	Elton Primary and Nursery School **Medium Term Overview**		Year Group: 6 Term: Autumn 2 Week Beg: 2nd November 2026		Topic Title: Conflict and resolution Is it ever right to fight?		
	Week 1 – 3/11/26	Week 2 – 9/11/26	Week 3 – 16/11/26	Week 4 – 23/11/26	Week 5 – 30/11/26	Week 6 – 7/12/26	Week 7 – 14/12/26
Learning behaviour	Responding						
Enrichment	Science Careers Talks	WWF Antarctica Live Lesson	Anti-Bullying Week	Big Maths		Assessment Week	Local area study for celebrating end of war
S+L opps	*Bonfire Night* *Thursday 5th November*	P4C discussion about remembrance *Remembrance Day* *Wednesday 11th November* *Children in Need* *Friday 13th November*	Discussion on importance of Road Safety *Road Safety Week* *15th-21st November* *Anti-Bullying Week* *16th-20th November*	*Parliament Week* *23rd 29th November*	French S&L	P4C discussion on human rights *Human Rights Day* *Wednesday 10th December*	Music performance
English	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 1-3**	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 4-6 & comprehension**	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 7-9**	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 10-12 & comprehension**	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 13-14**	**Pathways to Write** *Can we save the tiger?* by Martin Jenkins Outcome: Report writing – Information, explanation and persuasion hybrid text T o write a hybrid text based on tigers (including information, explanation and persuasion) Greater depth: To write a wildlife documentary commentary in the style of David Attenborough about tigers, explaining the threats they face and what can be done to protect them **Sessions 15 & practice tests**	**Pathways to Poetry** *A Tiger in the Zoo* by Leslie Norris Outcome: Poetry – Free verse which conveys a message To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity. Greater depth: To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity. **Sessions 1-5**
	National Curriculum skills *Spoken language:* • *Ask relevant questions* • *Build vocabulary* • *Give well-structured descriptions, explanations and narratives* • *Maintain attention and participate actively in collaborative conversations*				***Pathways Mastery keys:*** • *Enhance meaning through selecting appropriate grammar and vocabulary* • *Use modal verbs and adverbs to indicate degrees of possibility* • *Use brackets, dashes or commas to indicate parenthesis*		

	• *Speak audibly and fluently* • *Participate in discussions, presentations, performances, role play, improvisations and debates* • *Consider and evaluate different viewpoints vocabulary* *Writing composition:* • *Identify the audience for and purpose of writing* • *Note and develop initial ideas, drawing on reading and research* • *Enhance meaning through selecting appropiate grammar and vocabulary* • *Précis longer passages* • *Use organisational and presentational devices to structure text* • *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings* • *Proof-read for spelling and punctuation errors*						
Reading	**Pathways to Read** *Saving Stripes: The Tiger's Struggle for Survival* by The Literacy Company Mastery focus: Infer **Session 1**	**Pathways to Read** *Tyger* by S F Said Mastery focus: Summarise **Session 2**	**Pathways to Read** *Tyger* by S F Said Mastery focus: Infer **Session 3**	**Pathways to Read** *Tyger* by S F Said Mastery focus: Infer **Session 4**	**Pathways to Read** *Tyger* by S F Said Mastery focus: Summarise **Session 5**	**Pathways to Read** *Tyger* by S F Said Mastery focus: Infer **Session 6**	**Pathways to Read** *Tyger* by S F Said Continue to read and discuss the story, practise reading skills
	National Curriculum skills • *Retrieve and record information from non-fiction* • *Use dictionaries to check the meaning of words that they have read* • *Ask questions to improve understanding* • *Identify main ideas drawn from more than one paragraph and summarise* • *Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence* • *Identify themes and conventions in a wide range of books* • *Identify how language, structure and presentation contribute to meaning* • *Discuss words and phrases that capture the reader's interest and imagination*					***Pathways Mastery keys:*** • *Summarise the main ideas from more than one paragraph* • *Distinguish between fact and opinion* • *Identify and discuss themes and conventions*	
Spelling	**Pathways to Spell** Practise Y5/6 statutory spellings and common homophones	**Pathways to Spell** Mastery focus: Word list – years 5 and 6 **Session 1**	**Pathways to Spell** Mastery focus: Endings which sound like /ʃəs/ spelt -cious and -tious **Session 2**	**Pathways to Spell** Mastery focus: Endings which sound like /ʃəs/ spelt -cious and -tious **Session 3**	**Pathways to Spell** Mastery focus: Use of the hyphen **Session 4**	**Pathways to Spell** Mastery focus: Homophones and other words that are often confused **Session 5**	**Pathways to Spell** Mastery focus: Personal spelling log, selection of Y5/6 statutory spellings **Session 6**
	National Curriculum ***Statutory requirements for spelling:*** • *Endings which sound like /ʃəs/ spelt –cious or –tious* • *Use of the hyphen* • *Homophones and other words that are often confused*						
Handwriting		**Letter-join** **Module 7:** Spelling 2 **Lesson 9** Sentences 2 **Lesson 10**	**Letter-join** **Module 7:** Spelling 3 **Lesson 11** Sentences 3 **Lesson 12**	**Letter-join** **Module 7:** Spelling 4 **Lesson 13** Sentences 4 **Lesson 14**	**Letter-join** **Module 7:** Spelling 5 **Lesson 15** Sentences 5 **Lesson 16**	**Letter-join** **Module 7:** Spelling 6 **Lesson 17** Sentences 6 **Lesson 18**	**Letter-join** **Module 7:** Spelling 7 **Lesson 19** Sentences 7 **Lesson 20**

<table>
<tr><td>Maths</td><td>White Rose Maths
Number – Fractions A:
-Equivalent fractions and simplifying
-Equivalent fractions on a number line
-Compare and order (denominator)
Steps 1-3</td><td>White Rose Maths
Number – Fractions A:
-Compare and order (numerator)
-Add and subtract simple fractions
-Add and subtract any two fractions
-Add mixed numbers
-Subtract mixed numbers
Steps 4-8</td><td>White Rose Maths
Number – Fractions A:
-Multi-step problems
Steps 9
Number – Fractions B:
-Multiply fractions by integers
-Multiply fractions by fractions
-Divide a fraction by an integer
Steps 1-3</td><td>White Rose Maths
Number – Fractions B:
-Divide any fraction by an integer
-Mixed questions with fractions
-Fraction of an amount
-Fraction of an amount (find the whole)
Steps 4-7</td><td>White Rose Maths
Measurement – Converting units:
-Metric measures
-Convert metric measures
-Calculate with metric measures
-Miles and kilometres
-Imperial measures
Steps 1-5</td><td>White Rose Maths
Measurement – Converting units:
Consolidation
& practice tests</td><td>White Rose Maths
Number - Ratio:
-Add of multiply?
-Use ratio language
-Introduction to the ratio symbol
-Ratio and fractions
-Scale drawing
Steps 1-5</td></tr>
<tr><td></td><td colspan="6"><u>National Curriculum</u>
Number - Fractions (including decimals and percentages)
Pupils should be taught to:
• use common factors to simplify fractions; use common multiples to express fractions in the same denomination
• use common factors to simplify fractions; use common multiples to express fractions in the same denomination
• compare and order fractions, including fractions >1
• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
• divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
Measurement
Pupils should be taught to:
• 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
Ratio and proportion
Pupils should be taught to:
• solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
• solve problems involving similar shapes where the scale factor is known or can be found
• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</td></tr>
<tr><td>Science</td><td>My Rising Stars
Living things and their habitats – Classifying animals and plants
Quick Classifications
-Assess prior knowledge and</td><td>My Rising Stars
Living things and their habitats – Classifying animals and plants
Classifying the local environment
-Describe how living things are classified</td><td>My Rising Stars
Living things and their habitats – Classification kingdoms
Carl Linnaeus
-Describe how living things are classified</td><td>My Rising Stars
Living things and their habitats – Classification kingdoms
Bacteria
-Describe how living things are classified</td><td>My Rising Stars
Living things and their habitats – Classification kingdoms
Fabulous Fungi
-Describe how living things are classified</td><td>N/A
DT</td><td>My Rising Stars
Living things and their habitats – Classification kingdoms
Fabulous Fungi
-Describe how living things are classified</td></tr>
</table>

	understanding of classifying living things -Give reasons for classifying plants and animals based on specific characteristics.	into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. -Give reasons for classifying plants and animals based on specific characteristics.	into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. -Give reasons for classifying plants and animals based on specific characteristics. -Identify scientific evidence that has been used to support or refute ideas or arguments.	into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. -Give reasons for classifying plants and animals based on specific characteristics.	into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms, such as displays and other presentations.		into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms, such as displays and other presentations.
	<u>National Curriculum</u> ***Living things and their habitats*** ***Pupils should be taught to:*** • *describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals* • *give reasons for classifying plants and animals based on specific characteristics*						
ICT	**Common Sense Media** **Digital Citizenship – E-safety** **Healthy habits - Finding my media balance:** What does media balance mean for me? **Lesson 1**	**Teach Computing** **Creating media – Web page creation:** **What makes a good website?** -explore a website -discuss the different types of media used on websites -know that websites are written in HTML **Lesson 1**	**Teach Computing** **Creating media – Web page creation:** **Becoming a web designer** -recognise the common features of a web page -suggest media to include on my page -draw a web page layout that suits my purpose	**Teach Computing** **Creating media – Web page creation:** **How does it look?** -add content to my own web page -preview what my web page looks like -evaluate what my web page looks like on different devices and suggest/make edits **Lesson 4**	**Teach Computing** **Creating media – Web page creation:** **Follow the breadcrumbs** -explain what a navigation path is -describe why navigation paths are useful -make multiple web pages and link them using hyperlinks	**Teach Computing** **Creating media – Web page creation:** **Think before you link!** -explain the implication of linking to content owned by others -create hyperlinks to other people's work -evaluate the user experience of a website **Lesson 6**	**Common Sense Media** **Digital Citizenship – E-safety** **Digital citizenship & literacy – You won't believe this!:** What is clickbait and how can you avoid it? **Lesson 2**

			Copyright or copywrong? -say why I should use copyright-free images -find copyright-free images -describe what is meant by the term 'fair use' **Lesson 2 & 3**		**Lesson 5**		
	National Curriculum ***Pupils should be taught to:*** • *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* • *select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information* • *use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour*						
History	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Explain the causes of why WWI ended and the effect it had** -how did WWI end and what happened next? -why did Germany lose the war? -what is Armistice Day? -what was the Treaty of Versailles? -what happened to the soldiers after the war? **Lesson 5**	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Understand the reasons for WWII** -if WWI was so horrific, why did Britain return to war just 20 years later? -order key events between 1933-39 that led to war -discuss Chamberlain's policy of appeasement **Lesson 6**	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Research how Britain stood firm against German threat during WWII** -create powerpoint to answer how Britain stood firm against Germany in respect of following areas: -Dunkirk evacuation, Battle of Britain, The Blitz, rationing, women in the factories, evacuation, fire-fighting service, air-raid shelters, gas masks, the Home Guard **Lesson 7**	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Research how Britain stood firm against German threat during WWII** -create powerpoint to answer how Britain stood firm against Germany in respect of following areas: -Dunkirk evacuation, Battle of Britain, The Blitz, rationing, women in the factories, evacuation, fire-fighting service, air-raid shelters, gas masks, the Home Guard **Lesson 8**	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Critically analyse propaganda** -what is propaganda? -how was it used during WWII? -why did the government make certain posters? -who were they targeted at? -how effective would they have been? **Lesson 11**	**N/A** **DT**	**Chris Trevor Planning** **Wars through Time – Is it ever right to fight?:** **Understand the causes of the end of WWII and how it would have been celebrated in the local area** -why did the war end? -did the people of our local area celebrate VE day? **Lesson 12**
	National Curriculum – a theme beyond 1066 • *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – how WW1/2 impacted our local area* • *long arc of development – wars over time*						
Geography							
Art							

DT					**Kapow Primary** **Structures - Playgrounds: Design a new playground** -design a playground with a variety of structures **Lesson 1** **Building structures** -build a range of structures **Lesson 2**	**Kapow Primary** **Structures - Playgrounds: Perfecting structures** -improve and add detail to structures **Lesson 3** **Playground landscapes** -create a surrounding landscape **Lesson 4**	
	National Curriculum ***Pupils should be taught:*** • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* • *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* • *investigate and analyse a range of existing products* • *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* • *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*						
RE	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? What does equality, justice and fairness mean? What is the United Nations Declaration of Human Rights and The Equality Act? **Week 1**	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? What do a range of worldviews say about equality? **Week 2**	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? How can we recognise inequalities being spread on social media? **Week 3**	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? How do people with a religious and non-religious world view wish to care for the environment? **Week 4**	**N/A** **DT**	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? How can people of different worldviews strive towards unity? **Week 5**	**Cheshire West and Chester Non-Statutory Unit of Work** **Worldviews:** What do religious and non-religious world views believe about equality, justice and fairness? How have two different change makers worked to make a fairer world? **Week 6**

PE 1	**Complete PE** Health related exercise -take pupils through 4 health related fitness assessments. -record their scores, ready to compare them against their scores recorded at the end of the programme in week 6 **Session 1**	**Complete PE** Health related exercise -understand the functions of the cardiovascular system and how aerobic fitness affects our bodies -perform a cardio circuit developing their own aerobic fitness. in week 6 **Session 2**	**Complete PE** Health related exercise -understand the meaning of flexibility and how flexibility affects our bodies -pupils will perform a flexibility circuit developing their own flexibility **Session 3**	**Complete PE** Health related exercise -understand the meaning of strength and how strength affects our bodies -pupils will perform a strength circuit developing their own strength **Session 4**	**Complete PE** Health related exercise -develop pupils' understanding of aerobic fitness and how exercise affects our bodies -pupils will perform an aerobic fitness circuit developing their own aerobic fitness **Session 5**	**N/A** **DT**	**Complete PE** Health related exercise -take pupils through the 4 fitness assessments performed in week 1 -pupils will record their scores and compare their scores with their initial fitness assessment scores **Session 6**
PE 2	**Complete PE** Dance Titanic -pupils to create balances and movements that represent The Titanic -pupils will create different movements that replicate the ship arriving at a port -pupils will use their bodies to perform balances that represent the ship **Session 1**	**Complete PE** Dance Titanic -create movements that represent the different social classes in 1912 -pupils will be able to use levels and characterisation to differentiate between each of the different social classes **Session 2**	**Complete PE** Dance Titanic -develop group movements selecting and applying choreography into a routine **Session 3**	**Complete PE** Dance Titanic -recreate through controlled movement, The Titanic hitting an iceberg -pupils will perform choreographed movements that incorporate emotion, expression and characterisation **Session 4**	**Complete PE** Dance Titanic -demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking **Session 5**	**Complete PE** Dance Titanic -continue to review, describe and evaluate our dance performances -pupils will continue to rehearse and perform their dance sequences incorporate emotion, expression and characterisation **Session 6**	**Complete PE** Dance Titanic -performance time
	National Curriculum ***Pupils should be taught to:*** • *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* • *perform dances using a range of movement patterns* • *take part in outdoor and adventurous activity challenges both individually and within a team* • *compare their performances with previous ones and demonstrate improvement to achieve their personal best*						
Music	**Kapow Primary** **Songs that speak - Lyrics and messages: How do lyrics communicate a message?** -explain how lyrics communicate a message **Lesson 1**	**Kapow Primary** **Songs that speak - Lyrics and messages: Writing lyrics** -create rhyming lyrics that communicate a clear message **Lesson 2**	**Kapow Primary** **Songs that speak - Lyrics and messages: Playing chords** -play a four-chord sequence in time to lyrics **Lesson 3**	**Kapow Primary** **Songs that speak - Lyrics and messages: Improving a performance** -improve a performance based on feedback **Lesson 4**	**N/A** **DT**	**Kapow Primary** **Songs that speak - Lyrics and messages: Performing a message** -perform a song that communicates a message **Lesson 5**	**Kapow Primary** **Songs that speak - Lyrics and messages: Performing a message** -perform a song that communicates a message **Lesson 5**

	National Curriculum ***Subject content:*** • *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *listen with attention to detail and recall sounds with increasing aural memory* • *use and understand staff and other musical notations* • *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* • *develop an understanding of the history of music*						
French	**Primary Language Network** **Stage 4** Homes and houses -describe a house	**Primary Language Network** **Stage 4** Homes and houses -read and understand descriptive sentences	**Primary Language Network** **Stage 4** Homes and houses -use adjectives to describe rooms in the house	**Primary Language Network** **Stage 4** Homes and houses -understand new nouns and use them to play a game	**Primary Language Network** **Stage 4** Homes and houses -create a story	**N/A** **DT**	**Primary Language Network** **Stage 4** Elf on the shelf -use prepositions to say where things are
	National Curriculum ***Pupils should be taught to:*** • *listen attentively to spoken language and show understanding by joining in and responding* • *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* • *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • *speak in sentences, using familiar vocabulary, phrases and basic language structures* • *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • *present ideas and information orally to a range of audiences* • *read carefully and show understanding of words, phrases and simple writing* • *appreciate stories, songs, poems and rhymes in the language* • *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* • *write phrases from memory, and adapt these to create new sentences, to express ideas clearly* • *describe people, places, things and actions orally and in writing* • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English						
My Happy Mind	**My Happy Mind** Places **Lesson 4**	**My Happy Mind** Protecting Our Communities **Lesson 1**	**My Happy Mind** Protecting Our Communities **Lesson 2**	**My Happy Mind** Friendships and Showing Respect (Bullying) **Lesson 1**	**My Happy Mind** Celebrate **Lesson 1**	**My Happy Mind** Celebrate **Lesson 2**	**My Happy Mind** Protecting Our Communities **Lesson 3**