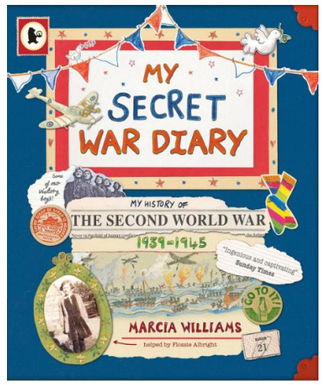
Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 6 Theme: Why did the World go to War? Term: Autumn 2			British Value: Mutual Respect		Root of Learning: Working Together		Outdoor learning opportunities:
Cross curricular computing opportunities are highlighted in blue	1 30th October	2 6th November Outdoor learning	3 13th November Assessment week	4 20th November	5 27th November	6 4th December ROBINWOOD	7 11th December Outdoor learning
English (together) **Text:** My Secret War Diary  **Outcome: recount**	**Writing of Hot Task** Plan - Read Letters from the Lighthouse extract and watch the start of 'The Lion, The Witch and The Wardrobe' for inspiration. Write Edit Hot Task: - Children to write a description of a night during the Blitz incorporating people going into air raid shelters. **Starters** Editing skills	**Phase 1: Immersion** L.O: To write a short description of yourself L.O: To write instructions on what to do during an air raid LO: To write the start of a newspaper article **Starters** Up-levelling sentences	**WAGOLL** L.O: To analyse the key features, structure and GPS features of a setting description. - Success criteria - Vocabulary explorer - analysis of adjectives, adverbs and verbs - key GPS features **Spiral Starter** Rhetorical Questions	**GPS** GPS Skill 1 LO: To understand the difference between formal and informal vocabulary. - Application - Modelled, shared and guided writing to be used GPS Skill 2 LO: To use vocabulary for impact - Application - Modelled, shared and guided writing to be used	Finish GPS Skill 2 **Planning of Hot Task** Planning of the Hot Task - Setting description of the streets of London during the Blitz. Teaching of editing skills - Suggests changes to grammar, vocabulary and punctuation to enhance the effect of the text on the reader and clarify meaning	**Writing of Hot Task** Monday and Tuesday – writing Wednesday – Friday - Robinwood	**Editing of Hot Task**
Speaking and Listening Opportunities			Flander's Field				
Spelling **Children will use ipads weekly to practise spellings – cross curricular computing** Follow the Spelling Shed Scheme CEW: recommend relevant restaurant signature sincere immediately soldier stomach	Words with the short vowel sound /i/ spelled 'y' antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	Words with the short vowel sound /i/ spelled 'y' antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical		Words with the long vowel sound /igh/ spelled 'y' apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	Words with the long vowel sound /igh/ spelled 'y' apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply		Common Exception Words

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sufficient suggest twelfth variety vegetable vehicle yacht							
Reading **VIPERS texts**	**Non-Fiction text** Vocabulary Retrieval Inference Prediction **Anne Franks's Diary Extract**	**Poetry (Blackout)** Vocabulary Retrieval explanation Summarise **Flander's Field**		**Fiction text** Vocabulary Inference Prediction	**Non-fiction text** Vocabulary Retrieval explanation Summarise	**Poetry** Vocabulary Inference Prediction	**Fiction text** Vocabulary Inference Prediction
Maths – Miss Webster **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)** **Arithmetic skills to focus on:** ● x /÷ by 10, 100, 1000 ● decimal +/- ● BODMAS ● constant four operations revisiting particularly long multiplication and 2 digit division (2 mark questions) ● basic percentages of an amount	**Fractions** **NC objectives** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 **White rose small steps** ● Equivalent fractions and simplifying ● Equivalent fractions on a number line ● Comparing and ordering fractions (denominator) ● Comparing and ordering fractions (numerator)	**Fractions** **NC objectives** compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **White rose small steps** ● Comparing and ordering fractions (denominator) ● Comparing and ordering fractions (numerator) ● Add and subtract simple fractions ● Add and subtract any two fractions	**Revision for assessments (2 lessons)**	**Fractions** **NC objectives** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **White rose small steps** ● Add mixed numbers ● Subtract mixed numbers	**Fractions** **NC objectives** ● multiply simple pairs of proper fractions, writing the answer in its simplest form **White rose small steps** ● Multiplying fractions by integers ● Multiplying fractions by fractions	**Fractions (2 lessons due to Robinwood)** **NC objectives** divide proper fractions by whole numbers **White rose small steps** ● Divide a fraction by an integer ● Divide any fraction by an integer	**Consolidation of fractions knowledge**
Maths – Miss Mountain **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)**	**Calculations x and divide** ● Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	**Calculations x and divide** ● 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	**Calculations x and divide** ● Applying skill to range of questions with numbers up to millions. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	**Fractions** **NC objectives** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 **White rose small steps**	**Fractions** **NC objectives** compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **White rose small steps**	**Fractions** **NC objectives** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **White rose small steps** ● Add mixed numbers	**Fractions** **NC objectives** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **White rose small steps** ● Add mixed numbers

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		• 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		• Equivalent fractions and simplifying • Equivalent fractions on a number line • Comparing and ordering fractions (denominator) - Comparing and ordering fractions (numerator)	• Comparing and ordering fractions (denominator) • Comparing and ordering fractions (numerator) • Add and subtract simple fractions - Add and subtract any two fractions	• Subtract mixed numbers Whiterose small steps: - Adding and subtracting mixed numbers	• Subtract mixed numbers Whiterose small steps: - Adding and subtracting mixed numbers
Maths - Mr Douglass	**Place Value** • Use negative numbers in context, and calculate intervals across zero. **White Rose small steps:** • Use zero as starting point • If adding, move to the right of the number line. • If subtracting, move to the left of the number line.	**Calculations +/-** Revisiting process/skill. Applying skill to range of questions with numbers up to millions. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **White Rose small steps:** • One digit • Two, one digit • Two, two digit • Crossing tens, hundreds • Exchanging/borrowing	**Calculations +/-** Revisiting process/skill. Applying skill to range of questions with numbers up to millions. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **White Rose small steps:** • To 7 digits	**Calculations +/-** Revisiting process/skill. Applying skill to range of questions with numbers up to millions. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **White Rose small steps:** • To 7 digits	**Calculations x and divide** • Multiply using the formal written method of long multiplication **White Rose small steps:** • Understand multiplication as repeated addition. • Use multiplication grid to support 2x1 digit	**Calculations x and divide** • Multiply using the formal written method of long multiplication **White Rose small steps:** • Understand multiplication as repeated addition. • Use multiplication grid to support 2x1 digit • 2x2 digit	**Calculations x and divide** • Multiply using the formal written method of long multiplication **White Rose small steps:** • Understand multiplication as repeated addition. • Use multiplication grid to support 2x1 digit • 2x2 digit
Maths – Miss Allan **Shape, space and measure** *Fluency* *Varied Fluency* *Reasoning* *Problem solving (test style q's)*	**Geometry** **Position and Direction**  • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their	**Geometry** **Position and Direction**  • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their	**Geometry** **Position and Direction**  • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their	**Measurement** **Converting measures** solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa	**Measurement** **Converting measures**  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	**Measurement** **Converting measures**  involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	**Measurement** **Converting measures**  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places

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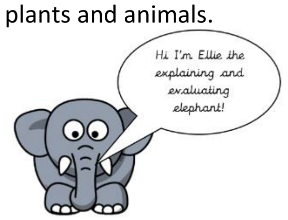
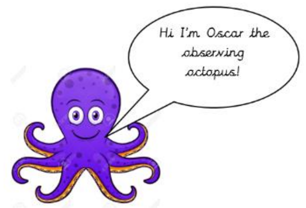
	properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
LBH	**Using and applying Roman Numerals** **Purple mash activity**	**Using and applying Roman Numerals** **Purple mash activity**	**Counting in powers of 10** **Purple mash activity**	**Counting in powers of 10** **Purple mash activity**	**Converting between units of measurement** **Purple mash activity**	**Converting between units of measurement** **Purple mash activity**	**Converting between units of measurement** **Purple mash activity**
Science ***Evolution and Inheritance*** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Inheritance** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. • I can explain the scientific concept of inheritance. 	**Adaptation** Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. • I can demonstrate understanding of the scientific Meaning of adaptation. 	**Theory of Evolution** Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. • I can identify the key ideas of the theory of evolution. 	**Evidence for Evolution** Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals. 	**Evidence for Evolution: Humans** Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. • I can understand how human beings have evolved. 		**Adaptation, Evolution and Human Intervention** Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution. • I can explain how adaptations can result in both advantages and disadvantages. • I can explain how human intervention affects evolution.

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		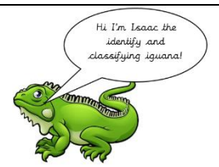					
Geography **Why do populations change?**	**Lesson 1: How is the global population changing?** ● To understand the change and distribution of the global population. **NC strand:** Human and physical geography Locational knowledge Geographical skills and fieldwork	**Lesson 2: What are birth and death rates?** ● To define birth and death rates and describe why they change. **NC strand:** Human and physical geography Locational knowledge Place knowledge **Lesson 5: How is population impacting our environment?: Data collection** ● To collect data showing how population impacts the amount of traffic and litter in an area. **(Lesson 5 has been moved to here to enable the fieldwork to be conducted with enough adults to support moving offsite)** **NC strand:** Human and physical geography Locational knowledge Geographical skills and fieldwork	**Lesson 3: Why do people migrate?** ● To recognise the push and pull factors influencing migration. **NC strand:** Human and physical geography Locational knowledge Place knowledge	**Lesson 4: How is climate change impacting the population?** ● To begin to understand the impact climate change can have on the global population. **NC strand:** Human and physical geography Locational knowledge	**Lesson 6: How is population impacting our environment?: Findings** ● To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. Pupils will create a digital report **NC strand:** Human and physical geography Geographical skills and fieldwork		
History							

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Art							
Design Technology Purpose: to create a winter themed cushion Focus strand: Textiles Focus skill: Stitching	Discuss key vocabulary which will be used throughout the journey. What is a design brief? **Skill 1:** Product analysis - Who might carry out a product analysis and why? Independent task: To analyse a product	**Skill 2:** Focussed task L.O: To combine different shapes using stitching. LO: To use applique to add detail.	**Skill 3:** Development of ideas L.O: To design your own winter or Christmas themed cushion. Discuss production specification and then show modelled designs before the children design their own cushion.	**Skill 4**: Production plan Children plan out each step carefully and the time it will take, so that you complete your product on time.	**Skill 5:** Making the product • Have you got all your templates? • Have you got all the materials you require?		**Skill 5:** Making the product • Have you got all your templates? • Have you got all the materials you require? **Skill 6**: Evaluating the product
Spanish							
P.E **Problem Solving (Teacher led)** **Handball (White Rose led)**	**Lesson 1** The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.	**Lesson 2** The focus of the learning is to look at what makes an effective team with the focus on communication.	**Lesson 3** The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.	**Lesson 4** The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team.	**Lesson 5** The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.		**Lesson 6** The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment.
	Lesson 1 The focus of the learning is on consolidating pupils ability to use passing and moving skills to keep possession and score.	**Lesson 2** The focus of the learning is to consolidate pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games. Pupils should be able to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot.	**Lesson 3** The focus of the learning is to ensure pupils fully understand that they are defending as soon as they lose possession of the ball. Pupils should be able to use their prior learning to react instantly when they lose possession and explore which defensive tactic works best for their team.	**Lesson 4** The focus of the learning is to allow pupils to apply their tactics and decision making when defending in different game scenarios.	**Lesson 5** The focus of the learning is to consolidate the pupils' understanding of handball, applying effective attacking and defending skills in set ability teams (level 1 tournament).	**Lesson 6** The focus of the learning is to consolidate the pupils' understanding of handball, applying effective attacking and defending skills in mixed ability teams (level 1 tournament).	

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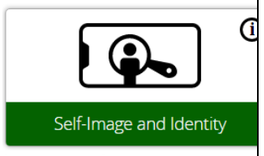
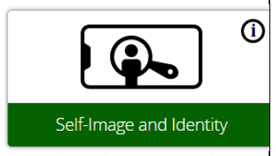
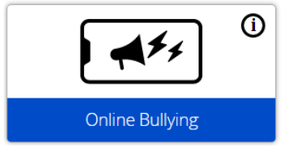
Music	**Coast - Fingal's Cave by Mendelssohn** Appraising the work of Mendelssohn and further developing the skills of improvisation and composition	**Lesson 1: Exploring Fingal's Cave** Pupils learn to appraise the work of the classical composer Felix Mendelssohn **Learning objective** To appraise the work of a classical composer (Felix Mendelssohn) **National curriculum** - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Lesson 2: Making waves - pitch and dynamics** Children learn how to improvise as a group, using dynamics and pitch **Learning objective** To improvise as a group, using dynamics and pitch **National curriculum** - Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Lesson 3: Making Waves – texture** The class improvise as a group using texture and create a graphic score to represent sounds **Learning objective** To improvise as a group, using texture **National curriculum** - Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Lesson 4: Group compositions** Children use their knowledge of dynamics, texture and pitch to create a group composition **Learning objective** To use knowledge of dynamics, texture and pitch to create a group composition **National curriculum** - Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Lesson 5: We are waves** The children work in teams to create a group composition featuring changes in texture, dynamics and pitch **Learning objective** To use teamwork to create a group composition featuring changes in texture, dynamics and pitch **National curriculum** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music	
PSHE Celebrating difference Working together	**Am I Normal?** I understand there are different perceptions about what normal means I can empathise with people who are different  I can explain how people can represent themselves in different ways online.	**Understanding Difference** I understand how being different could affect someone's life I am aware of my attitude towards people who are different  I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	**Power Struggles** I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way`	**Why Bully?** I know some of the reasons why people use bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one  I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	**Celebrating Difference** I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are		**Celebrating Difference** I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation
Computing **Coding and Spreadsheets**	**Coding - User Input- Lesson 5** To understand the different options of generating user input in 2Code.	**Coding-Using Text-based Adventures- Lesson 6** To understand how 2Code can be used to make a text-based adventure game. **Success criteria**	***Spreadsheets*- Exploring Probability- Lesson 1** To use a spreadsheet to investigate the probability of the results of throwing many dice. **Success criteria**	***Spreadsheets*- Creating a Computational Model- Lesson 2** To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale.	***Spreadsheets*- Use a Spreadsheet to Plan Pocket Money Spending- Lesson 3** To use a spreadsheet to plan how to spend pocket money and the effect of saving money. **Success criteria**	***Spreadsheets*- Planning a School Event- Lesson 4** To use a spreadsheet to plan a school charity day to maximise the money donated to charity. **Success criteria**	**Purple Mash Christmas Card Competition** **Success criteria** ● Children to use 2paint a picture and decide upon an effect to use to create a design for the PM

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	To understand how user input can be used in a program. **Success criteria** ● Children can code programs that take text input from the user and use this in the program. ● Children can attribute variables to user input. ● Children are aware of the need to code for all possibilities when using user input.	● Children can follow through the code of how a text adventure can be programmed in 2Code. ● Children can design their own text-based adventure game based on one they have played. ● Children can adapt an existing text adventure so it reflects their own ideas.	● Children can create a spreadsheet to answer a mathematical question relating to probability. ● Children can take copy and paste shortcuts. ● Children can problem solve using the count tool.	**Success criteria** ● Children can create a machine to help work out the price of different items in a sale. ● Children can use the formula wizard to create formulae. ● Children can use a spreadsheet to solve a problem.	● Children can use a spreadsheet to model a real-life situation and come up with solutions. ● Children can make practical use of a spreadsheet to help plan actions.	● Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.	Christmas card competition. Once complete children to share on the Display board
RE **How does growing up bring responsibilities?**	**When do children become adults? X2** ● Children to complete quiz linked to things they assume someone classed as an adult would do ● Share legal adult age with them ● Consider key events people generally go through in life, e.g. marriage, funerals, leaving school ● Create a timeline of these considering whether these are secular or religious events.	**When and how do we make promises?** ● Make class a promise and then break it. ● How do they feel? Has anyone ever done that before? How did it make you feel? ● Children to write definition of a promise. ● Explain promises can come in secular and religious forms. ● Share some promises – who made them, who are they to and what is the promise?	**What happens at rites of passage and why are these important for many religious believers? X3** ● Focus on Bat/Bar Mitzvah (Judaism), Confirmation (Christianity) and Amrit (Sikhism) ●			