**Medium Term Plan – Half Term**

**Year Group:** 6 **Term:** Autumn 1 2022 **Topic:** Natural Disasters

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| **Weeks** | **Week 1****07/09/22****3 days** | **Week 2****12/09/22** | **Week 3****19/09/22** | **Week 4****26/09/22** | **Week 5****3/10/22** | **Week 6****10/10/22** | **Week 7****17/10/22****4 days** |
| **Unusual Timetable Events** | **INSET 01 and 02** |  |  |  | **Maths Lesson Visits** |  | **INSET DAY****Dome** |
| **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.**
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| **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 digitsInverse operations | Multi step add and subtract problems | Multiply 4 digits by 1 digitMultiply 2 digits by 2 digitsMultiply 3 digits by 2 digits | Divide 4 digits by 1 digitDivide with remaindersFactors |
| **Fluency End Points** | * **To improve speed and accuracy of times tables recall.**
* **To increase knowledge of mental methods for solving problems.**
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| **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.**
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| **Reading Skills** | **Allocated Books for this term:****🡪** | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS |
| (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.**
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| **Spellings** |  | **tIous****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.**
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| **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.
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| **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.**
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| **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.**
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| **PE** |  | **Indoor**: Circuits**Outdoor**: Football or Hockey | **Indoor**: Circuits**Outdoor**: Football or Hockey | **Indoor**: Circuits**Outdoor**: Football or Hockey | **Indoor**: Circuits**Outdoor**: Football or Hockey | **Indoor**: Circuits**Outdoor**: Football or Hockey | **Indoor**: Circuits**Outdoor**: Football or Hockey |
| **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.**
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| **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
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| **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
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| **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
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