
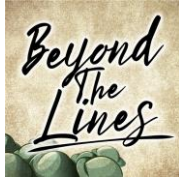



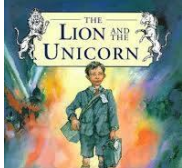
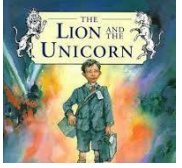





Medium Term Plan								
YEAR 6 Palm Class								
Beyond the lines - Autumn 1 - 2025								
Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7	Week 8
Writing	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	 <p>To use expanded noun phrases and prepositions to describe. To use comprehension skills to predict the ending of a story. (Retrieval, inference, prediction) To use language to describe how a character is feeling (Show not tell). To use a range of punctuation in my writing. (Colon and semicolon). To portray emotion through a letter</p>	 <p>To identify where writers use figurative language To understand and write using figurative language (imagery). To understand how authors use language, including figurative language (similes and metaphors). to plan and prepare for writing a piece of emotive poetry. To write an emotive poem using known writing</p>	 <p>To use modal verbs to make guesses about the past. To write an informal letter. To use brackets to add information To use question tags to create a tone of uncertainty.</p>	 <p>To use noun phrases to describe a setting To use a relative clause in dialogue To describe and reflect on a character To write an obituary</p>	 <p>To write a diary entry from a different perspective To write a newspaper article To write an opinion piece Independent writing</p>	 <p>To ask question and discuss a text. To write a diary entry containing details about the events of the text so far. To use relative clauses. To develop a setting description. To make inferences from a text.</p>	 <p>To develop character description. To make predictions and use these ideas to plan events in a story. To write a story using cohesive devices. To complete a story.</p>



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			as a model for my own.					
Class reading core text 	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	Apply their growing knowledge of root words, prefixes and suffixes <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 						



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Grammar and Punctuation		Relative clauses	Modal verbs	Adverbs	Parenthesis	Expanded noun phrases	Commas	Past and present tense
Handwriting Letter-Join		Lesson 2 Dictation - a shopping list Lesson 3 Days, months, numbers	Lesson 4 Dictation - numbers and digits Lesson 5 All about me	Lesson 6 Dictation - a written passage Lesson 7 - Spelling revision no.1	Lesson 8 Spelling revision - sentences Lesson 9 Spelling revision no.2	Lesson 10 Spelling revision sentences no.2 Lesson 11 Spelling revision no.3	Lesson 12 Spelling revision sentences no.3 Lesson 13 Spelling revision no.4	Lesson 14 Spelling revision sentences no.4 Lesson 15 Spelling revision no. 5
Spelling Shed		Challenge words accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	Challenge words accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	Challenge words according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	Challenge words achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	Challenge words aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	Challenge words amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	Challenge words ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety



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Maths	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Arithmetic - PV, addition and subtraction	Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers Arithmetic - Inverse operations	Place value assessment Add and subtract integers Common factors Common multiples Arithmetic - Short multiplication	Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Arithmetic - Long multiplication	Solve problems with multiplication Short division Division using factors Introduction to long division Arithmetic - Short division	Long division with remainders Solve problems with division Solve multi-step problems Order of operations Arithmetic - Long division	Mental calculations and estimation Reason from known facts EOU assessment Arithmetic paper
Science - Electricity		To describe the parts of an electric circuit	To explore voltage and its effect on an electrical circuit	To apply knowledge to identify and correct problems in a circuit	To investigate what affects the output of a circuit	To build a set of lights to be used during the blackouts.	To apply knowledge of conductors and insulators	EOU assessment
History - The impact of war		To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. How can we find out about the people in our locality who died in	To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. How did the wars impact children's lives in our locality?	To know and understand how the World Wars impacted daily life. How did the World Wars change daily life?	To be able to explain if it was more dangerous to live in our locality in the First or Second World War. Was it more dangerous living in our locality in the First or	To design a memorial that reflects the contribution made by people in the locality in both World Wars. How should we remember the contribution made by our community	To collect and present all our knowledge about the locality in wartime in an engaging and informative way. Did the First or Second World War have the biggest impact	To collect and present all our knowledge about the locality in wartime in an engaging and informative way. Did the First or Second World War have the biggest impact



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		the First and Second World Wars?			Second World War?	during the World Wars?	on our locality?	on our locality?
Computing - Computer systems and networks - Bletchley Park	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	To understand there are many different types of secret codes.	To understand the importance of having a secure password.	To understand the importance of Bletchley Park to the World War II war effort.	To research historical figures that contributed to technological advances in computing.	To research and present information about historical figures in computing.	To research and present information about historical figures in computing.	
Music - Songs of WW2		To use musical vocabulary to identify features of different eras of music	To improve accuracy in pitch and control, singing with expression and dynamics	To identify pitches within an octave when singing	To use knowledge of pitch to develop confidence when singing in parts	To be able to notate a melody using pitches up to an octave	Perform to parents	
RE - Creation and science - conflicting or complimentary		To identify what type of text some Christians say Genesis 1 is, and its purpose. To taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in	To show understanding of why many Christians find science and faith go together.	To show understanding of why many Christians find science and faith go together.	To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	Harvest festival in St Albans and in Church	To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.



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		which Christians interpret it, showing awareness of different interpretations.						
PE - EL - Netball	Values Day	Show coordination in some ball handling drills 2. Explain some ways to improve coordination 3. Play in a 4 v 4 game, scoring points in 1 of 3 goals	1. Practise marking the ball for a pass or a shot 2. Umpire the 0.9m rule for a player marking the ball 3. Play in a game utilising the marking the ball skill	1. Engage in attacking roles, implementing basic attacking positions 2. Explain why it is important to stay active to help your goal shooter and goal attack 3. Make choices on wh	1. Describe what a rebound is 2. Attempt rebounds as both an attacker & defender in practices and competitive games	1. Practise attempting to intercept the ball 2. Work hard to intercept a pass 3. Explain why you caught the ball or why you knocked it away	1. Play in games staying onside 2. Catch balls on the edge of the allowed area 3. Play in competitive games as part of a team	Competition
PE - PS - Hockey	INSET	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	1. Play the role of both the defender and the attacker 2. Shoot from close range 3. Score points against opposition	1. Devise a warm-up for sending the ball over short distances 2. Perform a long corner routine as part of a team 3. Suggest ways to improve the success of	1. Identifying players that need to be marked 2. Use speed and agility to stay with an opponent 3. Consistently mark in an appropriate position	1. Channel opposition players away from the middle of the pitch 2. Using the banana run channel players to your strong side 3. Apply channelling skills into a game	1. Recognise when and where a hit out should be taken 2. Play the hit out as a defender and position themselves to support the hitout 3. Move to create opportunities for a	1. To work cooperatively to implement attacking and defending strategies 2. Attempt to use the Indian Dribble 3. Demonstrate previous skills learnt in games



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				long corners routines			successful hit out	
PSHE - wellbeing (taken from the old scheme)		To recognise how information in the media (and online) can affect how people feel about themselves	To resolve disputes and conflict through negotiation and compromise	To identify long term goals and how to work towards them	To reflect on skills already developed to identify and respond to difficult situations	To understand and plan for a healthy lifestyle	To use mindfulness to manage emotions	To create our own well-being tool kit
Design Technology - Make do and mend (taken from Kapow Waistcoats unit)		To design a piece of clothing from a selection of previously worn clothes.	To mark and cut fabric according to a design.	To mark and cut fabric according to a design.	To assemble the piece of clothing.	To assemble the piece of clothing.	To decorate your piece of clothing.	To evaluate their work.



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French - Let's visit a French town	For the first 3 days children will complete work linked to: Values Rules Prayer Spirituality Routines Expectations Presentation	O'Clock, Half Past, Quarter Past, Quarter To Speak in sentences, using familiar vocabulary, phrases and basic language structures, In the context of telling the time.	a.m. and p.m. Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of conjugating verbs.	5-Minute Intervals in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.	24-Hour Times Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.	At the Airport Read carefully and show understanding of words, phrases and simple writing; in the context of reading arrival and departure boards	The School Week Read carefully and show understanding of words, phrases and simple writing; in the context of reading a school timetable.	Revision of vocab taught.



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Enrichment activities						Harvest festival World Mental Health Day		Don Rae Dance workshop