

Medium Term Plan – Autumn Term 2nd Half

Class – Year 6 Elders

Theme- Thatcherism / Biscuits

Subject	Week 1 30/10/17	Week 2 06/11/17	Week 3 13/11/17	Week 4 20/11/17	Week 5 27/11/17	Week 6 04/12/17	Week 7 11/12/17	Week 18/12/17 (2 days)
Maths	<p>Algebra Unknowns in simple equations Substitution Worded problems</p> <p>2DShape Quadrilaterals Properties Symmetry</p> <p>Calculations BIDMAS Fractions (+, -, x, ÷)</p>	<p>2DShape Quadrilaterals Properties Problem Solving</p> <p>Triangles Recognition of types Solving problems using 180 degrees</p> <p>Angles Measuring Drawing Simple construction of triangles and quadrilaterals</p> <p>Calculations Multiplication and Division</p>	<p>Angles Measuring Drawing Simple construction of triangles and quadrilaterals</p> <p>Solving problems using 180 and 360 degrees</p> <p>Calculations Addition and Subtraction</p>	<p>3DShape Properties Recognition Problem solving Visualisation Cube and cuboid nets</p> <p>Measures Conversion Problem Solving</p> <p>Calculations Multiples of 5% BIDMAS</p>	<p>Measures Conversion Problem Solving</p> <p>Link above to (x, ÷) by 10, 100, 1000</p> <p>Time 12 hour/24 hour Am/pm Worded problem solving Timetables</p> <p>Calculations Fractions (+, -, x, ÷) Indices</p>	<p>Measures Area and Perimeter Rectangles Triangles Compound shapes Problem Solving</p> <p>Data Frequency Charts</p> <p>Calculations Addition and Subtraction</p>	<p>Data Line Graphs Pie Charts Reading tables Price lists (money)</p> <p>Calculations Multiplication and Division</p>	<p>Calculations Multiples of 5% BIDMAS Addition Subtraction Multiplication Division Fractions (+, -, x, ÷)</p>
English	<p>Dialogue</p> <p>Layout Use of speech verbs Clauses Adverbs Narrative/Dialogue mix</p>	<p>War poetry Remembrance</p> <p>Descriptive Writing Short-burst Writing</p>	<p>The Elephant Man</p> <p>Watch Film Emotional writing Develop children's understanding of emotion and use of feelings</p>	<p>The Elephant Man</p> <p>Watch Film Emotional writing Develop children's understanding of emotion and use of feelings</p>	<p>The Elephant Man</p> <p>Watch Film Emotional writing Develop children's understanding of emotion and use of feelings</p>	<p>The Wire</p> <p>Watch Film Action Genre</p> <p>Recount</p> <p>Writing excitement Writing suspense</p>	<p>The Wire</p> <p>Watch Film Action Genre</p> <p>Recount</p> <p>Writing excitement Writing suspense</p>	<p>The Wire</p> <p>Watch Film Action Genre</p> <p>Recount</p> <p>Writing excitement Writing suspense</p>

Science			Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	SCIENCE FINISHED FOR THE TERM (17 hours at Flatford)				
History	What happened during the Miner's Strike?	Was Margaret Thatcher an effective leader?	Has Margaret Thatcher left a legacy?	HISTORY FINISHED FOR THE TERM					
DT			BISCUITS Introduction What is a biscuit? Types? Discussion	BISCUITS Tasting a range. Considering ingredients Children to identify what is in a biscuit if possible	BISCUITS Planning and Designing	BISCUITS Cooking	BISCUITS Evaluating		
Art	Guernica Children to copy painting, using tone and shading techniques	Guernica Children to produce a piece for display	ART FINISHED FOR THE TERM						
MFL	Rigalo 2 – Unit 8 Les Vêtements								
Music	Christmas Concert – singing and performing								
Computing	E-Safety	E-Safety	COMPUTING FINISHED FOR TERM (2 days programming at BT Martlesham)						

PE - Outside Tag rugby	Running and finding space. Correct hold of rugby ball	Running with the ball and passing backwards	The rules. Attacking and defending	Decision making. Attacking and defending	Finding and using space. Attacking and defending	Small team games with scoring using previously learnt skills.	Small team games with scoring using previously learnt skills.	
PE – Outside (Tournament at end of November)	Basketball Passing Dribbling	Basketball Passing Dribbling	Indoor Athletics at TGS – whole class to participate	Basketball Shooting Rebounds	Basketball Shooting Rebounds	Basketball Mini Games Basketball Tournament at OSA	Basketball Mini Games	
RE	Christianity How do Christians show their belief that Jesus is God incarnate? What if God became a human?	How do Christians show their belief that Jesus is God incarnate? What do you know about what Christians believe about Jesus already? VISIT THE CHURCH (WE WILL BE BASED IN THE CHURCH ON 7 th NOVEMBER FOR THE DAY)	How do Christians show their belief that Jesus is God incarnate? Where do people get their ideas about Jesus' identity?	How do Christians show their belief that Jesus is God incarnate? Where do people get their ideas about Jesus' identity?	How do Christians show their belief that Jesus is God incarnate? What evidence is their locally that Christians believe in Jesus as God incarnate? VISIT THE CHURCH	ISLAM What is it? How is it similar/different to Christianity?	ISLAM What is it? How is it similar/different to Christianity?	

PSHE	<p>What positively and negatively affects their physical, mental and emotional health</p> <p>How to make informed choices</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>To be aware of school rules about health and safety, basic emergency aid procedures, where and how to get help</p>	<p>What is meant by the term 'habit' and why habits can be hard to change</p>
Geography	Countries, rivers and cities of Europe	Countries, rivers and cities of Europe	Countries, rivers and cities of Europe			Major countries, rivers and cities of the world	Major countries, rivers and cities of the world	Major countries, rivers and cities of the world