

Medium Term Plan  
Autumn Term  
Year 6  
A Child's War (WW2)

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook	Beginning of unit – Blitz art work End of unit – Evacuation experience/ create Anderson shelters						
Date	Wb 04.09.2023 4 <sup>th</sup> - INSET DAY	Wb 11.09.2023	Wb 18.09.2023	Wb 25.09.2023	Wb 02.10.2023	Wb 09.10.2023	Wb 16.10.2023
<b>National Curriculum Coverage</b>							
History - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066							
DT - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities							
Learning Theme History DT	Front cover/schema/timeline LO: To understand what happened during The Blitz Hook – Blitz art work	LO: To research Anne Frank LO: To understand why WW2 began	LO: To explain when, where and why children were evacuated LO: To understand how children's diets were different during WW2	LO: To research different air-raided shelters LO: To design a 3D model of an Anderson shelter	LO: To create a 3D model of an Anderson shelter (x2)	LO: To create a non-chronological report (x2)	WW2 evacuation experience
School value focus	Resilience			Thankfulness			
Text Focus	Letters from the Lighthouse by Emma Carroll						
Writing composition	Plan writing by identifying the purpose of the writing Plan writing by initial ideas, drawing on reading. Plan writing narratives, considering how authors have developed characters and settings.	Use colloquialisms to display informality. Write using some figurative language to aid description – eg simile, alliteration, personification. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Draft and write by selecting appropriate grammar and vocabulary	Draft and write using a selection of devices to build cohesion within and across a paragraph. ( <i>repetition of a word, grammatical connections and ellipsis</i> )	Draft and write with increasing stamina. Ensure view point is well controlled – eg encourage reader to sympathise with a particular character.	Evaluate and edit by assessing the effectiveness of their own writing. Evaluate and edit to clarify meaning. Evaluate and edit for correct use of tense. Evaluate and edit by ensuring correct subject and object agreement when	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by choosing the writing

						using singular and plural,. Proof-read for spelling and punctuation errors. Use a dictionary to check the spelling and meaning of words.	implement that is best suited for a task.
Punctuation and Grammar		Synonyms and antonyms Use expanded noun phrases to convey information concisely	Correctly demarcate sentences with intra-sentence punctuation - parenthesis, dashes and brackets. Use hyphen to avoid ambiguity.	Use a range of conjunctions appropriately. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase.	Use active voice using 1 <sup>st</sup> person. Write sentences in an appropriate style		
Spelling	Step 1 - Challenge words	Step 2 - Challenge words	Step 3 - Challenge words	Step 4 - Challenge words	Step 5 - Challenge words	Step 6 - Challenge words	Step 7 – Challenge words
Reading	Predict	Retrieve	Vocabulary	Inference	Inference (3-mark questions)	Explain	Summarise
Maths	LO: To recognise numbers to 100,000 LO: To recognise numbers to a million LO: To recognise numbers to 10 million Arithmetic test	LO: To compare and order any numbers LO: To round numbers to 10, 100 and 1000 LO: To round any number LO: To use and understand negative numbers Arithmetic test	LO: To add and subtract integers LO: To use inverse operations LO: To add and subtract decimals LO: To solve multi-step addition and subtraction problems Arithmetic test	LO: To multiply 4-digits by 1-digit LO: To multiply 3-digits by 2-digits LO: To multiply 4-digits by 2-digits LO: To solve multiplication problems Arithmetic test	LO: To divide 4-digits by 1-digit LO: To divide with remainders LO: To use short division LO: To divide using factors Arithmetic test	LO: To use long division (x4) Arithmetic test	LO: To understand common factors LO: To understand common multiples LO: To identify primes to 100 LO: To square and cube numbers LO: To understand order of operations Arithmetic test
Maths – Fast 15		Roman numerals to 1000 Numbers to 10,000	Numbers to 100,000 Read and write numbers to 1,000,000	Partition numbers to 1,000,000 Powers of 10	Find 10, 100, 1000, 10,000, 100,000 more or less	Compare and order numbers to 1,000,000 Round to the nearest 10, 100, 1000	Round within 100,000 Round within 1,000,000

					Compare and order numbers to 100,000		
RE	Stand-alone School's Vision & Values lesson	AT1 - To be able to compare different descriptions of God's characteristics AT2 - To be able to reflect on what God is like for them	AT1 - To be able to represent the characteristics of God AT2 - To be able to explain why they have represented God in a particular way	AT1 - To examine how Christians represent God in different ways AT2 - To explain why it is important to Christians to represent God	AT1 - To be able to explore whether God can hate AT2 - To be able to reflect on how they can feel two emotions at the same time	AT1 - To examine how Jesus forgave AT2 - To be able to explain how it is good to forgive but also difficult	AT1 - To be able to apply the characteristics of God to the world AT2 - To reflect on which characteristics they may need more of
Science							Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram
Jigsaw	Being Me in My World – My Year Ahead	Being Me in My World – Being a Global Citizen 1	Being Me in My World – Being a Global Citizen 2	Being Me in My World – The Learning Charter	Being Me in My World – Our Learning Charter	Being Me in My World – Owning Our Learning Charter	
PE	Real PE – Unit 1 – Personal Lesson 1	Real PE – Unit 1 – Personal Lesson 2	Real PE – Unit 1 – Personal Lesson 3	Real PE – Unit 1 – Personal Lesson 4	Real PE – Unit 1 – Personal Lesson 5	Real PE – Unit 1 – Personal Lesson 6	Games