



Year 6

Spelling, English, Maths and Foundation Subjects

Medium Term Plan Autumn 2 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
SPELLING	<p>Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>blown, known, mould, poultry, shallow, shoulder, smoulder, soul</p>	<p>Words with a 'soft c' /s/ sound before e, i and y</p> <p>celebrate, cemetery, circle, decency, December, hindrance, necessary, prejudice</p>	<p>Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>disappointed, dissimilar, impatient, overreact, overseas, unnatural, unnecessary, unsure</p>	<p>Words with the /f/ sound spelled 'ph'</p> <p>alphabet, dolphin, graph, pamphlet, phone, photo, physical, sphere</p>	<p>UKS2 Statutory Words</p> <p>according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system</p>	<p>UKS2 Statutory Words</p> <p>achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature</p>		
ENGLISH	<b>Core text or inspiration:</b> Humpty Dumpty – After the fall							
	<b>Purposes for Writing:</b> Narrative – writing a sequel							
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing		
	<p>Use spaces between words</p> <p>Use capital letters correctly</p> <p>Use full stops</p> <p>Use ? and !</p> <p>Use apostrophe ' for contraction</p> <p>Use apostrophe ' for possessive singular</p> <p>Use commas , for lists and use a colon : to introduce a list and use a semi-colon ; within lists</p> <p>Use speech with “ ” and other punctuation (e.g. . , ? ! and end punctuation)</p> <p>Use a comma , after fronted adverbials</p> <p>Use commas , for clarity</p> <p>Use commas , for relative clauses</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research to develop their ideas</p> <p>In writing narratives, consider how authors have developed characters in what they have read, listened to or seen performed</p>		<p>Write to entertain</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning</p> <p>In narratives, describe settings, character and plot and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns</p>		<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural,</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>		

	<p>Use dashes for parenthesis</p> <p>Use a hyphen - to avoid ambiguity</p> <p>Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)</p> <p>Form of adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives</p> <p>Turn adjectives into adverbs using the suffix -ly</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was]</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover]</p>			<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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MATHS	Fractions
	<ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• divide proper fractions by whole numbers</li> <li>• identify the value of each digit in numbers given to three decimal places</li> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375]</li> </ul>
	Measure
	<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate</li> <li>• 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 d.p.</li> <li>• convert between miles and kilometres</li> </ul>

	for a simple fraction [for example, 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
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<b>SCIENCE</b>	<b>Unit: Light and reflection</b>					
	<b>L.O</b> - To describe the pathway of light. Working scientifically: To use evidence to form conclusions.	<b>L.O</b> - To describe how we see. Working scientifically: To draw scientific diagrams.	<b>L.O</b> - To explain how shadows change. Working scientifically: To pose questions.	<b>L.O</b> - To investigate what affects the angle of the reflected ray. Working scientifically: To record results as a line graph.	<b>L.O</b> - To explain how a periscope works.	<b>L.O</b> - To explain how mirrors are helpful. Science in action: To explore different jobs or inventions that depend on reflection.

<b>Outcomes</b>	<p><u>Pupils who are secure will be able to:</u>          Compare sources of light and explain how the eye is protected from light.          Describe how light travels and how we see luminous and non-luminous objects.          Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.          Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.          Recall what happens to light when it reaches a smooth mirror surface.          Identify the incoming and reflected rays and describe the relationship between their angles.          Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.          Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.          Explain how light is reflected using knowledge of light and reflection.</p> <p><u>When working scientifically, pupils who are secure will be able to:</u>          Make observations about the properties of light.          Use my observations as evidence to support conclusions about light.          Draw ray diagrams.          Pose testable questions in response to observations.          Record my measurements as a line graph.          Use my line graph to extrapolate data and make predictions about missing values.          Recall various jobs or inventions that use mirrors and reflection.</p>
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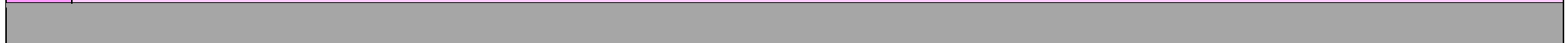
<b>GEOGRAPHY</b>	<b>Unit: Why does the population change?</b>					
	L.O. - To understand the change and distribution of the global population.	L.O. - To define birth and death rates and describe why they change.	L.O. - To recognise the push and pull factors influencing migration.	L.O. - To begin to understand the impact climate change can have on the global population.	L.O. - To collect data showing how population impacts the amount of traffic and litter in an area.	L.O. - To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
<b>Outcomes</b>	<p><u>Pupils who are secure will be able to:</u></p> <p>Identify the most densely and sparsely populated areas.</p> <p>Describe the increase in global population over time.</p> <p>Begin to describe what might influence the environments people live in.</p> <p>Define birth and death rates, suggesting what may influence them.</p> <p>Define migration, discussing push and pull factors.</p> <p>Explain why some people have no choice but to leave their homes.</p> <p>Describe the causes of climate change, explaining its impact on the global population.</p> <p>Suggest an action they can take to fight climate change.</p> <p>Calculate the length of a route to scale.</p> <p>Follow a selected route on an OS map.</p> <p>Use a variety of data collection methods, including using a Likert scale.</p> <p>Collect information from a member of the public.</p> <p>Create a digital map to plot and compare data collected from two locations.</p> <p>Suggest an idea to improve the environment.</p>					
<b>D.T.</b>	<b>Unit: Cooking and nutrition</b>					
	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.

<b>Outcome</b>	<p><u>Pupils who are secure will be able to:</u>          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.</p>
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<b>R.E.</b>	<b>Unit: What do religions say to us when life gets hard? (Christians, Hindus and non-religious)</b>					
	<b>L.O. -</b> I can describe a range of beliefs and actions, e.g. prayer. (Christians and Islam)	<b>L.O. -</b> I can describe a range of beliefs and actions, e.g. meditation (Buddhists)	<b>L.O. –</b> To understand eternity	<b>L.O. –</b> To explore what heaven means to different religions.	<b>L.O. -</b> To explore what Hindus believe reincarnation is.	<b>L.O. -</b> To explore what Humanists believe about life after death and compare with other religions.

<b>Outco</b>	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
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<b>PSHE</b>	<b>Unit: Growing and changing</b>					
	<b>L.O -</b> I look great	<b>L.O. -</b> Media manipulation	<b>L.O. -</b> Pressure online	<b>L.O. -</b> Helpful or unhelpful? Managing change	<b>L.O. -</b> Is this normal?	<b>L.O. -</b> Making babies

<b>Outcome</b>	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal;
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Challenge stereotypical gender portrayals of people.  
 Understand the risks of sharing images online and how these are hard to control, once shared;  
 Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;  
 Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.  
 Recognise some of the changes they have experienced and their emotional responses to those changes;  
 Suggest positive strategies for dealing with change;  
 Identify people who can support someone who is dealing with a challenging time of change.  
 Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;  
 Suggest strategies that would help someone who felt challenged by the changes in puberty;  
 Understand what FGM is and that it is an illegal practice in this country;  
 Know where someone could get support if they were concerned about their own or another person's safety.  
 Identify the changes that happen through puberty to allow sexual reproduction to occur;  
 Know a variety of ways in which the sperm can fertilise the egg to create a baby;  
 Know the legal age of consent and what it means.



<b>Unit: Developing Ensemble Skills</b>						
<b>MUSIC</b>	<b>L.O. -</b> My best friend (Part 1)	<b>L.O. -</b> My best friend (Part 2)	<b>L.O. -</b> Singing swinging star (Part 1)	<b>L.O. -</b> Singing swinging star (Part 2)	<b>L.O. -</b> Roll Alabama	<b>L.O. -</b> Assessment

**Outcomes**

**Musicianship**  
 I can use body percussion, instruments and my voice confidently.  
 I understand and respond to music using various time signatures.  
 I can find and keep a steady beat/pulse.  
 I can listen and copy back complex rhythmic patterns.  
 I can understand formal, written notation and equivalent rests.  
 I can copy back complex melodic patterns.  
 I can listen with attention to detail and recall sounds.

**Listening**  
 I can talk about the emotions I feel when I listen to a piece of music.  
 I can justify a personal opinion about the music I listen to.

I can find the pulse, identifying the first beat of the bar.  
I can confidently recognise and explore a range of musical styles and traditions.  
I can accurately identify most instruments and describe their timbres.  
I can sing or clap memorable rhythmic/melodic phrases.  
I can confidently recognise the difference between major and minor tonalities.  
I can identify and describe the sounds of various contrasting vocal/instrumental styles.

#### Singing

I can rehearse a song and learn it from memory.  
I can accurately sing a broad range of songs as part of a group or as a soloist.  
I can sing in unison and in more parts.  
I can demonstrate and maintain good posture and breath control when singing.  
I can lead a singing rehearsal.  
I can discuss in depth the style of the song and how it connects to the world and its relevant culture.

#### Instrumental Playing

I can rehearse and play a melody line with an understanding of notation and major/minor tonality.  
I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard. I can perform this melody.  
I can rehearse and play securely with a good level of accuracy.  
I can follow musical directions.  
I can demonstrate excellent posture when playing my instrument.  
I can practise in a manner that will benefit my improvement over time.

#### Improvisation

I can improvise with increasing confidence.  
I can improvise over a simple chord progression, moving in steps and leaps.  
I can improvise using more complex rhythms, structured phrases and improved melodic shape.  
When improvising, I have a clear vision of key structure and use a broad range of dynamics.  
I can follow a steady beat, keeping in time with the pulse of the music.

#### Composition

I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale.  
I can perform this melody on tuned percussion and/or melodic instruments.  
I can enhance my melody with simple chord progressions.  
I can compose a piece in ternary form.  
I can use music software/technology to compose.  
I can use a planned structure when composing, using a wide range of dynamics and tempos.

I can use various Charanga composition tools to compose structured melodies of varying lengths.  
 Rehearse and Perform  
 I can create, organise, rehearse and perform for an unknown audience.  
 I can perform as part of a smaller group and within the whole class.  
 I can perform as part of a mixed ensemble of acoustic instruments.  
 I can perform from memory or visually, using notation.  
 I understand the significance of movement and performing space.  
 I can lead part (or all) of a rehearsal/performance.  
 I can record, evaluate and discuss my performances using appropriate vocabulary.



**Unit: Basketball**

<b>P.E.</b>	<p><b>L.O. –</b> can use the skills of movements in a variety of sports</p>	<p><b>L.O. -</b> can use the skills of movements in a variety of sports</p>	<p><b>L.O. -</b> I can explain why I need to change speed and find a space in a variety of sports</p>	<p><b>L.O. -</b> I can control balls in different ways appropriate to the sport I can receive a ball under pressure I can propel balls accurately for a particular sport <b>Indoor -</b></p>	<p><b>L.O. -</b> I can explain why I need to change speed and find a space in a variety of sports</p>	<p><b>L.O. -</b> I can take part in a competitive game with strong understanding of tactics and composition</p>

**Outcomes**

**Outdoor -**  
 I can control balls in different ways appropriate to the sport  
 can use the skills of movements in a variety of sports  
 I can explain why I need to change speed and find a space in a variety of sports  
 I can take part in a competitive game with strong understanding of tactics and composition  
 I can control balls in different ways appropriate to the sport  
 can use the skills of movements in a variety of sports  
 I can explain why I need to change speed and find a space in a variety of sports  
 I can take part in a competitive game with strong understanding of tactics and composition  
 I can control balls in different ways appropriate to the sport  
 I can receive a ball under pressure

<p>I can propel balls accurately for a particular sport</p> <p>I can strike a ball accurately for a particular sport</p> <p>I can use the skills of movements in a variety of sports</p> <p>I can explain why I need to change speed and find a space in a variety of sports</p> <p>I can take part in a competitive game with strong understanding of tactics and composition</p> <p>I can control balls in different ways appropriate to the sport</p> <p>I can receive a ball under pressure</p> <p>I can propel balls accurately for a particular sport</p> <p>I can strike a ball accurately for a particular sport</p> <p>I can use the skills of movements in a variety of sports</p> <p>I can explain why I need to change speed and find a space in a variety of sports</p> <p>I can take part in a competitive game with strong understanding of tactics and composition</p> <p>I can control balls in different ways appropriate to the sport</p> <p>I can receive a ball under pressure</p> <p>I can propel balls accurately for a particular sport</p> <p>I can strike a ball accurately for a particular sport</p> <p>I can use the skills of movements in a variety of sports</p> <p>I can explain why I need to change speed and find a space in a variety of sports</p> <p>I can take part in a competitive game with strong understanding of tactics and composition</p>
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<p><b>Unit: Coding Cont... (2 weeks)/ Blogs (4 weeks)</b></p>
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<b>COMPUTING</b>	<b>Unit: Coding Cont... (2 weeks)/ Blogs (4 weeks)</b>					
	<p><b>L.O. – Coding</b></p> <p>To use flowcharts to test and debug a program.</p> <p>To create a simulation of a room in which devices can be controlled.</p>	<p><b>L.O. – To understand the different options of generating user input in 2Code.</b></p> <p>To understand how user input can be used in a program.</p>	<p><b>L.O. – Blogs</b></p> <p>To identify the purpose of writing a blog.</p> <ul style="list-style-type: none"> <li>To identify the features of successful blog writing.</li> </ul>	<p><b>L.O. - To plan the theme and content for a blog.</b></p>	<p><b>L.O. - To understand how to write a blog and a blog post.</b></p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand how to contribute to an existing blog</p>	<p><b>L.O. - To understand the importance of commenting on blogs.</b></p> <p>To peer-assess blogs against the agreed success criteria.</p> <p>To understand how and why blog posts and comments are approved by the teacher.</p>

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<b>Outcomes</b>	<b><u>Coding Cont...</u></b>					
	Children can follow flowcharts to create and debug code.					
	Children can create flowcharts for procedures.					
	Children can be creative with the way they code to generate novel visual effects.					
	Children can code programs that take text input from the user and use this in the program.					
	Children can attribute variables to user input.					
	Children are aware of the need to code for all possibilities when using user input.					
	<b><u>Blogging</u></b>					
	Children understand how a blog can be used as an informative text.					
	Children understand the key features of a blog					
Children can work collaboratively to plan a blog.						
Children can create a blog or blog post with a specific purpose.						
Children understand that the way in which information is presented has an impact upon the audience.						
Children can post comments and blog posts to an existing class blog.						
Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.						
Children can assess the effectiveness and impact of a blog.						
Children understand that content included in their blog carefully considers the end user.						

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<b>FRENCH</b>	<b>Unit: Recap previous learning and consolidate vocabulary</b>					
	L.O. - Weather	L.O. - Classroom language	L.O. - Classroom objects	L.O. - Describing with adjective-noun agreement (masculine and feminine)	L.O. - Describing with adjective-noun agreement (masculine and feminine)	L.O. - Epiphany

## 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