

**Medium Term Plan – Autumn 2– Year 6**

**Core Text: Once**

**Topic: A Child's War**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b><u>Maths Teaching and Learning</u></b>	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 simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{1} = 8 \frac{1}{1}$ ]	Divide proper fractions by whole numbers [for example, $3 \frac{1}{1} \div 2 = 6 \frac{1}{1}$ ] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts (Finding fractions of amounts)	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	Consolidation/ Assessment Week
<b><u>Reading Learning Objectives</u></b>	<p>To develop the skill of predicting from details stated or implied (front cover/blurb/ dedication)(2e)</p> <p>To develop the skill of inferring using details stated and implied (2d) (chapter 1)</p>	<p>To understand, through inference, the different perspectives of characters (2d) (chapter 2 and 3)</p> <p>To understand, through inference, the different perspectives of characters (2d) (chapter 2 and 3)</p>	<p>To understand how to distinguish between statements of fact and opinion (chapter 5) (2b)</p> <p>To develop the skill of retrieving and recording key information (2b) (chapter 6)</p>	<p>To develop the skill of analysing a character's impact on the story (chapter 8-9) (2b)</p> <p>To develop the skill of summarising the main events so far (2c) (chapter 1-10)</p> <p>To develop the skill of analysing the impact of</p>	<p>To develop the skill of analysing the impact of the author's choice of words and phrases on the reader (2a/g) (chapter 12)</p> <p>To develop the skill of analysing character development across a novel (2h) (chapter 1-13)</p>	<p>To develop the skill of retrieving and recording key information (2b) (chapter 15)</p> <p>To understand how the content across the whole text contributes to the author's message and purpose (2f) (chapter 1-end)</p>	Focused Reading Revision

	To develop the skill of inferring using details stated and implied (2d) (chapter 2)	To develop the skill of using evidence to support inferences (2d) (chapter 1-4)	To develop the skill of retrieving and recording key information (2b) (chapter 7)	the author's choice of words and phrases on the reader (2a/g) (chapter 1-11)	To develop the skill of retrieving and recording key information (2b) (chapter 14)	To understand how the content across the whole text contributes to the author's message and purpose (2f) (chapter 1-end)	
<b><u>Text Type</u></b>	Information text – reason for start of WW2	Information text – reason for start of WW2	Diary entry - Felix	Diary entry - Felix	Diary entry - Felix	Diary entry – Mother Minka	Diary entry – Mother Minka
<b><u>T4W Stage</u></b>	Imitation	Innovation Invention	Imitation	Innovation	Invention	Imitation Innovation	Invention
<b><u>Grammar and Punctuation (Active English)</u></b>	Structure and organisation - Paragraphs - titles - subheadings - Bullet points	Adverbials to aid cohesion Appropriate register	Diary structure - chronological order - cohesive devices to link ideas between paragraphs	Reported speech Emotive language - rhetorical questions	Colons Semi-colons First person Descriptive vocabulary	Formal and informal language Homophones	Parenthesis Cohesion – ideas linked between paragraphs
<b><u>Spelling</u></b>	Unit 4		Unit 5		Unit 6		Unit 7
<b><u>Terminology (technical vocabulary)</u></b>	Paragraph Subheadings Bullet points Topic Present tense Past tense Third person Introduction Conclusion Title Layout	Conjunctive adverbs - Time - Place - Manner - Reason Contrast Consequence Layout Technical vocabulary	Chronological order Cohesive devices Adverbials Salutation Summary Emotions	Tense Reported speech Emotive Repetition Rhetorical questions Ellipsis	Colons Semi-colons List Clauses – main, subordinate Perspective Descriptive language – noun phrases	Informal Standard English Formal language	Parenthesis Dashes Commas Main clause Subordinate clause Relative clause Phrase

<b>Greater Depth SC</b>	Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion.	Consideration of organisation of text – incorporating original ideas of organisation and presentation.	Paragraphs effectively shaped and developed to guide the reader through the text.	Word choices are precise and selected for the purpose and audience.	Linking of conclusion to introduction	Use of passive voice to enhance meaning and impact.	Use of sentences is controlled – a range of structures are used to create specific effects.
<b>SEND SC</b>	I can use paragraphs to group ideas.	I can use paragraphs to group ideas.	Paragraphs are used to group ideas.	Successfully convey more than one emotion through writing.	Successfully convey more than one emotion through writing.	I can use coordinating conjunctions effectively (and, but, so)	I can use coordinating conjunctions effectively (and, but, so)
<b>Handwriting</b>	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit
<b>Rainbow Grammar (where appropriate)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Cross-curricular Writing Opportunities</b>	<p style="text-align: center;"> <b>Maths:</b>  <b>Science:</b>  <b>History: Reasons for start of WW2</b>  <b>Geography: N/A</b>  <b>RE: Story of Christmas</b>  <b>Art: Artist study – short bio of LS Lowry</b>  <b>Design and Technology: Evaluation of design</b>  <b>PSHE/SMSC: N/A</b>  <b>Computing: Script for presentation</b>  <b>Music: N/A</b> </p>						

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<p><b><u>Science objectives</u></b></p> <p><b><i>Electricity</i></b> F1, F2, F3</p>	To understand how the effects of increasing the number and voltage of cells in a circuit. F1	To know how to compare and give reasons for variations in how components function in a circuit. F2	To know how to use recognised symbols in a simple circuit diagram. F3				
<p><b><u>History objectives</u></b></p> <p><b><i>WW2</i></b> A1, A2, A3, A4 B1, B2, B3, B4 C1 D1: <i>English</i> E1, E2</p>	<p>To understand some of the key figures and events that occurred prior to WW2. B1, B4</p> <p>To understand the reasons for the beginning of WW2. B1, B3</p>	<p>To know how to order significant events of WW2. A1, A2, A3</p> <p>To know how to conduct research using primary sources of information. E2</p>	<p>To develop the skill of creating open-ended questions about significant events or figures during WW2. E1, E2</p> <p>To know how to create an accurate timeline of events during WW2. A1, A2, A3</p>	<p>To understand the experiences of children during WW2. A4, B4</p> <p>To understand the effects of the Blitz and how people protected themselves. A4 B4</p>		To understand the importance of propaganda during WW2. A3, C1, E2	
<p><b><u>Geography objectives</u></b></p> <p><b><i>Blitzed Nottingham</i></b> Map Skills A1, A2, A3, A4</p>					To know how to use maps to find locations of significant event in local history. A1, A2, A3, A4		

<p><i>How did the Blitz change the locality of Nottingham? Comparing then to now.</i></p>							
<p><b><u>Religious Education objectives</u></b></p> <p><i>Christianity: Christmas Personal Resonance A2 Knowledge and Understanding B2 Evaluation and Critical Thinking C2</i></p>	<p>To understand why Christians celebrate Christmas. A2</p>	<p>To understand how Christians celebrate Christmas. B2</p>	<p>To develop the skill of evaluating whether all Christmas celebrations relate to Christian beliefs and Jesus. C2</p>				
<p><b><u>Art objectives</u></b></p> <p><i>Wartime art A1, A2, A3, A4, A5, A6, A7 F1, F2, F3, F4 (Lowry 'After the Blitz') E1, E2, E3, E4</i></p>						<p>To develop the skill of analysing and evaluating an artist's work. E2, E3, F1, A7</p>	<p>To know how to employ drawing/painting techniques inspired by LS Lowry. A1, A2, A3, A4, A6,</p> <p>To develop the skill of analysing and evaluating</p>

							my own work. A5, F1, F2, F3, F4
<u><b>Design and Technology objectives</b></u>  <i>Designing an air-raid shelter</i> B1, B2 C1, C2				To know how to use historical information and research to ensure my designs are functional and fit for purpose. B1, B2	To know how to select appropriate materials, with justification, to meet all design criteria. C1  To know how to follow a design plan, making amendments and refinements where necessary. C2		
<u><b>PSHE objectives</b></u>  <b>DARE</b>	DARE	DARE	DARE  Appropriate touch LO: To know that some types of physical contact can produce strong negative feelings.	DARE	DARE	DARE	DARE
<u><b>Computing objectives</b></u>  <i>E-Safety</i>	To develop the skill of efficient typing. B1	To develop the skill of conducting effective internet research. A1, A4	To develop the skill of using a computer program to communicate			To develop the skill of using a computer program to communicate	

<p>A1, A2, A3, A4, A5, A6 <i>(Ongoing objectives)</i> <b>Multimedia and Processing:</b> <b>PowerPoint</b> B1, B2, B3, B4 <b>Excel</b> B5</p>			<p>information. B1, B2, B3</p>			<p>information. B1, B2, B3, B4</p>	
<p><b><u>Music objectives</u></b> A2, A3, B2, C2,C3  <b>World Unite</b> <b>Musical focus:</b> <b>Step dance performance</b> <b>Cross-curricular link: PE</b></p>	<p>To know how to explore a beat and syncopation through a song and body percussion. (B2)</p>	<p>To know how to develop co-ordination and rhythm skills. (A2)</p>	<p>To develop the idea of pitch shape and relating it to movement. (A3)</p>	<p>To know how to create rhythm patterns. (C2)</p>	<p>To know how to combine different rhythms. (C3)</p>	<p>To know how to explore ways of combining and structuring rhythms through dance. (C3)</p>	