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| Year 6 – Autumn 1 Medium Term Plan | | | | | | | |
|  | Week 1  4/9 | Week 2  11/9 | Week 3  18/9 | Week 4  25/9 | Week 5  2/10 | Week 6  9/10 | Week 7  16/10 |
| Events |  |  | International Day of Peace (21/9) |  | Harvest Family Fast Day (6/10) |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | How does each day offer opportunities for good? (RE) | Why are we happiest when we are united? (L) | How is peace possible in today’s world? (E) | How can energy transform? (S) | What is commitment? (RE) | Should we have expectations in life? (L) | Would you rather be free or safe? (L/T) |
| Guided Reading | The Hound of the Baskervilles  Bedrock Vocabulary | | | | | | |
| Independent Questions | Drive-In America | | | Inside the World of Jam | | | |
| SPaG | Contractions for informality | Co-ord/sub-ord conjunctions | Commas after fronted adverbials | Relative clauses | Expanded noun phrases | Inverted Commas |  |
| Writing | **A Monster Calls**  Paragraph 1 – Description of the monster arriving  Paragraph 2 – Character Description of the monster  Final Write – Narrative – Connor’s “truth” (Opening line: *“You know that truth. The one you hide, Connor O’Malley, is the thing you are most afraid of”.* | | | **A Monster Calls**  Paragraph 1 – Interpretation of an image (mum of the edge of the cliff p186/7)  Paragraph 2 – Description of Connor’s feelings (p102)  Final Write – Diary Entry – The day Connor comes home from the hospital | | |  |
| Maths | Place Value | | Addition, subtraction, multiplication and division | | | | |
| RE |  | Loving | | | Vocation and Commitment | | |
| Science |  | Check In Light – How We See  Purple Mash - How light helps us see - presentation | Light – Reflecting Light (making a periscope) | Light – Refraction  (line behind cup of water) | Light – Spectacular Spectrum  (Prisms and Colour spinner) | Light – Shadows | Check Out  Periscopes |
| Computing |  | Online safety – Online safety symbols and game | Online safety – digital footprint | Online safety – screen time | Blogging -  What is a blog? | Blogging -  Planning a blog | Blogging -  Writing a blog |
| Topic | RE – Inspirational Woman work  Floor book  Display about why people in the past acted as they did  Put events, people, places and artefacts on a timeline  Record knowledge and understanding using key dates and key terms appropriately.Begin to offer explanations about why people in the past acted as they did  Put events, people, places and artefacts on a timeline  Record knowledge and understanding using key dates and key terms appropriately. | Check In – IR  G - Multimedia Map  **History:**  Secure chronological knowledge of history, local, British and the world  **Geography:**  Locate the world’s countries on a variety of maps  Name and locate counties and cities of the UK…  **Computing:**  Pupils adapt images to enhance or further develop their work.  H - Timeline  **History:**  Begin to offer explanations about why people in the past acted as they did  Put events, people, places and artefacts on a timeline  Record knowledge and understanding using key dates and key terms appropriately.   Begin to offer explanations about why people in the past acted as they did  Put events, people, places and artefacts on a timeline  Record knowledge and understanding using key dates and key terms appropriately.   Begin to offer explanations | H – To understand the dangers faced in the mill by children.  **History:**  Devise, ask and answer more complex questions about the past, considering key concepts in history.  Analyse a range of source material to promote evidence about the past.  Construct and organise response by selecting and organising relevant historical data.   H – To compare pre-industrial and industrial methods of weaving.  History:  Describe and make links between main events and changes within and across societies | A&D – To weave an image.  Sketch what they want the image to look like in SB’s and label  Create weave using fabrics  Reflect on skills learned - evaluate | G – To draw an escape map of a mill child.  **Geography:**   Draw plan of increasing complexity    Chn learn about OS maps and keys  Chn design map including a key  Chn add colour to their map | H&L – Research child labour in the Industrial Revolution – subject knowledge | Check Out  Report – child labour |
| Music |  | Mixed Brass instruments – With Chris Binns | | | | | |