

Year 6	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 Time Capsule Challenge	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 convincing persuasive letter: using more sophisticated persuasive features: countering objections with answers, flattery • a vivid and interesting personal recount (memory): using metaphors and personification to create vivid descriptions, to vary pace using dialogue and description and to develop characters, adding humour and moving action forward • an autobiographical account of key events: understanding form, purpose and audience • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • use adverbs (perhaps, surely) or modal verbs (can, might, should, will, must) to indicate degrees of possibility • use adverbials (including fronted adverbials) to structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • use brackets, dashes and commas for parenthesis • use punctuation accurately to show clauses • vary pace using adverbs (perhaps, surely, certainly, definitely, probably) -Use modal verbs (can, might, should, will, must) to indicate degrees of possibility • 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 personal pronouns, repetition and dare-to-disagree statements to persuade, understanding form, purpose and audience (persuasion) • using simile to create vivid descriptions • using varied sentence structures, including sentences with adverbs and fronted adverbials, subordinate clauses and single clause sentences (simple sentences) for effect • ensuring subject/verb agreement and correct verb tenses • linking and relating events across time and linking ideas between and across paragraphs using adverbs/adverbials of time • extending character and setting descriptions using the senses • understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing • using intonation and expression to engage the listener and add interest • using inference to develop understanding • using a wide range of adverbials of time (the night before, at that moment, afterwards, earlier that day) place (inside, near, around, downstairs) and cause (however, nevertheless, since) • identifying relevant information to include and surplus information to discard						

MEDIUM TERM PLANNING Autumn 2

Marsh Green Primary School



Maths Fractions Position and Direction	Children will learn to: • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) • divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$) • use their knowledge of the order of operations to carry out calculations involving the four operations • use written division methods in cases where the answer has up to two decimal places • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes					
Science Evolution and Inheritance	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Children will learn to: • recognise that animals produce offspring that are like themselves • explain why variation in offspring occurs Children will learn to work scientifically by: a) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in	To identify how animals and plants are adapted to suit their environment in different ways. Children will learn to: • describe the conditions of an environment • identify characteristics which help an organism to be well suited to its environment • understand why different organisms in the same environment may have different characteristics Children will learn to work scientifically by: a) recording data and results of increasing	To understand that adaptation of plants and animals to suit their environment may lead to evolution. Children will learn to: • understand that not all inherited characteristics are advantageous • explain why advantageous characteristics are more likely to be passed from generation to generation • understand that whole species can evolve in this way Children will learn to work scientifically by: a) reporting and	Evolution and Inheritance: Darwin Children will learn to: • know that understanding of process of evolution has developed over time • communicate what they have learned about the process of evolution • identify key facts about the life and work of Charles Darwin Children will learn to work scientifically by: a) identifying scientific evidence that has been used to support or refute ideas or arguments	To recognise that living things have changed over time and that a number of factors can affect a species' evolution Children will learn to: • understand that a species can change over time due to mutations • understand that a species can change over time due to external factors such as competition from other species, disease or climate change Children will learn to work scientifically by: a) reporting and presenting findings from enquiries,	To understand how humans have evolved over time, and how human behaviour can affect change in species over time. Children will learn to: • identify that primate species (including humans) have changed over time • explain some ways in which human behaviour has changed the characteristics of other species • identify positive and negative consequences of this human behaviour Children will learn to work scientifically by: a) 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 b) identifying scientific evidence that has been used to support or refute ideas or arguments

MEDIUM TERM PLANNING Autumn 2
Marsh Green Primary School



	results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments	complexity using scientific diagrams and 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	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 b) identifying scientific evidence that has been used to support or refute ideas or arguments		including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations b) identifying scientific evidence that has been used to support or refute ideas or arguments		
Computing 3D Modelling	To use a computer to create and manipulate three-dimensional (3D) digital objects Children will learn to: - identify the similarities and differences between 2D and 3D shapes - describe why we might represent 3D objects on a computer - select, move, and delete a digital 3D shape	To compare working digitally with 2D and 3D graphics Children will learn to: - change the colour of a 3D object - identify how graphical objects can be modified - resize a 3D object	To construct a digital 3D model of a physical object Children will learn to: - position 3D objects in relation to each other - rotate a 3D object - select and duplicate multiple 3D objects	To identify that physical objects can be broken down into a collection of 3D shapes Children will learn to: - create digital 3D objects of an appropriate size - group a digital 3D shape and a placeholder to create a hole in an object - identify the 3D shapes needed to create a model of a real-world object	To design a digital model by combining 3D objects Children will learn to: - select which 3D objects they need to construct their models - modify multiple 3D objects - plan their 3D models	To develop and improve a digital 3D model Children will learn to: - decide how their model can be improved - evaluate their model against a given criterion - modify their model to improve it	
Geography Exploring Africa	To identify African countries and locate them on a map Children will learn to: - identify that the continent of Africa is made up of 54 individual countries - identify and locate the 54 countries of Africa	To explore western Africa and Nigeria Children will learn to: - locate Nigeria on a map - identify and describe some of the physical features of Nigeria - identify and describe some of the human features of Nigeria	To explore northern Africa and Morocco Children will learn to: - locate Morocco on a map - describe some of the physical features of Morocco - identify and describe some of the human features of Morocco	To explore central Africa and the Central African Republic Children will learn to: identify and describe some of the geographical features of the Central African Republic	To explore eastern Africa and Tanzania Children will learn to: - use photographic evidence to consider what can and can't be learnt about a country - describe some of the physical features of Tanzania	To explore southern Africa and South Africa Children will learn to: - describe some basic facts about the history and politics of South Africa - describe some of the basic geographical features of South Africa	To consolidate what we have learned about Africa and carry out some independent research Children will learn to: - identify and locate various African countries - recall and compare information about the

	use eight-point compass references to describe locations			- describe how political unrest can affect a nation's economy and development - describe the negative impact a poor economy can have on a nation's people	describe some of the human features of Tanzania	describe some of the different biomes within South Africa and some of the flora and fauna that can be found in each one	- human and physical features of a variety of African countries - carry out research independently to find out about African countries
Art Art of Africa	To explore natural patterns and recreate them using chosen mediums Children will learn to: - identify textures, lines and shapes in different natural patterns - choose different artist mediums to suit a purpose and analyse their effectiveness - recreate a natural pattern with chosen mediums	To analyse and recreate a painting in the style of Tingatinga Children will learn to: - identify common features of a genre of art - recreate a painting in the style of a studied genre - offer own opinion of a piece of artwork and explain their opinion with examples	To create a piece of clay artwork inspired by the artwork of Benin Children will learn to: - select key features of a cultural piece and discuss what they might represent - use clay to recreate a piece of artwork - select suitable tools and techniques to make a clay sculpture	To learn about the work of Esther Mahlangu and Ndebele designs Children will learn to: - identify the features of an artist's work - recreate a piece of artwork in the style of an artist's work - analyse their recreation against the identified features of an artist's work	To create a traditional Adinkra design Children will learn to: - explain what a few Adinkra symbols mean - explain why Adinkra symbols are used in Ghanaian artwork - convey a message using Adinkra symbols in a design		
RE Big Question: How important are the similarities and differences between and within religions? What qualities are important to present day religious leaders?	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - 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 - describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities - 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						

MEDIUM TERM PLANNING Autumn 2

Marsh Green Primary School



PSHE Drugs and Alcohol Education	Children will learn to: identify the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Children will learn to: identify the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		Children will learn to: - identify the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking - understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	Children will learn to: - identify the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking - appreciate how to make informed choices	Children will learn to: identify the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Music Christmas Performance	Children will learn to: - find the pulse in different pieces and respond through actions/ dance - understand that pulse is the heartbeat of music - recognise that pulse is different to rhythm - learn to sing a range of songs for a performance, incorporating improvisation	Children will learn to: - sing together in time to the music - learn to sing a range of songs for a performance, incorporating improvisation	Children will learn to: - sing together in time to the music - improvise with words to a backing track - learn to sing a range of songs for a performance, incorporating improvisation	Children will learn to: - identify high and low sounds when listening, singing or playing and know that this is pitch - start to understand how pitch, pulse and rhythm work together when singing - learn to sing a range of songs together in time to the music	Children will learn to: - identify high and low sounds when listening, singing or playing and know that this is pitch - start to understand how pitch, pulse and rhythm work together when singing - learn to sing a range of songs together in time to the music	Children will learn to: - learn to sing a range of songs for a performance, incorporating improvisation - comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel	
Dance Christmas Performance	Children will learn to: - Explore and improvise ideas for a dance in a particular style, working on their own or with a partner - Explore, improvise and combine movement ideas fluently and effectively - Create and structure motifs	Children will learn to: - Explore, improvise and combine movement ideas fluently and effectively, working well with others - Compose dances by using, adapting and developing steps - Perform dances expressively	Children will learn to: - Explore and improvise ideas for dances, working in a group - Combine movement ideas fluently and effectively - Compose dances by using, adapting and developing steps	Children will learn to: - Compose and structure the final section of the dance, working in the same style, on their own and with a group - Create motifs and phrases by using, adapting and developing steps - Begin to use basic compositional principles when creating their dances, e.g. listen and respond to the music's expressive qualities	Children will learn to: - Practise and perfect the dance in preparation for a performance, working on their own, with a partner and in a group - Structure the whole dance, combining movement ideas fluently and effectively - Perform dances expressively, using a range of performance skills	Children will learn to: - Practise and perfect the dance in preparation for a performance, working on their own, with a partner and in a group - Structure the whole dance, combining movement ideas fluently and effectively - Perform dances expressively, using a range of performance skills	

