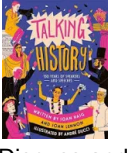
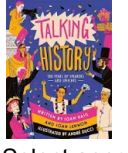
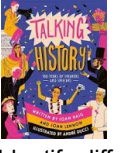
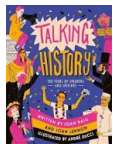




Medium Term Plan							
YEAR 6 Palm Class							
Connections: Identity, Expression, and Imagination in a Changing World - Autumn 2 - 2025							
Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
Writing	 Noting and developing initial ideas, drawing on reading and research where necessary Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear Using and punctuating direct speech (review) Discuss and evaluate how authors use language, including figurative language,	Mock SATS	 Use a wide range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Review: Use of comma to clarify meaning or avoid ambiguity Note and develop initial ideas, drawing on reading and research where necessary In narratives, describe settings, characters and atmosphere and integrate dialogue	 In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Proof-read for spelling and punctuation errors; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; 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	 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (NC: Reading). Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use of commas to clarify meaning or avoid ambiguity.	 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Note and develop initial ideas, drawing on reading and research where necessary Identify differences between structures typical of informal speech and structures appropriate for formal speech and writing	 Identify differences between structures typical of informal speech and structures appropriate for formal speech and writing Ensure the consistent and correct use of tense throughout a piece of writing. To assess the effectiveness of their own and others' writing. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
	considering the impact on the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		to convey character and advance the action	 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary		
WCR 	Fire Spell by Laura Amy Schlitz (Fred's) Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	The Emergency Zoo by Miriam Halahmy Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Charles Darwin - On the origins of species Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Time Travelling with a Hamster (Fred's) Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Atlas of Adventures. Wonders of the World (Fred's) Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	When the War Came Home (Fred's) Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	T'was the Night Before Christmas Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h
Grammar and Punctuation	Past tense	Synonyms	Antonyms	Nouns and verbs	Adjectives and adverbs	Subjects and objects	Determiners, conjunctions and prepositions
Handwriting Letter-Join	Lesson 14 Spelling revision 4 Lesson 14 b - Sentences 4	Lesson 15 Spelling revision 5 Lesson 16 Sentences 5	Lesson 17 Spellings 6 Lesson 18 Sentences 6	Lesson 19 Spellings 7 Lesson 20 - Sentences 7	Lesson 21 Spellings 8 Lesson 22 Sentences 8	Lesson 23 Nouns activity Lesson 24 Verb activity	Lesson 25 Statement, question command



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
Spelling Shed	Step 7 ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	Step 8 apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	Step 9 appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	Step 10 attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	Step 11 Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Spelling assessment of half term's words
Maths	WRM Fractions A Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order - denominator Step 4 Compare and order - numerator Step 5 Add and subtract simple fractions Arithmetic - Add and subtract fractions with the same denominator	WRM Fractions A Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi step problems EOU assessment Arithmetic - Adding and subtracting fractions with different denominators	WRM Fractions B Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Arithmetic - Multiplying fractions	WRM Fractions B Step 6 Fraction of an amount Step 7 Fraction of an amount - find the whole EOU assessment Arithmetic - Dividing fractions	WRM Converting units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and Kilometres Step 5 Imperial measures Arithmetic - Decimals - 4 operations	WRM Converting units EOU assessment Revisit 4 operation Arithmetic - Multiplying and dividing by 10, 100, 1000	Half termly assessment Arithmetic - Percentages



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
Science - Light	Recognise that light appears to travel in straight lines	Understand that light is reflected off surfaces so that we can see it	Understand that light can be reflected off multiple surfaces so that we can see it	Understand that shadows change length depending on how far they are away from a light source	Understand how to create a shadow, Understand where to position the sun shades to create the most shade.	Understand how light is refracted, how a rainbow is made and what happens when light hits a bubble. Understand how light is used other than for us to see . Understand how our eyes respond to light.	EOU assessment
Geography - European study	Locate Europe on a world map and identify some of its characteristics	Locate some of Europe's countries and capitals, and find out more about them.	Explore different European cuisine.	Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.	Compare and contrast news stories about the Mediterranean.	Compare life in France with my life and my local area.	EOU Double page spread
Computing - Online safety	Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.	Explain how sharing online can have both positive and negative impacts.	Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.	Explain what a digital reputation is and what it can consist of.	Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.	Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication. Explain what to do if passwords are shared, lost or stolen. Describe strategies to identify scams.	Explain ways to increase their privacy settings and understand why it is important to keep their software updated.
Music - Film music	Identify how different styles of music contribute to the feel of a film. Participate in discussions,	Use the terms 'major' and 'minor'.	Identify different instruments to describe how music evokes different emotions.	Identify pitch, tempo and dynamics, and use these to explain and justify their answers.	Give reasonable and thought-out suggestions for what different graphic scores represent.	Create a musical score to represent a composition. Interpret their graphic score and performing their composition	Carols around tree



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
	sharing their views and justifying their answers.				Use their body, voice and instruments to create sounds to represent a given theme.	appropriately with their group. Create sounds that relate to the scene of a film.	
RE - Incarnation	ENGAGE with the idea and meaning of the word 'incarnation' for Christians	ENQUIRE into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises	EXPLORE the Christian belief in 'incarnation' through (i) Biblical narrative	EXPLORE the Christian belief in 'incarnation' through (ii) Church practice	EXPLORE the Christian belief in 'incarnation' through (iii) Christian living	EVALUATE our RE learning about the Christian belief that Jesus is the incarnation of God	EXPRESS your RE learning about the Christian belief in Incarnation so it can be shared with others
PE - EL - Dance	1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics	1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two relationships and a spatial element	1. Remember and perform a simple dance phrase incorporating at least four different sports actions. 2. Use expression in a dance phrase (focusing on emotion and effort related to sports). 3. Develop a movement action phrase in a group of four	1. To develop a dance using an increased range of sportsrelated actions. 2. Identify appropriate dynamics and group formations for a sports-themed performance. 3. To perform with consistency throughout.	1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus	1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently to peers	1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently to peers



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
PE - PS - Gymnastics	1. Use a run up and hurdle step to vault onto the box top 2. As a pair, complete a six-element sequence containing flight, contrasting shapes, and counterbalances	1. Understand the concept of a base and a flyer in partner balances. 2. Perform basic partner balances with a focus on safety and stability. 3. Develop communication and trust between partners	1. Perform more advanced partner balances 2. Incorporate flight elements into partner balances 3. Evaluate another pair's partner balances and suggest improvements	1. Develop a basic knowledge of rhythmic gymnastics. 2. Perform jumps/leaps, throws, balances and turns using equipment. 3. Create a short sequence incorporating equipment and partner balances.	1. Apply basic musicality to rhythmic gymnastic actions. 2. Use counts of 8 to apply good timing to 3. Work in groups of 5 and collaborate to develop a team sequence to music.	1. Finalise and perform the group 8 element sequence to music to entertain the audience. 2. Use entrance and formations in group sequence 3. Reflect on individual and group progress throughout the unit.	1. Finalise and perform the group 8 element sequence to music to entertain the audience. 2. Use entrance and formations in group sequence 3. Reflect on individual and group progress throughout the unit.
PSHE - Families and relationships	Respect To understand what we mean by respect and why it is important .	Respectful relationships To understand that respect is two-way and how we treat others is how we can expect to be treated.	Stereotypes: attitudes To explore other people's attitudes and ideas and to begin to challenge these.	Challenging stereotypes To understand stereotypes and be able to share information on them	Resolving conflict To resolve disputes and conflict through negotiation and compromise.	Change and loss To begin to understand the process and emotions relating to grief.	Retrieval activities
Art: Make my voice heard	To explore expressive drawing techniques	To consider how symbolism in art can convey meaning.	To apply understanding of the drawing technique chiaroscuro.	To apply understanding of the drawing technique chiaroscuro.	To evaluate the context and intention of street art.	To apply an understanding of impact and effect to create a powerful image.	To apply an understanding of impact and effect to create a powerful image.



Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week7
French - Let's go shopping	Shopping Conversations Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation. • I can take part in role play, speaking in French	At the Shops Understand basic grammar rules appropriate to the language being studied, how to apply these, in the context of describing the positions of shops. • I can use the correct form of positional language.	Clothes 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 describing the colour of clothes. • I can use the correct form of adjectives to describe nouns.	French Money Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper. • I can ask and answer questions in French.	Shopping Lists Read carefully and show understanding of words, phrases and simple writing, in the context of calculating costs from shopping lists. • I can read and interpret lists written in French	A Shopping Experience Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper. • I can take part in role play, speaking in French.	EOU assessment
Enrichment activities	Guy Fawkes	Remembrance Table Tennis tournament Anti-bullying week	Children in Need		Christingle Church services	Panto Carol service	Christmas carols