

MEDIUM TERM PLANNING Autumn 1
Marsh Green Primary School



Year 6	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Lost Buildings	Make a Difference Week	Reading: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give particular attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • use role-play to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: – a factual incident report: understanding form, audience and purpose, adopting a clear, balanced tone for factual writing – a newspaper article for the purpose of reassuring an audience: adopting a clear, balanced tone for factual writing, using different techniques to draw conclusions: summarizing next steps, using the present continuous tense for effect – a formal letter to engage and persuade: distinguishing between the language of speech and writing and choosing the appropriate register using more sophisticated persuasive features: countering objections with answers, flattery • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • use the following terminology correctly: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points • continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading • use a colon to introduce a list punctuating bullet points accurately and consistently distinguishing between defining and non-defining relative clauses • use correlative conjunctions: either... or; not only... but also; both... and understanding the difference between the active and passive voice • use the passive voice to affect the presentation of information • use commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials) • structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • extend use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using a wide range of adverbials of time (eventually, at that moment, after a while); place (inside, near, around the city) and cause (however, therefore)					

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		- identifying and using relative clauses starting with who, which, where, when, whose, that or omitting the relative pronoun - identifying relevant information to include and surplus information to discard - understanding the structure and typical language used in newspapers (headline, by-line, standfirst) - using varied sentence structures, including sentences with adverbials and fronted adverbials, subordinate clauses and single-clause sentences (simple sentences) for effect - using personal and possessive pronouns to link within and between sentences and avoid repetition (noun-pronoun agreement) - using comparatives, superlatives, personal pronouns, repetition and dare-to-disagree statements to persuade - ensuring subject-verb agreement with correct verb tenses					
Maths Number and Place Value Addition, Subtraction, Multiplication and Division		Children will learn to: - Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit - Solve number and practical problems that involve all of the above - Round any whole number to a required degree of accuracy - Use negative numbers in context, and calculate intervals across zero - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (Year 5) - Solve problems involving addition, subtraction, multiplication and division - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - 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 - Identify common factors, common multiples and prime numbers - Use their knowledge of the order of operations to carry out calculations involving the four operations - Perform mental calculations, including with mixed operations and large numbers					
Science Classifying Organisms	Make a Difference Week	To recap ways of grouping organisms according to their characteristics Children will learn to: - identify that organisms can be grouped according to their characteristics - describe the characteristics of different classifications of animals - match animals to their group according to their characteristics Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and	To explore ways of distinguishing between organisms that have similar characteristics Children will learn to: - classify organisms according to broad characteristics - find ways to distinguish between organisms that are similar - use appropriate scientific vocabulary to describe organisms and their features Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and	To classify plants according to their characteristics Children will learn to: - identify that plants can be sorted into groups according to their characteristics - explain the difference between vascular and non-vascular plants - explain the difference between flowering and non-flowering plants Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and labels, classification	To find out about Carl Linnaeus and his classification system Children will learn to: - identify who Carl Linnaeus is and how he contributed to science - understand that animals can be assigned to specific groups based on their characteristics - provide reasons for why classification systems are important Children will learn to work scientifically by: a) identifying scientific evidence that has been used to support	To explore what micro-organisms are and how they can be grouped Children will learn to: - recognise what micro-organisms are - understand that micro-organisms can be classified into groups - understand that some micro-organisms can be harmful and others can be helpful Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	To identify and classify organisms in the local area Children will learn to: - identify a variety of different organisms found in their local environment - classify a variety of organisms appropriately - use a variety of sources of information to identify organisms they are unfamiliar with Children will learn to work scientifically by: a) recording data and results of increasing complexity using scientific diagrams and

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		labels, classification keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	labels, classification keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	or refute ideas or arguments	graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments	labels, classification keys, tables, scatter graphs, bar and line graphs b) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations c) identifying scientific evidence that has been used to support or refute ideas or arguments
Computing Communication		To identify how to use a search engine Children will learn to: - compare results from different search engines - complete a web search to find specific information - refine a search	To describe how search engines select results Children will learn to: - explain why we need tools to find things online - recognise the role of web crawlers in creating an index - relate a search term to the search engine's index	To explain how search results are ranked Children will learn to: - identify that a search engine follows rules to rank relevant pages - explain that search results are ordered - suggest some of the criteria that a search engine checks to decide on the order of results	To recognise why the order of results is important, and to whom Children will learn to: - describe some of the ways that search results can be influenced - explain how search engines make money - recognise some of the limitations of search engines	To recognise how we communicate using technology Children will learn to: - select methods of communication to suit particular purposes - identify the different ways in which people communicate - identify that there are a variety of ways of communicating over the internet	To evaluate different methods of online communication Children will learn to: - compare different methods of communicating on the internet - understand when they should and should not share - explain that communication on the internet may not be private
History The Atlantic Slave Trade		To use historical sources to define what a slave is Children will learn to: - provide a definition of slavery during the Atlantic slave trade - differentiate between a slave and a servant - draw conclusions	To understand and describe the triangular Atlantic slave trade Children will learn to: - identify and name the three main locations in the triangular Atlantic slave trade - identify the way in	To use historical sources to explore the experiences of slaves during the Atlantic slave trade Children will learn to: describe what the Middle Passage was and what this was like for the slaves	To learn about the abolition of the slave trade and slavery in Britain Children will learn to: - identify one reason that the slave trade was abolished - identify when the slave	To learn about Harriet Tubman and the Underground Railroad Children will learn to: - provide a description of who Harriet Tubman was - describe what the Underground Railroad	To understand what modern slavery is To hold a debate around some of the legacies of slavery in Britain Children will learn to: - provide an example of modern slavery - recall some of the

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and differences do religions share?	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning	- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark the important points in life, in order to reflect on their ideas - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning
PSHE Mental and Emotional Health	- Children will learn to: - appreciate that mental wellbeing is a normal part of daily life, in the same way as physical health - understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different	- Children will learn to: - have an awareness of how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - identify some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies	- Children will learn to: - identify the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - identify some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - identify the characteristics and mental and physical benefits of an active lifestyle	- Children will learn to: - recognise the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn - identify some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests			

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		experiences and situations • appreciate that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough • recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	and intereststhe search engine's index				
Music Happy		Children will learn to: • find and keep an internal pulse • copy back rhythms and pitches • respond rhythmically and melodically through question and answer activities • follow the directions of a musical leader and sing a song from memory	Children will learn to: • sing in two parts with an awareness of being in tune, of other singers in the group and the mood of a song • follow the directions of a musical leader and sing a song from memory	Children will learn to: • play instrumental parts accurately and in time • play by ear and from notation (choosing a 2 or 3 note part: A + G or A, G + B) • improvise using instruments within the context of a song (1 or 2 given notes: A + G) • compose a melody using simple rhythms (3 notes: A, G + B) • follow the directions of a musical leader and sing a song from memory	Children will learn to: • describe the style indicators and structure of a pop/neo soul song • identify instruments and voice types heard in songs • discuss how the musical dimensions work together in a piece of music (know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting) • follow the directions of a musical leader and sing a song from memory	Children will learn to: • talk about how a song or performance makes them feel using musical vocabulary • take part in a performance through singing, playing, improvising or performing composition work • follow the directions of a musical leader and sing a song from memory	Children will learn to: • take part in a performance through singing, playing, improvising or performing composition work • appraise a performance, discussing what went well and how it could be improved • follow the directions of a musical leader and sing a song from memory
Games		Children will learn to: • Practise passing the	Children will learn to: • Apply footwork skills to	Children will learn to: • Choose, combine and	Children will learn to: • Develop a broader	Children will learn to: • Choose, combine and	Children will learn to: • Choose, combine and

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Basketball		- ball in basketball - Perform skills more fluently and effectively in gameS - Understand and apply basic strategic and tactical principles for attack	- the game of basketball - Combine and perform skills more fluently and effectively in games - Develop techniques for attacking and defending	- perform skills more fluently and effectively in games - Understand and apply a range of tactics and strategies for defence and attack - Develop a broader range of techniques for attacking and defending	- range of techniques for attacking and defending - Choose, combine and perform skills more fluently and effectively in games - Understand and apply a range of tactics and strategies for defence and attack	- perform skills fluently and effectively in games of basketball - Develop a broader range of techniques for attacking and defending - Understand and apply a range of tactics and strategies for defence and attack	- perform skills fluently and effectively in games of basketball - Develop a broader range of techniques for attacking and defending - Understand and apply a range of tactics and strategies for defence and attack
Gym		Children will learn to: - Understand, identify and demonstrate contrasting, matching and mirroring balances and movements - Identify and use different special relationships with a partner, i.e. following a leader, side-by-side, face-to-face, back to back, meeting and parting - Work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence - Adapt and transfer sequences from floor to apparatus					
French		Children will learn to: - Listen attentively to spoken French and show understanding by joining in and responding - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Engage in conversations; ask and answer questions; express opinions and respond to those of others - Read carefully and show understanding of words, phrases and simple writing - Broaden French vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally and in writing - Understand basic French grammar, including feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
Notre Ecole (Our school)							