary<br>Retrieval<br>Explanation<br>Summarise<br><br><i>You Are Awesome</i><br><i>You Are a Champion</i>                                                                                                                                         | <b>Non-fiction text</b><br><br>Vocabulary<br>Retrieval<br>Explanation<br>Summarise<br><br><i>You Are Awesome</i><br><i>You Are a Champion</i>                      | <b>Fiction text</b><br><br>Vocabulary<br>Inference<br>Inference<br>Prediction<br><br><i>Letters from the Lighthouse Chapter 1 and 2</i>                                                                                                                                                                                        | <b>Fiction text</b><br><br>Vocabulary<br>Retrieval<br>explanation<br>Summarise<br><br><i>The Lion and the Unicorn by Shirley Hughes</i>                                                                                                                   | <b>Non-fiction text</b><br><br>Vocabulary<br>Inference<br>Prediction<br><br><i>The Blitz</i>                                                                                                                       | <b>Poetry</b><br><br>Vocabulary<br>Inference<br>Prediction<br>Summarise                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Fiction text</b><br><br>Vocabulary<br>Inference<br>Prediction                                                                                                                                                                                                          |
| <b>Maths – Miss Mountain</b><br><br><b>Fluency</b><br><b>Varied Fluency</b><br><b>Reasoning</b><br><b>Problem solving (test style q's)</b><br><br><b>Arithmetic skills to focus on:</b> <ul style="list-style-type: none"> <li>partitioning</li> <li>+/- small amounts e.g. 5, 10, 100 and crossing the boundary</li> <li>x ÷ by 10, 100, 1000</li> <li>x based on known facts</li> <li>x 0</li> <li>constant four operations revisiting</li> </ul> | <b>Place Value</b> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> </ul> <b>Whiterose small steps:</b>   | <b>Place Value</b> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> </ul> | <b>Place Value</b> <ul style="list-style-type: none"> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> </ul> <b>Whiterose small steps:</b>   | <b>Calculations +/-</b><br>Revisiting process/skill.<br><br>Applying skill to range of questions with numbers up to millions.<br><br>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> </ul> | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>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</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> </ul> | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>Applying skill to range of questions with numbers up to millions.</li> </ul> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
| <b>Maths – Miss Webster</b><br><br><b>Fluency</b><br><b>Varied Fluency</b><br><b>Reasoning</b><br><b>Problem solving (test style q's)</b><br><br><b>Arithmetic skills to focus on:</b> <ul style="list-style-type: none"> <li>partitioning</li> <li>+/- small amounts e.g. 5, 10, 100 and crossing the boundary</li> <li>x ÷ by 10, 100, 1000</li> <li>x based on known facts</li> </ul>                                                            | <b>Place Value</b> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> </ul> <b>Whiterose small steps:</b>  | <b>Place Value</b> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit                                                   | <b>Place Value</b> <ul style="list-style-type: none"> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> </ul> <b>Whiterose small steps:</b>  | <b>Calculations +/-</b><br>Revisiting process/skill.<br><br>Applying skill to range of questions with numbers up to millions.<br><br>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> </ul> | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>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</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate,</li> </ul>                                                  | <b>Calculations x and divide</b> <ul style="list-style-type: none"> <li>Applying skill to range of questions with numbers up to millions.</li> </ul> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |

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| <ul style="list-style-type: none"> <li>• x 0</li> <li>• decimal +/-</li> <li>• BODMAS</li> <li>• constant four operations revisiting</li> </ul> |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | interpreting remainders according to the context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Maths – Miss Allan</b><br><br><b>Year 5 recap and consolidation</b>                                                                          | <b>Addition and subtraction</b><br>Adding using column addition including decimal numbers (place value focus)<br>Mental addition strategies                                                                                                     | <b>Addition and subtraction</b><br>Consolidate<br>Problem solving/reasoning questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Addition and subtraction</b><br>Subtracting using column<br>Subtraction including decimal numbers (place value focus)<br>Mental subtraction strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Multiplication and division</b><br>Consolidate<br>Problem solving/reasoning questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Multiplication and division</b><br>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Multiplication and division</b><br>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Mixed problems</b><br>Solve addition, subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why.                                                                                                                                                                                                                              |
| <b>LBH</b>                                                                                                                                      |                                                                                                                                                                                                                                                 | <b>LBH</b><br>Times table recall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>LBH</b><br>Times table recall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>LBH</b><br>Factors and multiples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>LBH</b><br>Factors and multiples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>LBH</b><br>Squared, cubed and prime numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>LBH</b><br>Squared, cubed and prime numbers                                                                                                                                                                                                                                                                                                                                                        |
| <b>Science</b><br><br><b>Light</b>                                                                                                              | <b>Lesson 1: Knowledge harvest</b><br><br>Children to complete knowledge harvest independently.<br><br>Share knowledge organiser and stick in books.<br><br>Children to complete a quiz based on the knowledge organiser (stick into big book). | <b>Lesson 2</b><br><b>LO: To understand how light travels</b><br><br><b>Skills:</b> <ul style="list-style-type: none"> <li>• Observe, describe and compare in careful detail using the correct language</li> </ul>  <ul style="list-style-type: none"> <li>• Explain what the evidence shows and whether it supports any predictions</li> </ul>  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Children will consider how they can see looking at the different parts of an eye.</li> <li>• Predictions made about whether light travels in a straight line.</li> <li>• Children will use black card and torches to</li> </ul> | <b>Lesson 3</b><br><b>LO: To investigate what materials reflect light the best.</b><br><br><b>Skills:</b> <ul style="list-style-type: none"> <li>• Make predictions based on scientific facts and ideas</li> </ul>  <ul style="list-style-type: none"> <li>• Explain observations/results using cause and effects and scientific facts and ideas</li> </ul>  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Children will recap that light travels in a straight line through target practice.</li> <li>• They will then decide on a correct reflection definition, apply knowledge of</li> </ul> | <b>Lesson 4</b><br><b>LO: To investigate how light is refracted</b><br><br><b>Skills:</b> <ul style="list-style-type: none"> <li>• Observe, describe and compare in careful detail using the correct language</li> </ul>  <ul style="list-style-type: none"> <li>• Explain observations/results using cause and effects and scientific facts and ideas</li> </ul>  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Children to recap reflection.</li> <li>• Visually show them a straw in a glass of water to begin discussion. Provide 4 possible explanations about what is happening. Children to</li> </ul> | <b>Lesson 5</b><br><b>LO: To investigate how a prism changes a ray of light to show the spectrum</b><br><br><b>Skills:</b> <ul style="list-style-type: none"> <li>• Make predictions based on scientific facts and ideas</li> </ul>  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Introduce Isaac Newton after a refraction recap.</li> <li>• Introduce his colour theory about the visible spectrum and children to explore this with a prism, torch and white card.</li> <li>• Children to then create a colour wheel to spin in the hope that when spinning all they can see is white.</li> </ul> | <b>Lesson 6:</b><br><b>LO: I can explain why shadows have the same shape as the object that casts them.</b><br><br><b>Skills:</b> <ul style="list-style-type: none"> <li>• Select the most suitable equipment for the task</li> <li>• Measure precisely and accurately in standard units</li> </ul>  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Recap basics from previous lessons about travelling in straight lines.</li> <li>• Ask children to describe how they think a shadow is formed (should have some prior knowledge of this (Year 3&amp;5).</li> <li>• Explain how different objects create</li> </ul> | <b>Lesson 7: Knowledge Review</b><br><br>Children to complete knowledge review independently.<br><br>Children to complete a kahoot quiz based on the knowledge organiser (stick into big book)<br><br><a href="https://create.kahoot.it/share/year-6-science-light/f6dc687e-a61b-43b1-aa3c-4024cd5c6994">https://create.kahoot.it/share/year-6-science-light/f6dc687e-a61b-43b1-aa3c-4024cd5c6994</a> |



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|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>visually see that light travels in a straight line.</p> <ul style="list-style-type: none"> <li>Reflection will be recapped slightly in preparation for the next lesson.</li> </ul> <p>Children write explanation based on observations.</p>                                                                      | <p>reflection to target practice.</p> <ul style="list-style-type: none"> <li>Angle of incidence will be explained.</li> <li>Children then given the brief linked to WW2 about how they need to find the best material to deflect light during an air raid.</li> </ul>         | <p>discuss. Refer back to these at the end to decide correct explanation.</p> <ul style="list-style-type: none"> <li>Investigate how different shaped objects are refracted in different liquids and angles.</li> </ul> <p>Write own conclusion.</p>                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>different darkness of shadows.</p> <p>Children to work together to plan fair test and conduct experiment, recording their findings.</p>                                                                                                                            |                |
| <b>Geography</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                |
| <b>History</b><br><br>How did WW2 affect Britain? | <b>Skill 1: Enquiry based learning hook</b><br><br>Check children have timeline in fronts of books.<br><br><b>LO: I can ask questions to find out more about a historical object</b><br><br>Based on identity cards. Children answer/ask questions based on: <ul style="list-style-type: none"> <li>What I notice.</li> <li>What I think it was used for.</li> <li>What can I ask to find out more.</li> </ul> Introduce WW2 dates and basics linked to Blitz and evacuation.<br><br>Children to create own identity card. | <b>Skill 2: Cross-curricular art</b><br><br><b>LO: I can design and create a WW2 style poster, promoting rationing.</b><br><br>Discuss how life changed during the WW2.<br><br>Introduce propaganda art work and its links to rationing (bring in amounts to visibly see).<br><br>Children create their own poster. | <b>Skill 3: Chronology</b><br><br><b>LO: To know the key events in the timeline of WW2</b><br><br>Consider the term chronology.<br><br>Focus on the key events of WWII and investigate what the turning points of the war were.<br><br>Children to create their own timeline. | <b>Skill 4: Cross-curricular geography</b><br><br><b>LO: I can discuss why Germany invaded European countries first.</b><br><br>Children to locate Germany.<br><br>Introduce Treaty of Versailles.<br><br>Children to answer the following points to help consider why the German Reich decided to invade certain countries first: <ul style="list-style-type: none"> <li>Think about the countries Germany first invaded</li> <li>Think about Hitler's ambition (Lebensraum)</li> <li>Think about what happened during the Treaty of Versailles</li> <li>Think about Germany's geography.</li> </ul> | <b>Skill 5: Historical enquiry/ Historical interpretations</b><br><br><b>LO: To what extent was the Battle of Britain a Key turning point in ending WW2</b><br><br>Share key information about the Battle of Britain from both perspectives.<br><br>Children to write own paragraph explaining why the Battle of Britain is considered a significant turning point in the Second World War for Britain<br><br><b>(Do we change this activity to be more hands on)</b> | <b>Skill 7: Historical knowledge</b><br><br>Children to create their own quiz based on what they have learnt.                                                                                                                                                         | <b>WW2 DAY</b> |
| <b>Art</b>                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                     | <b>Lesson 1: I can create a silhouette with an illusion</b><br><br>Share contextual information about St Paul's during WW2.<br><br>Children to create a silhouette of the London skyline using white paper.<br><br>Blotack onto black paper.                                  | <b>Lesson 2: I can draw using a one point perspective</b><br><br>What is perspective?<br><br>Follow tutorial on drawing a train in the countryside train scene.<br><br>Links to evacuees and the steam trains used.                                                                                                                                                                                                                                                                                                                                                                                   | <b>Lesson 3: I can draw a street scene using one point perspective</b><br><br>Recap what one point perspective is.<br><br>Look at street scenes and the from 1930 (pre Blitz). What do the children notice about the shape and features of the buildings?                                                                                                                                                                                                             | <b>Lesson 4: I can draw a street scene using one point perspective</b><br><br>What damage did the Blitz do to streets of houses?<br><br>Using the skills from last lesson, we are going to draw a new street scene, this time depicting the damage caused. This to be |                |


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|                                                        |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Use chalk to create the background focusing on using different pressures to create smoke, fire and dark and light tones.</p> <p><b><u>Vocabulary</u></b><br/>Blending<br/>Smudging<br/>Silhouettes<br/>Recreating<br/>Background<br/>foreground</p>                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>Vocabulary</u></b><br/>Horizontal<br/>Vertical<br/>Horizon<br/>Perspective<br/>Vanishing point<br/>One point perspective<br/>Parallel</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Follow step by step instructions to create a street scene reflecting 1930's houses.</p> <p>Extension: Children to add shading</p> <p><b><u>Vocabulary</u></b><br/>Horizontal<br/>Vertical<br/>Horizon<br/>Perspective<br/>Vanishing point<br/>One point perspective<br/>Parallel</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>very independent and requires children to recall skills from previous lessons.</p> <p><b><u>Vocabulary</u></b><br/>Horizontal<br/>Vertical<br/>Horizon<br/>Perspective<br/>Vanishing point<br/>One point perspective<br/>Parallel</p>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Design Technology</b>                               |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Spanish</b></p> <p><b>Year 6 unit 1</b></p>      | <p><b><u>Lesson 1:</u></b><br/><b><u>Revision of fruits</u></b></p> <ul style="list-style-type: none"> <li>To able to rapidly recall several fruits in Spanish</li> <li>To be able to use phrases such as me gusta with fruits.</li> <li>To be able to say the colour of a fruit</li> </ul> | <p><b><u>Lesson 2:</u></b><br/><b><u>Me gusta/no me gusta</u></b></p> <ul style="list-style-type: none"> <li>To be able to use me gusta/no me gusta accurately with a range of vocabulary.</li> <li>To be able to use the plural and singular form correctly including the article.</li> <li>To be able to use me too/me neither correctly.</li> </ul>                                                                                                                                                                                                                                                                                                  | <p><b><u>Lesson 3:</u></b><br/><b><u>Me gusta/Me encanta</u></b></p> <ul style="list-style-type: none"> <li>To be able to use me encanta accurately with a range of vocabulary</li> <li>To ask and respond to ¿Que te gusta/encanta?</li> <li>To combine me encanta/gusta + verb in the infinitive form</li> </ul>                                                                                                                                                                                                                                                                                                                 | <p><b><u>Lesson 4:</u></b><br/><b><u>Body parts/tener</u></b></p> <ul style="list-style-type: none"> <li>To be able to rapidly recall a range of body parts in Spanish.</li> <li>To use the first and second person form of tener correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b><u>Lesson 5:</u></b><br/><b><u>Body parts/tener</u></b></p> <ul style="list-style-type: none"> <li>To be able to rapidly recall a range of body parts in Spanish.</li> <li>To use the first and second person form of tener correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b><u>Lesson 6:</u></b><br/><b><u>Mi familia/tener</u></b></p> <ul style="list-style-type: none"> <li>To rapidly recall a range of family members in Spanish</li> <li>To be able to ask if someone has brothers/sisters in Spanish with confidence.</li> </ul>                                                                                                                                                                                                                                                                           | <p><b><u>Lesson 7:</u></b><br/><b><u>Mi familia/tener</u></b></p> <ul style="list-style-type: none"> <li>To rapidly recall a range of family members in Spanish</li> <li>To be able to ask if someone has brothers/sisters in Spanish with confidence.</li> </ul>                                                                                                                                                                                                                                                                   |
| <p><b>PE</b></p> <p><b>Miss Webster/Miss Allan</b></p> |                                                                                                                                                                                                                                                                                             | <p><b><u>Introduction to matching</u></b></p> <p><b><u>Key questions</u></b><br/>What different ways can we move our bodies and travel around the room at an excellent level?</p> <p>What is matching?<br/>Matching is where pupils perform exactly the same movements. In this unit they could be executed in canon or unison.</p> <p>Can we select a partner to work with who is going to help our learning and be able to work at a similar level to us?</p> <p>When we create matching movements, what different parts of our bodies can we use?</p> <p>In terms of pair feedback, ask pupils if they can tell you why movements are excellent?</p> | <p><b><u>Application of matching learning onto apparatus</u></b></p> <p><b><u>Key questions</u></b><br/>What different ways can we move our bodies and travel around the room at an excellent level?</p> <p>What is matching?<br/>Matching is where pupils perform exactly the same movements. In this unit they could be executed in canon or unison.</p> <p>Can we select the same partner as suggested in sequence of learning part 1?</p> <p>When we create matching movements, what different parts of our bodies can we use?</p> <p>What different pieces of apparatus can we use?</p> <p>In terms of pair feedback, ask</p> | <p><b><u>Introducing mirroring</u></b></p> <p><b><u>Key questions</u></b><br/>What different ways we can move our bodies and travel round the room at an excellent level?</p> <p>What is mirroring?<br/>Mirroring is where pupils perform their movements creating a mirror image of each other. Pupils need to decide where they are going to place their imaginary mirror.</p> <p>Can we select a partner to work with who is going to help our learning and be able to work at a similar level to us?</p> <p>When we create mirroring movements, what different parts of our bodies can we use?</p> <p>In terms of pair feedback, ask pupils if they can tell you why movements are excellent.</p> | <p><b><u>Application of mirroring learning onto apparatus</u></b></p> <p><b><u>Key questions</u></b><br/>What different ways can we move our bodies and travel round the room at an excellent level?</p> <p>What is mirroring?<br/>Mirroring is where pupils perform their movements creating a mirror image of each other. Pupils need to decide where they are going to place their imaginary mirror.</p> <p>Can we select a partner to work with who is going to help our learning and be able to work at a similar level to us?</p> <p>When we create mirroring movements, what different parts of our bodies can we use?</p> <p>In terms of pair feedback, ask pupils if they can tell you why</p> | <p><b><u>Sequence development</u></b></p> <p><b><u>Key questions</u></b><br/>Are all of our movements excellent?</p> <p>What parts of the apparatus are we going to use?</p> <p>Have we ensured that we have applied flow to the movements we have selected, when moving in and out of them?</p> <p>Can we make improvements to our partner / pairs work?</p> <p>How can we apply canon and unison in our sequence?</p> <p>Can we travel over, under and around the apparatus?</p> <p>What order are we going to perform our movements?</p> | <p><b><u>Performance</u></b></p> <p><b><u>Key questions</u></b><br/>Are all of our movements excellent?</p> <p>What parts of the apparatus are we going to use?</p> <p>Have we ensured that we have applied flow to the movements we have selected, when moving in and out of them?</p> <p>Can we make improvements to our partner / pairs work?</p> <p>How can we apply canon and unison in our sequences?</p> <p>Can we travel over, under and around the apparatus?</p> <p>What order are we going to perform our movements?</p> |

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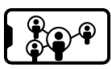

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|                   |                                                                                                                                                                                                                     | <p>Can we move in a matching movement applying canon?</p> <p>Can we move in a matching movement applying unison?</p> <p>Can we make improvements to our partner work identifying strengths and weaknesses?</p>                                                                                                                                                                                                                                                                        | <p>pupils if they can tell you why movements are excellent?</p> <p>Can we move in a matching movement applying canon?</p> <p>Can we move in a matching movement applying unison?</p> <p>Can we make improvements to our partner / pairs work identifying strengths and weaknesses?</p>                                                                                                                                                                                                                                                                                  | <p>Can we move using a mirroring movement applying canon?</p> <p>Can we move in a mirroring movement applying unison?</p> <p>Can we make improvements to our partner / pairs work, identifying strengths and weaknesses?</p>                                                                                                                                                                                                                                                                                                                           | <p>movements are excellent?</p> <p>Can we move using a mirroring movement applying canon?</p> <p>Can we move in a mirroring movement applying unison?</p> <p>Can we make improvements to our partner / pairs work identifying strengths and weaknesses?</p>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  |          |
| <b>P.E</b>        | Football                                                                                                                                                                                                            | Football                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Football                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Football                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Football                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Football                                                                                                                                                                                                                                                                                                                                         | Football |
| <b>White Rose</b> |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                  |          |
| <b>Music</b>      | <p><b>Songs of World War 2</b><br/>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts</p> | <p><b>Lesson 1: Singing for victory</b><br/>Using musical vocabulary to describe features of the music of WW2</p> <p><b>Learning objective</b><br/>To use musical vocabulary to identify features of different eras of music</p> <p><b>National curriculum</b><br/>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br/>- Develop an understanding of the history of music</p> | <p><b>Lesson 2: The White Cliffs of Dover</b><br/>Pupils develop their accuracy in pitch and control and ability to sing with expression and dynamics</p> <p><b>Learning objective</b><br/>To improve accuracy in pitch and control, singing with expression and dynamics</p> <p><b>National curriculum</b><br/>- Listen with attention to detail and recall sounds with increasing aural memory<br/>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | <p><b>Lesson 3: Pitch up</b><br/>Children learn how to identify pitches within an octave by exploring the pitch and tempo of the song 'Do-Re-Mi' and the war-time song 'The White Cliffs of Dover'</p> <p><b>Learning objective</b><br/>To identify pitches within an octave when singing</p> <p><b>National curriculum</b><br/>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br/>- Use and understand staff and other musical notations</p> | <p><b>Lesson 4: Harmonise</b><br/>Children use their knowledge of pitch to develop confidence when singing different parts and challenge themselves to sing something that is different to what they are hearing</p> <p><b>Learning objective</b><br/>To use knowledge of pitch to develop confidence when singing in parts</p> <p><b>National curriculum</b><br/>- Listen with attention to detail and recall sounds with increasing aural memory<br/>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | <p><b>Lesson 5: Let's notate</b><br/>In this final lesson of this unit, pupils will learn how to notate a melody using pitches up to an octave</p> <p><b>Learning objective</b><br/>To be able to notate a melody using pitches up to an octave</p> <p><b>National curriculum</b><br/>- Use and understand staff and other musical notations</p> |          |

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| <p><b>PSHE</b></p> <p>Being me in my world</p> <p>Book to support PSHE learning:</p> <div></div> <p>You are Awesome by Matthew Syed</p> |                                                                                                                                                                                                                                                               | <p><b>My Year Ahead</b></p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know how to use my Jigsaw Journal</p> <p>I feel welcome and valued and know how to make others feel the same</p> | <p><b>Being a Global Citizen 1</b></p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> | <p><b>Being a Global Citizen 2</b></p> <p>I understand that my actions affect other people locally and globally</p> <p>I understand my own wants and needs and can compare these with children in different communities</p>                                                                               | <p><b>The Learning Charter</b></p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand that my actions affect myself and others;<br/>I care about other people’s feelings and try to empathise with them</p> | <p><b>Consequences</b></p> <p>I understand how an individual’s behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p>                                     | <p><b>Owning our Learning Charter</b></p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p> |
| <p><b>Computing</b></p> <p>E-safety and Coding</p>                                                                                                                                                                       | <p><u>E-Safety</u></p> <p><b>Online Safety-Message in a Game - Lesson 1</b></p> <ul style="list-style-type: none"><li>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</li></ul> | <p><u>E-Safety</u></p> <p><b>Online Safety-Online Behaviour -Lesson 2</b></p> <ul style="list-style-type: none"><li>To review the meaning of a digital footprint and understand how and why people use their information and online</li></ul>                                 | <p><u>E-Safety</u></p> <p><b>Online Safety -Screen Time – Lesson 3</b></p> <ul style="list-style-type: none"><li>To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why</li></ul>     | <p><u>Coding</u></p> <p><b>Designing and Making a more Complex Program- Lesson 1 &amp; 2</b></p> <ul style="list-style-type: none"><li>To design a playable game with a timer and a score.</li><li>To plan and use selection and variables.</li><li>To understand how the launch command works.</li></ul> |                                                                                                                                                                                                                                                                                                                                                      | <p><u>Coding</u></p> <p><b>Using Functions - Lesson 3</b></p> <ul style="list-style-type: none"><li>To use functions and understand why they are useful.</li><li>To understand how functions are created and called.</li></ul> | <p><u>Coding</u></p> <p><b>Flowcharts and Control Simulations-Lesson 4</b></p> <ul style="list-style-type: none"><li>To use flowcharts to test and debug a program.</li><li>To create a simulation of a room in which</li></ul>                                          |



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|  | <ul style="list-style-type: none"> <li>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</li> <li>To identify the benefits and risks of giving personal information and device access to different software.</li> </ul> <div data-bbox="742 655 967 770">  <p>Self-Image and Identity</p> </div> <p><u>Self-image and identity</u><br/>I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.</p> | <p>presence to create a virtual image of themselves as a user.</p> <ul style="list-style-type: none"> <li>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>To begin to understand how information online can persist and give away details of those who share or modify it.</li> </ul> <div data-bbox="1050 1316 1276 1432">  <p>Privacy and Security</p> </div> <p><u>Privacy and security</u><br/>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <div data-bbox="1050 1640 1276 1755">  <p>Online Relationships</p> </div> <p><u>Online relationship</u><br/>I can explain how sharing something online may have an impact either positively or negatively.</p> | <p>they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <ul style="list-style-type: none"> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul> <div data-bbox="1406 793 1632 909">  <p>Health, Well-being and Lifestyle</p> </div> <p><u>Health, Wellbeing and lifestyle</u><br/>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> |  |  | <p>devices can be controlled.</p> |
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|                                                              |                                                                                                                                                                                                                                                                                                                                      | <div><div>Online Reputation</div></div> <p><u>Online reputation</u><br/>I can explain the ways in which anyone can develop a positive online reputation.<br/>I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity</p> |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                   |                                                                                                  |                                                                                      |
| <p><b>RE</b></p> <p><b>How do Sikhs show commitment?</b></p> | <p><b><u>Lesson 1: What Values are important?</u></b></p> <p>Consider what values actually means.</p> <p>Share 6 values with class and children to think of ways they demonstrate those values are important to them.</p> <p>Diamond 9 activity to rank their values – dialogic discussion opportunity with talk stems provided.</p> | <p><b><u>Lesson 2/3: What symbols are important to Sikhs?</u></b></p> <p>Children to be reintroduced to Sikhism (some may never have heard or know anything about it).</p> <p>Enquiry based approach for the rest of the two lessons around the 5 K’s. Each table to be given one and supporting resources. Move around each table documenting what they learn.</p>                      | <p><b><u>Lesson 4: How are Sikh beliefs about commitment represented in their teachings?</u></b></p> <p>Recap the 5 K’s and how Sikhs show commitment through this.</p> <p>Share the story of Guru Gobind Singh and the festival of Balakshi and how this led to the kirpan being introduced.</p> <p>Children to give an eye witness report from the festival explaining what happened.</p> | <p><b><u>Lesson 5: How do Sikhs show commitment to their faith through rites of passage?</u></b></p> <p>Recap Amrit and how this shows commitment.</p> <p>Children to come up with for and against keeping being a Khalsa Sikh hidden.</p> <p>Should end with no one feeling like they have to hide anything.</p> | <p><b><u>Lesson 6: What difference to daily life does Sikh belief and teaching make?</u></b></p> | <p><b><u>Lesson 7: What can we learn from Sikh beliefs and ways of life?</u></b></p> |