



Medium Term Planning – Class 6 – Autumn 2025 Term 2

	Overview/ Topic	Week 1 WC 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
Key events								
Maths	Number Measurement	Number Addition and subtraction	Number Addition and subtraction	Number Addition and subtraction	Number Addition and subtraction	Measurement Money	Measurement Money	Measurement Money
English	Simon vs. the Homo Sapiens Agenda Online Letter writing.	Immerse Careers link – What careers are within journalism? Explore some roles and complete fact files. Introduce Young people to the 'Fairmead School Advice Column'. Explore the set-up and roles to be designated. Look at a range of teenage 'agony aunt' columns. Young people look at a range of problems submitted and offer solutions. Create a working wall of sentence	Immerse Receive a letter from Jacques to the Fairmead Advice Column. Read the first part of the book and story map. Young people create their own alternative identity and practice writing / acting in that style. Examine the letter Simon sends to Blue, extracting key features and structures. Extract information for working wall. Deepen understanding of each key feature.	Imitate Using a model letter and scaffolding, young people imitate a letter from Jacques to Blue – writing to the Fairmead Advice Column. Create a class toolkit poster. Writing – Red – Colourful Semantics. Full stops, capital letters, question marks. Yellow - Colourful Semantics. Full stops, capital letters, question marks and exclamation marks. Blue – A range of effective punctuation,	Innovate Continue reading the book and watch the first part of the film. Compare similarities and differences between the text and the film. Explore key themes and compare with The Boy in the Striped Pyjamas (previous text). Young people are paired and write either from the perspective of a character in the book or from the advice column, using planning frames and sentence starters. Peer feedback and redrafting. Focus on clarity, voice, and structure.	Innovate Hot seat key characters to explore emotions and motivations. Write a shared class letter from the Fairmead Advice Column, with groups taking on different aspects of the letter (e.g. structure, introduction, closing paragraph). Writing – Red - Build a range of sentences using Colourful Semantics in different orders. Yellow – Build a range of sentences using Colourful	Invent Boxed-up plan. Young people receive an influx of letters requiring the advice of the team. Young people are provided with different levels of incoming letters and work to reply to the letters using adapted frames / templates. Writing – Consolidate skills practised over the term. Consolidate skills practised over the term. Consolidate skills practised over the term.	Last week Finish watching the film and write book reviews. Final assessments of skills covered / spelling and reading list updates. Close the Fairmead Advice Column – employee of the month awards.



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		starters and vocabulary. Predictions.	Adapted tasks to meet EL1 – L2. Focus on narrative voice, characterisation, and tone. Shared reading and annotation of selected chapters. Vocabulary building and comprehension activities. Create a toolkit for effective letter writing. Writing – Red – Write captions for story map using Colourful Semantics. Full stops and capital letters. Yellow- Write captions for the story map using Colourful Semantics. Full stops, capital letters and question marks. Blue – Identify statements / commands /	including commas. Reading – Red –Order letters received alphabetically using the first letter. Yellow – Order alphabetically using the first two letters. Blue – Order alphabetically using the first two letters / Understand root words, prefixes and suffixes to understand the meaning of new words. Speaking and listening – 1 day allocated to practicing skills in line with young people' individual FS expected levels.	Writing – Red – Colourful Semantics. Full stops, capital letters, question marks. Yellow - Colourful Semantics. Full stops, capital letters, question marks and exclamation marks. Blue – Fronted adverbials. Reading – Red – Extending skills encountered this term this far. Yellow - Extending skills encountered this term this far. Blue – Extending skills encountered this term this far. Speaking and listening – 1 day allocated to practicing skills in line with young people' individual FS expected levels.	Semantics in different orders. Blue – Time adverbials. Reading – Red – Make inferences. Yellow – Make justified inferences. Blue – Reading and identifying text for different purposes Speaking and listening – Hot seat activity – ask relevant questions.	Reading – Red – Make justified inferences. Yellow – Retrieve key information with detail. Blue – Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) Speaking and listening -	
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			exclamations and questions. Reading – Red – Understand a short text on a simple subject. Yellow - Understand a short text on a simple subject. Blue – Understand organisational markers in short straight forward texts. Speaking and listening – Drama activity based on the book. (Reenact the first part).					
Science	OCR Entry Level science	C8 Heavy metal - Reactivity and the extraction and recycling of metals – properties of metals	C8 Heavy metal - Reactivity and the extraction and recycling of metals – uses of metals	C8 Heavy metal - Reactivity and the extraction and recycling of metals – extraction of metals	P5 Let there be light - Renewable and non-renewable energy sources - The use of fossil fuels and the products of its combustion	P5 Let there be light - Renewable and non-renewable energy sources - renewable energy sources	P5 Let there be light - Renewable and non-renewable energy sources – the properties of waves	Consolidation
Humanities	Geography: Town centre Decline and regeneration	Lesson 1: What is a town centre and why is it important? Objective: We are learning what a town	Lesson 2: What is decline in a town centre? Objective: We are learning what decline in a town centre means so	Lesson 3: Why do town centres decline? Objective: We are learning why some town centres decline so	Lesson 4: What is regeneration and how can it help? Objective: We are learning what regeneration means so that we can see	Lesson 5: How is Yeovil trying to regenerate its town centre? Objective: We are learning about Yeovil's	Lesson 6: Planning for our Yeovil Town Centre Visit Objective: We are learning how to identify	



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		centre is so that we can understand its role in the local community. Critical Question: Why do people need town centres? Activities: Discuss what shops and services Young people use in Yeovil. Look at photos of Yeovil town centre past and present. Create a mind map of reasons people visit town centres.	that we can recognise its signs in our own town. Critical Question: How can you tell if a town centre is declining? Activities: Discuss empty shops, boarded-up windows, and reduced footfall. Use a photo pack of Yeovil with evidence of decline to circle and label examples. Compare with images of a busy town centre.	that we can understand the challenges Yeovil faces. Critical Question: What causes shops and businesses to close? Activities: Discuss reasons (online shopping, out-of-town shopping, high rents). Simple case study: The Quedam Centre vs. internet shopping. Young people write/draw “A day in Yeovil without shops.”	how towns can be improved. Critical Question: How can we make a town centre better? Activities: Define regeneration with simple examples (cleaning streets, new shops, community spaces). Look at Yeovil's regeneration plans (Yeovil Refresh/Bandstand). Young people design a poster “My ideas to make Yeovil better.”	regeneration plans so that we can see local changes in our town. Critical Question: What changes are happening in Yeovil now? Activities: Examine images/news about Yeovil's regeneration projects. Simple map activity: mark areas with planned changes (e.g., Glovers Walk, bus station). Discuss which changes young people think will help most.	decline and regeneration so that we can record these during our visit to Yeovil. Critical Question: What should we look for when we visit Yeovil? Activities: Create a checklist of things to spot: empty shops, new shops, signs of construction, community art. Role-play questions they might ask during the visit. Discuss safety and behaviour expectations for the trip.	
Computing	Creating and Editing	Lesson 1 – Understanding Layout Conventions Learning Objective: We are learning what layout	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our information is	Lesson 3 – Applying Layout Conventions in Practice Learning Objective: We are learning how to use layout	Lesson 3 – Applying Layout Conventions in Practice Learning Objective: We are learning how to use	Lesson 4 – Reviewing and Improving Layouts Learning Objective: We are learning how to



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		conventions are so that we can choose the right format for our work. Summary: Young people explore examples (letters, posters, slideshows). Identify features like headings, spacing, images.	information is suitable for the audience we are addressing. Summary: Young people compare formal vs. informal layouts (school newsletter vs. birthday invitation).	our information is suitable for the audience we are addressing. Summary: Young people compare formal vs. informal layouts (school newsletter vs. birthday invitation).	suitable for the audience we are addressing. Summary: Young people compare formal vs. informal layouts (school newsletter vs. birthday invitation).	conventions in our own work so that our information is clear and effective. Summary: Young people create a short document using the correct layout for a given purpose (e.g., job advert).	layout conventions in our own work so that our information is clear and effective. Summary: Young people create a short document using the correct layout for a given purpose (e.g., job advert).	check and improve layouts so that our work looks professional and communicates clearly. Summary: Young people peer-review and edit their documents. Teacher models improvements
RSHE		What is mental wellbeing?	What is the vocabulary associated with body sensations and emotions? (sensitive/accurate vocabulary)	How can we recognise signs of negative mental wellbeing including self-harm in ourselves and others?	How can you evaluate the impact of your actions on your mental wellbeing?	What are the practical ways to improve mental wellbeing? (social interactions, relationships) (5 ways to wellbeing)	What are practical ways to improve mental wellbeing? (physical activities, diet) (5 ways to wellbeing)	How mindfulness can support positive mental health.
RE	Symbolism and Judaism	What is it like to be a teenage Jew in Britain?	What is it like to be Jewish in a different country?	How are humanist and Jewish homes different?	What is Shema and why is it important to Jewish people?	Why is family and community important to Jewish people?	What is Shabbat?	What is Hannukah
Art	Medium: pencil, charcoal and pastels Topic: Iceland	Week 1: Introduction to the Aurora and drawing with charcoal What are the Northern Lights?	Week 2: Introduction to the Aurora and drawing with charcoal Creating a silhouette landscape	Week 3: Experimenting with chalk pastels and blending Colour and Texture	Week 4: Experimenting with chalk pastels and blending Reflecting Light	Week 5: Experimenting with chalk pastels and blending	Week 6: Experimenting with chalk pastels and blending Adding details and finishing touches	Week 7: Young people can provide a self-evaluation of their work
PE		Net/Wall Games Badminton	Net/Wall Games Badminton	Net/Wall Games Short Tennis	Net/Wall Games Short Tennis	Net/Wall Games Seated Volleyball	Net/Wall Games Volleyball	Net/Wall games Volleyball



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Life Skills	Independent Living	I can manage my nail care. I can clean a bathroom.	I can find and follow a recipe from a website. I can clean a kitchen. I can use a hob / oven / microwave.	I can care for a plant. I can recognise and use garden tools. I can recognise the difference between plants and weeds.	I can sort laundry into whites, lights and darks. I can put clothes in the washing machine and turn it on. I can use an iron. I can sort recycling. I can check waste collection dates. I can change the bedding on a bed.	I can identify hazards and risks in the home. I can identify ways to keep my house safe.
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