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| Year 6 – Autumn 2 Medium Term Plan | | | | | | | | | | | | | | | |
|  | Week 1  30/10 | Week 2  6/11 | Week 3  13/11 | Week 4  20/11 | Week 5  27/11 | | | Week 6  4/12 | | | Week 7  11/12 | | Week 8  18/12 | |
| Events | Family and Community Enrichment |  |  |  | Carol concert/activities | | | Carol concert/activities | | |  | |  | |
| Wider Experiences |  |  |  |  |  | | |  | | |  | |  | |
| Big Questions Limpsfield C.E. Infant School - SMSC | Why is peace so difficult? (L) | What actions in your life will have the longest reaching consequences? (T) | RH  Why is it important to learn about other religions? | Can any good come out of loss and death? (L) | What does it mean to live in hope? (RE - Advent) | | | Do you take time to perform small acts of generosity? (RE - SK) | | | RH | | How can we work to celebrate diversity? (RE – Carol Concert) | |
| Guided Reading | Independent Questions  GR – SATS revision books  Bedrock Vocabulary | | | | | | | | | | | | |  | |
| SPaG | Contractions for informality | Co-ord/sub-ord conjunctions | Commas after fronted adverbials | Relative clauses | Expanded noun phrases | | | Inverted Commas | | |  | |  | |
| Writing | ***The Viewer***  Describing the explosion | | ***The Phonebooth in Mr Hirota’s Garden***  Information text about tsunamis | | ***The Beginner***  Writing a blog | | | | | | | |  | |
| Maths | Division and Order of Operations | | Fractions A and B | | | | | | | | | | | | |
| RE | Unit 2: Belonging  LF 4 and 5 | Unit 2: Belonging  LF 6 and Respond | Interfaith Week | Unit 3: Advent  Check-in, Explore and LF1 | Unit 3: Advent  LF 2 and 3 | | Unit 3: Advent  LF 4 and 5 | | | Unit 3: Advent  LF 6 and Respond | | |  | |
| Science |  | LO: To understand inheritance – Purple Mash – inherited or acquired | LO: To understand adaption – matching activity | LO: To understand the theory of evolution – plan a diary entry | LO: To write a diary entry from the perspective of CD | | | LO: To understand the evidence for evolution – comparing equus skeletons over time | | | LO: To understand the evidence for human evolution- comparen Homo Neanderthalensis and Austrolopithecus Afarensis | |  | |
| Computing | Planning a blog | Creating a blog and writing a blog post | Writing a blog post | Reviewing and commenting |  | | | | | | | | | |
| Topic | 1) Understanding the Holocaust – Timeline then which countries were involved? Put onto a world map – add to later with other areas where genocide has been committed since then.  2) Kristallnacht – real life examples. Write a paragraph about what happened. | 1) Ghetto’s – Warsaw uprising.  2) Kindertransport – Vera and Sir Nicholas. Work for the floorbook. | 1) Art – Sketch of what they could see from the train window on their journey to England.  2) Subject knowledge for letter writing. Real experiences. | 1) Write a letter for parents back in Germany.  2) Edit a letter for parents back in Germany. | 1) Final draft of a letter in best handwriting.  2) Class discussion about genocide – Holocaust Memorial Day. How do we mark that day. Which other countries have had similar atrocities committed against people? | | |  | | |  | |  | |
| Music |  | Mixed Brass instruments – With Mr Orr | | | | | | | | | | | |  | |
| MFL |  | | | | |  | | |  | | |  | |  | |