



## Year 6 Autumn 2 Medium Term Plan



Ancient Greece - Autumn 2								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Themed Weeks</b>			LIM breakfast ?			PIRA/ PUMA ?	MOCK SATS ?	Winter week
<b>Events</b>								
<b>Maths - GD</b>								
<b>Maths - OT</b>	<p><b>Number and Place value</b></p> <ul style="list-style-type: none"> <li>● To round any whole number to a required degree of accuracy.</li> <li>● To solve number problems and practical problems that involve all of the above.</li> <li>● To use negative numbers in context, and calculate intervals across zero.</li> <li>● Identify the value of each digit in numbers given to 3 d.p and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 d.p.</li> </ul>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>● To multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long division</li> <li>● To divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division; interpret remainders as whole numbers, remainders, fractions or by rounding to the appropriate context.</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>● To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>● To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>● Multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>● Compare and order fractions including fractions &gt; 1</li> <li>● To recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</li> <li>● To multiply numbers with up to 2 decimal places by whole numbers.</li> <li>● To divide proper fractions by whole numbers</li> <li>● Associate a fraction with division and calculate decimal and</li> </ul>	<p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>● To perform mental calculations, including with mixed operations and large numbers.</li> <li>● To use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>● To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>● To solve problems involving addition, subtraction, multiplication and division.</li> <li>● To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul>	<p><b>Geometry 2d and 3d shapes</b></p> <ul style="list-style-type: none"> <li>● To draw 2D shapes using given dimensions and angles.</li> <li>● To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</li> <li>● To recognise, describe and build simple 3D shapes, including making nets.</li> <li>● To recognise angles where they meet at a point, on a straight line, or are vertically opposite and find missing angles.</li> <li>● To recognize that shapes with the same areas can have different</li> </ul>	<p><b>Geometry 2d and 3d shapes</b></p> <ul style="list-style-type: none"> <li>● To recognize when it is possible to use formula for area and volume of shapes</li> <li>● Calculate the area of parallelograms and triangles</li> <li>● Calculate, estimate and compare volume of cubes and cuboids using standard units including cubic cm and cubic m and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>● to express missing number problems algebraically</li> <li>● to use simple formulae</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>● To interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>● To calculate and interpret the mean as an average.</li> </ul>	<p><b>Winter week - maths - investigations</b></p>



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			fraction equivalents for a simple fraction		perimeters and vice versa			
<b>Guided Reading</b>	<p><b>Non fiction - Elephants</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Fiction - Climbing grandfather poem</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Diversity - Wonder</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Diversity - Wonder</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Diversity - Wonder</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Non - fiction - What is Electricity?</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Choral and Performance unit</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>	<p><b>Christmas Carol - Charles Dickens</b> <u>Monday:</u> Vocabulary Acquisition <u>Tuesday:</u> Retrieval and Inference Development <u>Wednesday:</u> new skill</p> <p><u>Thursday and Friday:</u> Independent application of above skills.</p>
<b>Writing</b>	Fiction - Myths	Non Fiction - Comparison text - Myths	Non - fiction - Persuasion - based on Parthenon	Narrative	Narrative	Non - fiction - Non chronological report	POETRY - Choral and Performance - PART 2	Winter week
<b>GPS</b>	<p>article/ determiners vowels and consonants</p> <p>conjunction/ connectives</p> <p>Assertive spelling 6.7 Prefix uni, bi, tri and 5 a week Year 6 spellings</p>	<p>noun phrases subject / object</p> <p>modal verbs</p> <p>Assertive spelling 6.8 Prefix circ, tele, trans and 5 a week Year 6 spellings</p>	<p>statement, questions, commands</p> <p>active/ passive voice</p> <p>Assertive spelling 6.9 Prefix min, magn, multi and 5 a week Year 6</p>	<p>simple past/ present</p> <p>present and past progressive</p> <p>Assertive spelling 6.10 - Latin roots and 5 a week Year 6 spellings</p>	<p>verbs in perfect form</p> <p>tense consistency</p> <p>Assertive spelling 6.11 - suffix en, ify, ate and 5 a week year 6 spellings</p>	<p>standard English formal v informal</p> <p>Assertive spelling 6.12 - suffix ness</p>	<p>poetic devices: simile, metaphor, personification, alliteration, rhyme rhythm</p> <p>Review assertive spellings from Autumn 1 and 2 and Year 6 spellings</p>	<p>Review grammar from this half term</p> <p>Review assertive spellings from Autumn 1 and 2 and Year 6 spellings</p>
<b>Handwriting</b>	Nelson handwriting scheme							
<b>PSHE</b>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Celebrating Differences</u> <u>Woodside Core Value Link:</u></p>	<p><u>Non - fiction - Climbing grandfather poem</u> <u>Monday:</u> Vocabulary Acquisition</p>	





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	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Religion: Christianity</p> <p>Key Question 1: How significant is it that Mary was Jesus' mother?</p> <p>Key Question 2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>		
<b>Geography</b>	<p><u>Using Maps</u></p> <p>Locate Greece on a map - identify the cities and compare maps of ancient and modern Greece. Discussion - why/how it has changed (e.g through war, population etc.)</p>	<p><u>Using Maps</u></p> <p>Identify and describe how the physical features affect the human activity within a location (linking to farming, land use and tourism).</p>	<p><u>Using Maps</u></p> <p><u>Researching and analysing maps</u></p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).</p>	<p><u>Using Maps</u></p> <p><u>Identifying grid references</u></p> <p>What are the horizontal lines on a map called?            What are the vertical lines on a map called?            What is a grid reference?            What is a four-figure grid reference?            Which grid reference is used first – the eastings or the northings?            Which part of the square does a grid reference refer to?            On the four-figure grid reference example map, find:</p>	<p><u>Using Maps</u></p> <p><u>Applying knowledge of Maps</u></p> <p>Apply your knowledge of four-figure grid references to find the grid reference for:</p> <ul style="list-style-type: none"> <li>• your school</li> <li>• five places in the countryside near to your school</li> <li>• the centre of your nearest town or city</li> <li>• the centre of five European capitals.</li> </ul>	<p><u>Using Maps</u></p> <p><u>Applying knowledge of Maps</u></p> <p>Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps. Recommend a route of at least 3 miles through a rural area, using six-figure grid references. (Teacher note: this will require a route utilising public rights of way. This knowledge is learned in <i>Year 4 Spring: Transportation.</i>)</p>		





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<b>W</b>	To add an object to a scene.  To program simple instructions.	Use procedures to move objects on screen.  Test and debug an animation.	To simplify a program using Procedures.	To use conditional statements .	To understand and use variables in a computer program.	To use decomposition to devise a storyboard for an animation.  To develop an animation.  To test and debug an animation.		
<b>PE</b>	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Scorpion Handball</p> <p>Skill: Static balance: Floor Work</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Scorpion Handball</p> <p>Skill: Static balance: Floor Work</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Scorpion Handball</p> <p>Skill: Static balance: Floor</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Long distance</p> <p>Review: How can I improve for next time</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Chest Push</p> <p>Review: How can I improve for next time</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Long Jump &amp; Triple Jump</p> <p>Review: How can I improve for next time</p>		
<b>Spanish</b>	<p style="text-align: center;"><u>School subjects</u></p> <p>To learn nouns for school subjects.</p>	<p style="text-align: center;"><u>School subjects</u></p> <p>To revisit the different phrases to express opinion and ask and give opinions about school subjects.</p>	<p style="text-align: center;"><u>School subjects</u></p> <p>To give extended opinions on school subjects.</p>	<p style="text-align: center;"><u>School subjects</u></p> <p>To listen attentively to a short audio related to the topic and understand the gist of it.</p>	<p style="text-align: center;"><u>School subjects</u></p> <p>To learn how to conjugate the ar verbs.</p>	<p style="text-align: center;"><u>School subjects</u></p> <p>To construct a short text applying the lexicon (pronouns, nouns, adjectives, verbs, etc.) acquired.</p>	<p style="text-align: center;"><u>Intercultural understanding</u></p> <p>To know and how Christmas is celebrated in Spanish speaking countries.</p>	



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