Carbeile Junior School

Medium Term Plan – Half Term

Year Group: 6 **Term:** Autumn 1 2021 **Topic:** Natural Disasters

Weeks	**Week 1** **06/09/21** **3 days**	**Week 2** **13/09/21**	**Week 3** **20/09/21**	**Week 4** **27/09/21**	**Week 5** **4/10/21**	**Week 6** **11/10/21**	**Week 7** **18/10/21** **4 days**
Unusual Timetable Events	**INSET 01 and 02**				**Maths Lesson Visits**		**INSET DAY**
Maths (Arithmetic every Wednesday)	**Baseline Test (Fri)**	**PUMA?** **Number and Place Value**	**Number and Place Value**	**Number – A,S,M,D**	**Number – A,S,M,D**	**Number – A,S,M,D**	**Number – A,S,M,D**
Maths End Points	• **To understand the value of digits in different columns.** • **To be able to use place value knowledge to compare numbers.** • **To have a competent knowledge of methods to solve problems using all four operations.**						
Mathematical Fluency	**Arithmetic Baseline Test**	**TT Rock stars Log ins** **Times table assessment**	Doubling and halving	Adding and Subtracting 99 and near multiples	Factors and Multiples	15 times tables	Mental multiplication x 20 x5
Maths Recovery Sessions (identified from White Rose Maths recovery schedule)		**Numbers to 10000** **Numbers to 100000**	Round numbers to 10,100,1000	Add and subtract numbers with more than 4 digits Inverse operations	Multi step add and subtract problems	Multiply 4 digits by 1 digit Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits	Divide 4 digits by 1 digit Divide with remainders Factors
Fluency End Points	• **To improve speed and accuracy of times tables recall.** • **To increase knowledge of mental methods for solving problems.**						
English	**To use adjectives effectively**	**Descriptive Writing Week**	**Unit 1: Fantasy Story**	**Unit 1: Fantasy Story**	**Unit 1: Fantasy Story**	**Unit 1: Fantasy Story**	Editing and Improving
English End Points	• **To begin to use new punctuation symbols with accuracy.** • **To write, as a reader, using sophisticated language and vocabulary.** • **To expand sentences using a variety of devices.**						
Reading Skills	**Allocated Books for this term:** **→**	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS

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	(Godrevy – Catapult Kid) (Lizard – Queen's Spy) (Trevose – Flat Stanley) (Pendeen – Cinderella)						
Reading End Points	• **To use a text and recall facts to find information.** • **To make inferences and deductions based upon a character's actions.** • **To read with increased fluency, and have a greater knowledge of vocabulary.**						
Spellings		**tlous** **cious**	**Cial** **Tial**	**Ant** **Ance** **Ancy**	**Ent** **Ence** **Ency**	**Hyphenated Words**	**Ferr** **Fer**
Spelling End Points	• **To spell words accurately using the spelling rules above.** • **To be able to apply the spelling rule to other words that are encountered.** • **To know exception words which need to be learned using a range of methods.**						
Science	LIVING THINGS	Describe how living things are classified	Create branching classification trees	Create more challenging zoological classification trees	Collect, record, classify and name some of our local leaves	Classify and write key characteristics of unusual living things	
Science End Points	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.						
Topic		**Geography:** Topic Launch Lesson	**Geography:** How people protect themselves	**Geography:** Different types of volcanoes	**Geography:** Tectonic Plates	**Geography:** see below	**History:** see below
Topic End Points (KIRFS)	• **To recall when and where the Mount Vesuvius explosion took place.** • **To recall the four different types of volcano.** • **To name other significant natural disasters.**						
Topic Writing (x2)			Progress Book Entry Write			Advantages and disadvantages of living by a volcano	Mount Vesuvius: Eye Witness Account
Topic Writing End Points	• **To be able to write, for a purpose, in the first person.** • **To apply skills learned in English into the context of geography.** • **To write in a non-fiction style, keeping the text formal for the reader.**						
PE		**Indoor**: Circuits **Outdoor**: Football	**Indoor**: Circuits **Outdoor**: Football	**Indoor**: Circuits **Outdoor**: Football	**Indoor**: Circuits **Outdoor**: Football	**Indoor**: Circuits **Outdoor**: Football	**Indoor**: Circuits **Outdoor**: Football

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PE End Points	• **To make gains, week by week, in fitness and co-ordination.** • **To set goals and try and beat personal bests.** • **To control and pass a football to another person accurately.**						
DT		To investigate a range of shelters	To explore how to join and combine materials and components and find out how to reinforce structures.	To find suitable textiles for the purpose of making a shelter.	To be able to design a shelter for a particular purpose.	To be able to make a shelter for a particular purpose.	To be able to evaluate a finished product.
DT End Points	• Design a purposeful product • Select from and use a range of tools and materials • Analyse existing products • Evaluate a final piece						
RSHE (Jigsaw)		**Intro to unit-Goals and aspiration**	**Collaboration**	**Global citizenship**	**Global citizenship**	**Behaviour**	**Pupil voice**
French **SM to add**		Rising Stars Getting started animation	Use flashcards to introduce places around the school	Use Voici/Voilà phrases	Play animation children to repeat characters' lines	Learn time on the hour and half past	Progress to teach quarter past/quarter to and minutes past
French End Points	• Notre école (Our school) places around the school and time. • Listen attentively to spoken language and show an understanding by joining in and responding • Broaden vocabulary and develop ability to understand new words, phrases and simple writing						
RE **SM to add**		Genesis Vs The Big Bang	Genesis and Christian Beliefs	The creation story through art	The Lord's Prayer	The Ten Commandments	Harvest Festival
RE End Points	• Creation and Fall – Creation and science: conflicting or complimentary? – • Revisit the creation story from Genesis 1:1-2:3 and Cosmology and Evolution: A scientific account • Understand Christian beliefs • Use art to depict the creation story						