



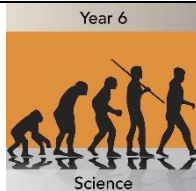




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<p>Year Group: 6</p> <p>Term: Autumn</p>	<div></div> <div></div> <div></div> <div></div> <div></div>			
<p>RE</p> <p><u>Ourselves, Life choices, Hope, Judaism.</u></p> <p>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</p> <ul style="list-style-type: none">• Show knowledge and understanding of:- a range of religious beliefs- those actions of believers which arise as a consequence of their beliefs- the life and work of key figures in the history of the People of God- what it means to belong to a church community- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments• Show understanding of, by making links between:- beliefs and sources- beliefs and worship- beliefs and life• Use religious vocabulary widely, accurately and appropriately• Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose• Show understanding of how own and other’s decisions are informed by beliefs and moral values• Use sources to support a point of view• Express a point of view and give reasons for it	<p>English</p> <p><u>Class Novels:</u></p> <p>The Nowhere Emporium by Ross Mackenzie</p> <p>A Christmas Carol by Charles Dickens</p> <p><u>Whole Class Reading:</u></p> <ul style="list-style-type: none">• <u>Word Reading</u> <p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <ul style="list-style-type: none">• <u>Comprehension</u> <p>To maintain positive attitudes to reading and understanding of what they read</p> <p>To understand what they read</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To distinguish between fact and opinion</p> <p>To retrieve, record and present information from non-fiction</p> <p>To participate in discussions about books</p> <p>To explain and discuss their understanding of what they have read</p> <p>To provide reasoned justifications for their views.</p>	<p>Maths</p> <p><u>Place value incl. negative numbers.</u></p> <p>To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>To round any whole number to a required degree of accuracy.</p> <p>To use negative numbers in context, and calculate intervals across zero.</p> <p>To solve number and practical problems that involve all of the above</p> <p><u>Four Operations.</u></p> <p>To perform mental calculations, including with mixed operations and large numbers.</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>To multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</p> <p>To divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.</p> <p>To identify common factors, common multiples and prime numbers.</p> <p>To use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p>Science</p> <p><u>Properties of materials and Changing Materials</u></p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	



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<ul style="list-style-type: none"> • Arrive at judgements • Recognise difference, comparing and contrasting different points of view. 	<p><u>Spelling</u> To use further prefixes and suffixes and understand the guidance for adding them To spell some words with 'silent' letters To continue to distinguish between homophones and other words which are often confused To use knowledge of morphology and etymology in spelling To use dictionaries to check the spelling and meaning of words To use a thesaurus</p> <p><u>Handwriting and Presentation</u> To write legibly, fluently and with increasing speed</p> <p><u>Writing Composition</u> (Description, persuasive: Advert, inform postcard, poetry Haiku, entertain: Spooky Narrative, persuasive letter) To plan, draft, write, edit and proofread writing effectively and perform own compositions using appropriate intonation, volume and movement.</p> <p><u>SPaG</u> To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms To use passive verbs to affect the presentation of information in a sentence To use the perfect form of verbs to mark relationships of time and cause To use expanded noun phrases To use modal verbs or adverbs to indicate degrees of possibility To use relative clauses To use commas to clarify meaning or avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas</p>	<p>To use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p><u>Fractions.</u> Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions). Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. To multiply simple pairs of proper fractions, writing the answer in its simplest form. To divide proper fractions by a whole number. To associate a fraction with division and calculate decimal fraction equivalents. To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Measurement: Converting Units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Use, read, write and convert between standard units. Converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Convert between miles and kilometres</p>	<p><u>Evolution and inheritance</u> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Working Scientifically</u> To planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs To using test results to make predictions to set up further comparative and fair tests To reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To identifying scientific evidence that has been used to support or refute ideas or arguments</p>
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	<p>To use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>To use a colon to introduce a list</p> <p>To punctuate bullet points consistently</p>		
<p><u>History</u></p> <p><u>Anglo Saxons</u></p> <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Britain's settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>Sequencing events on a timeline.</p>	<p><u>Geography</u></p> <p><u>What shapes my world?</u></p> <p>Describe and understand key aspects of: physical geography, including: mountains, volcanoes, earthquakes and the water cycle.</p> <p>Describe and understand key concept of human geography, including: types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Art</u></p> <p><u>Make my voice heard.</u></p> <p><u>Exploring the themes and messages of graffiti art, sculpture drawing and painting.</u></p> <p>To develop techniques (including control and use of materials) with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture using a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p>	<p><u>DT</u></p> <p><u>Structures</u></p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
<p><u>Music</u></p> <p><u>Living on a prayer and Classroom Jazz 1</u></p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from</p>	<p><u>PE</u></p> <p><u>Hockey</u></p> <p>To be able to pass, control, dribble and shoot with accuracy and fluency while on the move.</p> <p>To show consistency and control over the speed of their movements.</p> <p><u>Gymnastics</u></p> <p>To create and perform a sequence on floor, mats and apparatus.</p> <p>To create sequences with a group combining 8 or more elements.</p> <p>To perform with good body tension/extension with changes in level, speed and direction.</p>	<p><u>Computing</u></p> <p><u>E Safety</u></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Coding and Text adventures</u></p> <p>To design, write and debug programs that accomplish specific goals. To design and create a range of programs, systems and content that accomplish specific goals.</p> <p>To use customisation to change a working program to change its effect.</p> <p>To use loops to achieve goals</p>	<p><u>MFL</u></p> <p><u>Greetings, numbers 1-30, days, months, colours, weather, Christmas in Spain</u></p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To develop accurate pronunciation and intonation so that others understand when they</p>



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different traditions and from great composers and musicians. To develop an understanding of the history of music.		To be able to explain what a program will do and accurately predict the effect of changes.	are reading aloud or using familiar words and phrases. To understand basic grammar.
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