



Year 6

Spelling, English, Maths and Foundation Subjects

Medium Term Plan **Autumn 1 2025-26**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Baseline	i spelt y	igh spelt y	Adding the prefix -over	Words with the suffix -ful	UKS2 statutory words	UKS2 statutory words
ENGLISH	Core text or inspiration: The Boy at the back of the Class, Onjali K Rauf – Kensuke’s Kingdom, Michael Morpurgo						
	Purposes for Writing: Character description to entertain, Non chronological report to inform						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	• Use spaces between words • Use capital letters correctly • Use full stops • Use apostrophe ' for contraction • Use apostrophe ' for possessive singular • Use commas , for lists • Use a comma , after fronted adverbials • Use commas , for clarity • Use commas , for relative clauses • Use a hyphen - to avoid ambiguity • Make sentences with different forms: statement	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research to develop their ideas • in writing narratives, consider how authors have developed characters in what they have read, listened to or seen performed		• write for different purposes (entertain) • select appropriate grammar and vocabulary, understanding how such choices can enhance meaning • in narratives, describe settings, character and plot and atmosphere • build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns		• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, • proof-read for spelling and punctuation errors	

	• Use coordination to join clauses using and, or, but, so, yet, nor, for • Use subordinating conjunctions for cause - if, although, while, because • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Use fronted adverbials followed by a comma • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use the present and past tenses correctly and consistently progressive form in the present and past to mark actions in progress • Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Use devices to build cohesion within paragraphs, including pronouns, nouns and adverbs			
MATHS	Number and Place Value		Addition and Subtraction	
	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above		• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why	

SCIENCE	Unit: Classifying big and small					
	L.O. - To explain how organisms are classified using the Linnaean system.	L.O. - To classify the cold-blooded vertebrate groups using their common characteristics.	L.O. - To classify the warm-blooded vertebrate groups using their common characteristics.	L.O. - To classify invertebrates.	L.O. - To describe how the plant kingdom is organised (based on shared characteristics). Working scientifically: To produce a working classification key.	L.O. - To describe and classify micro-organisms.
Outcomes	Define the term ‘organism’ and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term ‘vertebrate’ and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term ‘invertebrate’. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term ‘micro-organism’ and name some examples. When working scientifically pupils who are secure will be able to: Use a classification key to group and identify organisms. Make a simple classification key.					
HISTORY	Unit: What did the Greeks ever do for us?					
	L.O. - To understand where and when the ancient Greeks lived.	L.O. - To understand the importance of the Greek gods.	L.O. - To identify similarities and differences between Athens and Sparta.	L.O. - To understand how Athenian democracy worked.	L.O. - To understand the importance of the ancient Greek philosophers.	L.O. - To identify and explain the achievements of the ancient Greeks

D.T.	Unit: Cooking and nutrition					
	L.O. - To explain the use of complementary flavours.	L.O. - To research and design a three-course meal.	L.O. - To explain recipe choices.	L.O. - To apply culinary skills and knowledge.	L.O. - To apply culinary skills and knowledge.	L.O. - To apply culinary skills and knowledge.
Outco	Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.					
R.E.	Unit: What do religions say to us when life gets hard? (Christians, Hindus and non-religious)					
	L.O. - I can describe a range of beliefs and actions, e.g. prayer. (Christians and Islam)	L.O. - I can describe a range of beliefs and actions, e.g. mediation (Buddists)	L.O. – To understand eternity	L.O. – To explore what heaven means to different religions.	L.O. - To explore what Hindus believe reincarnation is.	L.O. - To explore what Humanists believe about life after death and compare with other religions.
Outcomes	Express ideas about how and why religion can help believers when times are hard, giving examples Outline Christian, Hindu and non-religious beliefs about life after death Explain similarities and differences between beliefs about life after death Explain some reasons why Christians and Humanists have different ideas about an afterlife					
P	Unit: Me and My Relationships					

	L.O. - Working together	L.O. - Solve the friendship problem	L.O. - Behave yourself	L.O. - Assertiveness skills	L.O. - Don't force me	L.O. - Acting appropriately
Outcomes	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.					
MUSIC	Unit: Happy					
	L.O. - Happy Being happy!	L.O. - Classroom Jazz 2 Jazz, improvisation and composition	L.O. - A new year carol Benjamin Britten's music and cover versions	LO:- You've got a friend in me The music of Carole King	LO:- Music and me Create your own music inspired by your identity and women in the music industry	LO:- Reflect Rewind and replay The history of music, look back and consolidate your learning, learn some of the language of music

Outcomes	1 – Listen & Appraise: Happy (Pop/Neo Soul) The children can: Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song 2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. 3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?					
P.E.	Unit: Gymnastics					
	LO- Travel I can move in different ways on apparatus I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision and I can develop them on my own I can communicate effectively with a group or partner	LO- Balance I can create a group balance I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision and I can develop them on my own I can communicate effectively with a group or partner	LO- Balance on apparatus I can create a group balance I can move in different ways on apparatus I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision and I can develop them on my own	LO- Strength and Flexibility I can complete a plank for 1 minute I can move in different ways on apparatus I can show variety and flexibility in a routine I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision	LO- Rolls I can create a group balance I can can use a variety of rolls in gymnastic routines I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision and I can develop them on my own	LO– Jumping I can complete a variety of jumps I can recreate a more complex routine demonstrating some agility, balance, co-ordination ad precision and I can develop them on my own I can communicate effectively with a group or partner

	I can evaluate peoples work with accurate technical language	I can evaluate peoples work with accurate technical language	I can communicate effectively with a group or partner I can evaluate peoples work with accurate technical language	and I can develop them on my own I can communicate effectively with a group or partner I can evaluate peoples work with accurate technical language	I can communicate effectively with a group or partner I can evaluate peoples work with accurate technical language	I can evaluate peoples work with accurate technical language
Outcomes	I can create a group balance I can complete a plank for 1 minute I can move in different ways on apparatus I can complete a variety of jumps I can show variety and flexibility in a routine I can can use a variety of rolls in gymnastic routines I can recreate a more complex routine demonstrating some agility, balance, co-ordination and precision and I can develop them on my own I can communicate effectively with a group or partner I can evaluate peoples work with accurate technical language I can show different pathways, when I travel using props					
COMPUTING	Unit: Online Safety (3 lesson) / Coding					
	L.O. - To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.	L.O. - To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online	L.O. - To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing	L.O. - Coding To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works.	L.O. - To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works.	L.O. - To use functions and understand why they are useful. To understand how functions are created and called.

	To identify the benefits and risks of giving personal information and device access to different software.	behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it.	and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment.			
Outcomes	Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software. Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views. CODING Children can plan a program which includes a timer and a score. Children can follow their plans to create a program. Children can debug when things do not run as expected. Children can create a program that makes use of functions. Children can create a program that uses multiple functions with the code arranged in tabs. Children can explain how their code executes when their program is run.					

FRENCH	Unit: Recap previous learning and consolidate vocabulary					
	L.O. - To name different colours	L.O. - To identify and learn the vocabulary relating to feelings	L.O. - To learn some greetings and use them in short conversations	L.O. - To recall numbers 31-100	L.O. - To identify and learn the vocabulary relating to dates and birthdays	L.O. - To learn vocabulary relating to Hallowe'en
Outcomes	Engage in short conversations; asking and answering questions with je and tu verb forms Use familiar vocabulary, phrases and basic language structures in full sentences as appropriate Develop accurate pronunciation with a wider variety of words and phrases Present ideas and information orally in a wider context Recognise and read a wider range of words in written form Develop the ability to read and write new words Begin to write simple familiar words and phrases from memory (including to describe people, places and things) Use a bilingual dictionary Using familiar vocabulary to build sentences Recognising masculine, feminine and plural articles un, une, des / le, la, les					