**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.** | | | | | | |
| **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 |
| (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** |  | **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.** | | | | | | |
| **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 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.** | | | | | | |
| **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 | | | | | | |