



Year 6

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Spring 1 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPELLING	<p>Words with 'cial' for /shuhl/ after a vowel</p> <p>antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</p>	<p>Words with 'tial'/shul/</p> <p>confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential</p>	<p>Words with the suffixes '-able' and '-ably'</p> <p>adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably</p>	<p>Words with the suffixes '-ible' and 'ibly'</p> <p>forcible, horrible, incredible, legible, possible, responsible, reversibly, sensibly, terribly, visibly</p>	<p>UKS2 Statutory Words</p> <p>aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough</p>	<p>UKS2 Statutory Words</p> <p>amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth</p>
ENGLISH	<p>Core text or inspiration: Amelia Erhart Little People Big Dreams – Biography Alma – Narrative</p>					
	<p>Purposes for Writing: Biography – inform/entertain Narrative - entertain</p>					
	Vocabulary, Grammar and Punctuation	Composition Planning	Composition Drafting and Writing	Composition Evaluating and Editing		
<p>Use spaces between words Use capital letters correctly Use full stops Use ? and ! Use apostrophe ' for contraction Use apostrophe ' for possessive singular</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 Noting and developing initial ideas, drawing on reading and research to develop their ideas</p>	<p>Write to entertain Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning In narratives, describe settings, character and plot and atmosphere Integrate dialogue to convey character and advance the action</p>	<p>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</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>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>In writing narratives, consider how authors have developed characters in what they have read, listened to or seen performed</p>	<p>Précis longer passages</p> <p>Build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns</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>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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MATHS	Ratio		Algebra		Decimals	
	<ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/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 		<ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables 		<ul style="list-style-type: none"> • identify the value of each digit in numbers given to three decimal places 	
Unit: Living Things Evolution						
Science	Knowledge To explain why there are differences within a species.	Knowledge To recognise the inheritance of characteristics in plants and animals.	Knowledge To explain why adaptation is necessary.	Knowledge To model how natural selection affects population size.	Knowledge To describe the theory of evolution.	Knowledge To recognise evidence that can be used for evolution.
	Working scientifically To group factors.			Working scientifically To evaluate the degree of trust and pose new questions for further enquiry.	Working scientifically To consider evidence used to inform theories.	Working scientifically To consider the degree of trust in the evidence used.
Outcomes	Knowledge <ul style="list-style-type: none"> • Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. • Recall that living things produce offspring of the same kind but are not normally identical to their parents. • Describe patterns of inheritance from parent to offspring in a given example or family tree. • Describe what an adaptation is; it cannot be chosen and is usually inherited. • Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. • Explain how variation may affect survival within a population and recall what natural selection means. • Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. 					

	<ul style="list-style-type: none"> Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy. <p>Working Scientifically</p> <ul style="list-style-type: none"> Sort variation as environmental, inherited or a mixture of both. Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. Comment on the reliability of the results and the degree of trust. Consider how evidence is used to form theories and the degree of trust the evidence offers.
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HISTORY	Unit: The Sikh Empire					
	L.O. - To identify how unification around the Sikh Misl Confederacy happened.	L.O. - To describe the impact of Sikh beliefs on society.	L.O. - To recognise the significance of Lahore as a trade centre in the Sikh Empire.	L.O. - To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire.	L.O. - To evaluate different historical interpretations of the Sikh Empire.	L.O. - To identify the significant achievements of the Sikh Empire.

Outcomes	<ul style="list-style-type: none"> Explain terms such as unification and absolute power. Identify the skills and behaviours of leaders that contributed to achieving a goal. Describe and assess the impact of beliefs on change. Identify the significance of trade routes. Make deductions and inferences from sources. Apply criteria to decide and explain historical significance. Describe how and why interpretations are different. Make observations and explain historical achievements.
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R.E.	Unit: Is it better to express your beliefs in arts and architecture, or in charity and generosity?					
	L.O. - What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?	L.O. - How do Muslim people build their community, the Ummah, by following their Prophet?	L.O. - How does it feel to be a part of the Muslim Ummah? What difference does it make?	L.O. - What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?	L.O. - How do Hindus show their commitment to ahimsa through acts of service or sewa?	L.O. - What did Jesus teach about God's grace and forgiveness?

Outcomes	Pupils will learn to: <ul style="list-style-type: none"> Describe some of the impacts of religious commitments on life. Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. About 4 different ways in which the Muslim Ummah supports Muslim people all over the world To think about the nature of community, making links to their own communities Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers. Describe what 'sewa' means and what some acts of sewa may be. Become familiar with Christian examples of grace and generosity as exemplified in the life story or stance of a modern Christian or a saint. Understand similarities and differences between big ideas for Christian, Hindu and Muslim people; Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for myself Clearly explain the impact of my own beliefs and commitments and those of others 					

PSHE	Unit:					
	L.O. - Think before you click!	L.O. - To share or not to share?	L.O. - Rat Park	L.O. - What sort of drug is...?	L.O. - Drugs: it's the law!	L.O. - Alcohol: what is normal?

Outcomes	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
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	<ul style="list-style-type: none"> Describe some of the effects and risks of drinking alcohol.
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MUSIC	Unit: Creative Composition					
	L.O. - To improvise melodies over a groove To recognise and understand simple time signatures.	L.O. - To use chord changes as part of an improvised sequence To recognise and understand simple time signatures.	L.O. - To contribute to whole class compositions on a given theme To perform rhythms from notation cards	L.O. - To compose 4 bar melodies (16 beats) using the pentatonic scale. To perform a composed 4 bar melody on tuned percussion.	L.O. - To compose 4 bar melodies (16 beats) using the pentatonic scale. To read and play a composed 4 bar phrase written in standard notation, identifying note names and durations.	L.O. - To compose a piece of music, showing an understanding of repetition and how musical contrasts are achieved. To read and play a composed 4 bar phrase written in standard notation, identifying note names and durations.

Outcomes	Children can contribute to whole class compositions. Children can use chord changes as part of an improvised sequence. Children can compose 4 bar melodies (16 beats) using the pentatonic scale. Children can compose a piece of music, showing an understanding of repetition and how musical contrasts are achieved. Children can improvise melodies over a groove. Children can improvise music on a given theme. Children can recognise and understand simple time signatures. Children can perform rhythms from notation cards. Children can read and play a 4 bar phrase written in standard notation, identifying note names and durations. Children can perform a composed 4 bar melody on tuned percussion.
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P.E.	Unit: Handball					
	Passing To control balls in different ways	Dribbling and Passing To control balls in different ways	Dribbling and Shooting To control balls in different ways	Shooting To receive the ball under pressure	Defending	Working as a Team To control balls in different ways

	<p>appropriate to a particular sport</p> <p>To receive the ball under pressure</p> <p>To propel balls accurately appropriate to a particular sport</p>	<p>appropriate to a particular sport</p> <p>To receive the ball under pressure</p> <p>To propel balls accurately appropriate to a particular sport</p>	<p>appropriate to a particular sport</p> <p>To receive the ball under pressure</p> <p>To propel balls accurately appropriate to a particular sport</p> <p>To explain why I need to change speed and find space in a variety of sports</p> <p>To take part in competitive games with a strong understanding of tactics and composition</p>	<p>To propel balls accurately appropriate to a particular sport</p> <p>To explain why I need to change speed and find space in a variety of sports</p> <p>To take part in competitive games with a strong understanding of tactics and composition</p>	<p>To use the skills of movement in a variety of sports</p> <p>To explain why I need to change speed and find space in a variety of sports</p> <p>To take part in competitive games with a strong understanding of tactics and composition</p>	<p>appropriate to a particular sport</p> <p>To receive the ball under pressure</p> <p>To propel balls accurately appropriate to a particular sport</p> <p>To strike a ball accurately, appropriate to a particular sport</p> <p>To use the skills of movement in a variety of sports</p> <p>To explain why I need to change speed and find space in a variety of sports</p> <p>To take part in competitive games with a strong understanding of tactics and composition</p>
Outcomes	<p>Control balls in different ways appropriate to a particular sport</p> <p>Receive the ball under pressure</p> <p>Propel balls accurately appropriate to a particular sport</p> <p>Strike a ball accurately, appropriate to a particular sport</p> <p>Use the skills of movement in a variety of sports</p> <p>Explain why I need to change speed and find space in a variety of sports</p> <p>Take part in competitive games with a strong understanding of tactics and composition</p>					

COMPUTING	Unit: Text Adventures and Networks					
	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p>L.O. - To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story.</p>
Outcomes	<p>Children can use 2Connect to record their ideas. Children can map out a story-based text adventure. Children can describe what a text adventure is. Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Children are able to step through each line of code and follow the flow of execution. Children can explain the features and purpose of code within a given text adventure. Children can suggest and implement ideas to further develop the program. Children can make logical attempts to debug more complex code involving a combination of functions, variables and a loop. Children know the difference between the World Wide Web and the Internet. Children know about their school network. Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN. Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult. Children have researched and found out about Tim Berners-Lee.</p>					
FRENCH	Unit: Revision					
	<p>L.O. - Weather</p>	<p>L.O. - Family</p>	<p>L.O. - Family</p>	<p>L.O. - Animals</p>	<p>L.O. - Animals</p>	<p>L.O. - Easter and Poisson d'Avril</p>
Outco	<p>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</p>					

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