

Medium Term Planning – Class 6 – Autumn 1

	Overview/Topic	Week 1 7.9.26	Week 2 14.9.26	Week 3 21.9.26	Week 4 28.9.26	Week 5 5.10.26	Week 6 12.10.26	Week 7 19.10.26
Key events								INSET day 23.10.26
Maths		Introduction	Number - Place value - part-part whole model	Number - Place value - comparing numbers – greater than, equal to, less than	Number - Place value - Number lines	Number - Place value - Problem solving and consolidation	Geometry – Shape - Identifying the properties of 2D shapes	Geometry – Shape - Identify the properties of 3D shapes
English	Story – Pirates of the Caribbean	Immerse Setting routines. Introduction to year – <i>Story of you</i> Warm-up and pre-unit assessment. Reveal focus text – deep dive into pirates and the Caribbean, incl. warming up to text. Build island display board.	Immerse Read/ watch the first part of the film. Build the PotC world for story in pupils’ minds. Jump into the world by closing eyes, imagining being there and moving around – what can they see? Describe movements, objects, weather, actions, events, sensations, etc Pupils create character and	Immerse Watch a variety of Caribbean weather reports. Explore menus of Caribbean restaurants. Pupils write and film weather reports/ pirate shipping forecast for the Caribbean. Discuss which locations will be hotter, and hottest. Use similes and metaphors to describe weather.	Imitate Recall the events of PotC using props from the film as stimuli for conversation and pupil talk. Box-up plan. Using drama, recreate the opening of PotC as a story map. Discuss which were the most relevant events, using adjectives to describe them and build familiarity.	Imitate Interview with key characters from the story. <i>How did they feel at each point? What were their intentions? What were their thoughts on other characters? Why? What are their next plans?</i> Pupils discuss and then write a set of questions for each character. Hot seat activity filmed on the iPad.	Imitate Using a template, pupils caption their recreated story map. Focus on accurate punctuation, compound sentences using conjunctions. Adding -er and -est.	Innovate Pupils explore how to innovate key features from their boxed-up plan. Antonyms work to explore how these change the context of a sentence. Close work of Chapter 1, changing one element

			setting profiles using adjectives, synonyms and antonyms. Using a pre-made map of Port Royal, pupils hide treasure within a map and write short clues for others to find. Deep dive – William Dampier	Create a menu for Fairmead Caribbean restaurant.				
Science	OCR Entry Level Science	Introduction	B1 Dead or Alive - The role of cells – Life processes	B1 Dead or Alive - The role of cells – Structure of cells	B1 Dead or Alive - The role of cells – Function of cells	B5 Gasping for Breath - Human respiration - The structure and function of the lungs,	B5 Gasping for Breath - Human respiration - the effects of smoking	B5 Gasping for Breath - Human respiration - respiration and how to test for the products of respiration
PE	Multi Skills	Multi Skills Agility, Balance, Coordination Multi skills relays	Multi Skills Agility & Balance Speed, Agility, Quickness activities	Multi Skills Agility & Balance Core stability and balance	Multi Skills Coordination Hand-eye coordination – throwing & catching skills	Multi Skills Coordination Hand-eye coordination – throwing & catching skills	Multi Skills Combining Agility, Balance, Coordination Coordination in non-competitive situations	Multi Skills Combining Agility, Balance, Coordination in competitive situations
RE		Getting to know one another We are sharing information about ourselves with one another and	What is religion and worldview? We are learning that, across the world, people have different	What makes me special? We are recognising the strengths and qualities that we possess that make	What makes other people special? We are building our ability to recognise	Where do I belong? We are identifying the different communities that we are a part of	What does it mean to be part of a community? We are learning about rights and responsibilities in a	What is a faith community? We are building understanding of what we mean by faith communities

		starting to find common interests within the class community	viewpoints and opinions and learning to respect these when they differ from our own.	us unique and valued. We are helping others recognise the qualities we see in them.	strengths and qualities in others as we continue to build our respect for individuals in our local and wider communities	and recognising why these are communities for us.	community so that we can help groups work well.	and why they are so important to the individuals a who are a part of them.
RSHE KS3	Families	I know what the characteristics of a healthy family life are and how families are diverse and unique.	I can explain the different types of committed stable relationships.	I can explain marriage and civil partnerships, what they are and their legal benefits.	I can explain how families change over time, including through birth, death, separation and new relationships.	I can explain what parents/carers roles and responsibilities are.	I can explain what safe and unsafe relationships are and where I can we get help and advice.	Review and consolidation
RSHE KS4	Respectful Relationships and Families	I can explain what self-esteem is, why it is important and how it contributes to healthy, respectful relationships.	I can explain effective ways to end a relationship.	I can explain ethical behaviours that work alongside consent including, kindness, care, needs and vulnerabilities.	I can explain how stereotypes link with inequalities of power and impact behaviour within relationships, including misogyny, and other prejudices.	I can explain how pornography can negatively influence sexual attitudes and behaviours, including normalising harmful, disempowering sexual behaviours.	I can recognise how some sub-cultures influence an understanding of sexual ethics, including sexual norms, endorsed by so-called 'involuntary celibates' (incels) or	Review and consolidation

							online influencers.	
Life skills	Enterprise Project	Assessment Week What Matter Island Activity- Future Planner	Enterprise (Introduction to business enterprise) What are the different roles/tasks required to run a business.	Enterprise (Start the company) Come up with a company name and logo. What kind of company do you want to create. Think about company impact: carbon footprint, ethics, purpose etc. (may not be just to make money).	Enterprise (Assign Company Roles) Skills match students to the different company roles. Carry out interviews for roles. Assign roles. Roles can include- Finance, Admin, Marketing, Market Research, Production, Packaging, Advertising, Research and Development,	Enterprise (Design a product/service) Research and develop a products/services What are you going to make? It can be a product, cards, keyrings, jewellery, (lots of fine motor skills here). You can also run an event like a coffee morning or make a film and sell tickets. Produce production timeline (use product launch date and work back)	Enterprise (Market Research) Conduct market research on product ideas. What ideas are popular. Think about pricing- what will people pay, how much will you need to sell products to break-even, make profit List and cost materials and equipment needed to begin full production.	Enterprise (Get Investment- Dragon's Den Style) You have designed a product, worked out the cost, calculated how much you would need to spend on materials, thought about were and how you will advertise now you need some money. Produce a presentation you will give to the 'Dragons' to get the money you need to run your business.
Computing	Computing Devices	Computing devices in everyday life <i>We are learning to recognise different computing devices so that we can explain how they</i>	Input devices <i>We are learning to identify common input devices so that we can choose how to enter information into a computer.</i>	Output devices <i>We are learning to identify common output devices so that we can understand how a computer shares information with us.</i>	Storage devices and services <i>We are learning to recognise different storage devices so that we can choose how to save and move our work.</i>	Comparing computing devices <i>We are learning to compare the features and uses of computing devices so that we can choose a</i>	Applications and types of application software <i>We are learning to understand what an application is and identify the main</i>	Choosing an application for a purpose <i>We are learning to select and use a suitable application so that we can complete a digital</i>

		<i>help us in everyday life.</i> Young people identify familiar devices such as desktops, laptops, tablets, smartphones, games consoles and smart technology. They match each device to a typical use and discuss examples from home, school and the community. An independent sorting task checks recognition and understanding.	Young people rotate through practical stations using a keyboard, mouse, touchscreen, microphone and camera. They record what information each device sends to the computer and match devices to suitable tasks. They finish by selecting an input device for a short real-life scenario.	Young people investigate screens, speakers, headphones and printers and describe what each produces. They classify a mixed set of devices as input, output or both, using practical examples to resolve uncertainty. A short matching activity links each output device to an appropriate purpose.	Young people examine examples such as internal drives, USB drives, memory cards and cloud storage. They compare portability, capacity and common uses in accessible terms, then practise saving and reopening a named file. Scenario cards are used to choose a suitable storage option.	<i>suitable device for a task.</i> Young people compare a desktop, laptop, tablet and smartphone using features such as size, portability, controls and available applications. They complete a simple comparison chart and make choices for everyday scenarios. Each learner gives a spoken, written or symbol-supported reason for one choice.	<i>types of application software so that we can recognise software used for different purposes.</i> Young people explore familiar examples of communication, web browsing, word processing, presentation, creative media and entertainment applications. They match application icons or names to purposes and organise them into broad categories. A guided discussion separates the device itself from the software running on it.	<i>task more independently.</i> Young people choose an appropriate application for a short task, such as writing an invitation, creating a simple poster or presenting information. They open the application, complete and save the task, then explain why their choice was suitable. A checklist supports reflection on device, input, output and storage choices.
Humanities	Geography: Comparing Local and Global Environments	Where is Yeovil in the world? We are learning to locate Yeovil	What sort of environment do we live in?	Why is the world's climate different in different places? We are learning to identify different climate zones so that	How can living things survive in extreme environments? We are learning how plants, animals and	How different is Yeovil from Dubai? We are learning to compare Yeovil with a contrasting place so that we can identify	Why does our food come from different parts of the world? We are learning how climate and physical geography affect food	How do people change environments? We are learning how people change natural environments so that

		and other places on maps so that we can describe where we live in relation to the wider world. Develop an understanding of scale and location by placing Yeovil within Somerset, the United Kingdom, Europe and the wider world. Revisit continents, oceans and simple compass directions.	We are learning to identify features of our local environment so that we can understand what makes the Yeovil area distinctive. Introduce the idea of a biome through familiar local features. Explore temperate climate, woodland, grassland, farmland and urban land use in and around Yeovil.	we can explain why environments around the world are different. Introduce polar, temperate, tropical and hot desert climate zones. Explore how temperature and rainfall affect the appearance and use of different environments.	people adapt to extreme environments so that we can understand how climate affects life. Explore the challenges of hot desert and polar environments and the ways that plants, animals and people adapt to temperature, water availability and seasonal conditions.	how location affects landscape and everyday life. Compare Yeovil with Dubai as a contrasting global location. Consider climate, vegetation, water, buildings, transport, farming and recreation, recognising both similarities and differences.	production so that we can explain why different foods grow in different places. Explore how temperature, rainfall, soil and water supply affect where food can be produced. Use familiar examples including Somerset apples, wheat, bananas, cocoa, rice and oranges.	we can recognise the impact of farming, building and resource use. Bring together the Geography learning by examining how farming, housing, roads, recreation and resource use alter natural environments and create different patterns of land use.
Art	Theme: Spain Medium: Pencil & Charcoal	Assessment Assess prior knowledge and individual areas of skill and interest. Introduce medium.	Hook & Research Exploring the artwork of Pablo Picasso. Practice Begin to draw/copy a segment of a larger drawing with pencil.	Practice Continue with individual sections of larger drawings. Expand to include larger area of individual work. Introduce shading with pencil.	Practice Introduce use of charcoal. Draw/copy a section of a larger drawing with charcoal. Extend it larger sections of shared drawings.	Plan/Create Based on some of the artwork we have explored begin to plan an individual project using pencil and charcoal.	Create Create own a project using pencil and charcoal.	Evaluating Evaluate own work share ideas about the work of others.

Enrichment	STEM	To gain an understanding of enrichment and what STEM means	Create simple paper crafts to demonstrate each area of STEM and how it's incorporated in life	Evaluation of projects in previous week	Research elements to create non-heated lava lamp/sensory bottles	Creation of lava lamps	Evaluation of lava lamps and links into careers / use of STEM in everyday life	No lesson this week
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