



## Medium Term Planning – Class 6 – Term Spring 1 2026

	Overview/ Topic	Week 1 05.01.26	Week 2 12.01.26	Week 3 19.01.26	Week 4 26.01.26	Week 5 02.02.26	Week 6 09/02/26
<b>Key events</b>					<b>28<sup>th</sup> – DofE Day</b>	<b>Mocks week</b>	<b>Trip – Fri: P3,4,5</b>
<b>Maths</b> Mr Young	<b>Number</b> <b>Geometry</b>	<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Geometry</b> Position and direction	<b>Geometry</b> Position and direction	<b>Statistics</b>
<b>English</b> Mr Shepherd	<b>Persuasive Writing</b> <b>Focus text:</b> <b>'Holes'</b>  <b>Context – Advertising company. 'We'll advertise what no one else can'</b>	Immerse:  <b>Activities:</b> Careers cross curricular – Farming.  Scaffolded task to make predictions based on the front cover and justify reasons. Opportunity to use connectives and introduce simple, compound and complex sentences.  Look back at previous predictions and consider how accurate they were and why.  Provide the first page of text for	Immerse:  <b>Activities:</b> Introduce the model text: a persuasive advertisement poster for a run-down holiday. Explain pupils' end of unit objective will be to create their own advertising poster.  Read the first section of the book and corresponding section of film.  Discuss features of persuasive writing and locate in model text and	Imitate:  <b>Activities:</b> Pupils imitate the model text by creating a poster for the hole digging experience or the warden's cabin.  Pupils are presented with an argument from a section in a book and asked to choose a side. Then, working in groups, pupils try and persuade the other group to join them.  Possible discussions – Is Camp Green Lake a good place to build character / Should Stanley have accepted the deal?  <b>Outcome:</b>	Imitate:  <b>Activities:</b> Look at depths of meaning within the model text, incl. rhetorical and commands. Use dictionaries and thesaurus to replace vocabulary with that of greater complexity.  Box-up features of persuasive poster.  Explore and use exclamations as part of persuasive writing.  Power of 3.  <b>Outcome:</b>	Innovate:  <b>Activities:</b> Introduce facts and figures to support persuasive techniques.  Identify persuasive language in holiday brochures.  Box-up plan of persuasive poster for Camp Green Lake.  Explore and use exclamations as part of persuasive writing.  Power of 3.  <b>Outcome:</b>	Innovate:  <b>Activities:</b> Using the model text and appropriate scaffolding and a boxed-up plan, pupils create a persuasive poster for Camp Green Lake.  Share, edit and feedback.  <b>Outcome:</b> Use plans to create own pieces of persuasive writing.  <b>S&amp;L:</b> Pupils present their posters to the class.  <b>Revisit:</b> Effective S&L skills.

		<p>pupils to illustrate in a style of their choice.</p> <p><b>Outcomes:</b> Make predictions. Understand and apply the term 'persuade / persuasive' Write in full and accurate sentences using correct grammar and punctuation. Understand and use compound and complex sentences (conjunctions/co-ordination/subordination)</p> <p>.</p> <p><b>S&amp;L:</b> Small group discussions on which previous texts pupils prefer. Scaffolded question prompts to ask and answer.</p> <p><b>Revisit:</b> Clause / subject and verb.</p>	<p>persuasive letter linked to book.</p> <p>Create a working vocabulary wall.</p> <p><b>Outcomes:</b> Identify features of persuasive writing. Understand and use rhetorical questions – correctly punctuating. Understand 'command' sentences including imperative verbs.</p> <p><b>S&amp;L:</b></p> <p><b>Revisit:</b> Letter features and format.</p>	<p>Imitate the model text. Understand and use noun phrases / expanded noun phrases. Explore and use alliteration. Demonstrate reasoned justifications for views.</p> <p><b>S&amp;L:</b> Persuasive discussion-based activity.</p> <p><b>Revisit:</b> Nouns, adjectives, verbs.</p>	<p>Understand and use features of persuasive texts. Box-up features of persuasive texts. Identify commands. Highlight the non-features in an example. Root words, prefixes and suffixes.</p> <p><b>S&amp;L:</b> Challenge – pupils use a thesaurus to find the most exciting alternative word and persuade others.</p> <p><b>Revisit:</b> Ordering alphabetically. Consonants and vowels.</p>	<p>Applying outcomes already covered this half-term.</p> <p><b>S&amp;L:</b> Pupils complete a similar activity to that of week 3.</p> <p><b>Revisit:</b> Fronted adverbials.</p>	
Science Miss Bond	OCR Entry Level	P6 Nuclear power - Atomic model and radioactivity - Structure of the	P6 Nuclear power - Atomic model and radioactivity -	P6 Nuclear power - Atomic model and radioactivity - the	P1 Getting the message - Using waves to communicate –	P1 Getting the message - Using waves to	P1 Getting the message - Using waves to

		atom, radiation and nuclear decay.	contamination and irradiation.	risks and benefits of nuclear power.	The electromagnetic spectrum.	communicate - waves	communicate – communication.
Humanities Mr Shepherd	Chard – The History of Powered Flight.	<p><b>Lesson 1: Who was John Stringfellow?</b></p> <p><b>Objective:</b> We are learning who John Stringfellow was so that we can understand his role in the history of flight.</p> <p><b>Critical Question:</b> Who helped flight take off in Chard?</p> <p><b>Activities:</b> Storytelling session on Stringfellow's life. Look at images of Stringfellow's flying machine. Pupils create a fact file on John Stringfellow.</p>	<p><b>Lesson 2: Why was powered flight important?</b></p> <p><b>Objective:</b> We are learning why powered flight was important so that we can understand how it changed the world.</p> <p><b>Critical Question:</b> How did flying machines change how people live and travel?</p> <p><b>Activities:</b> Discuss how people travelled before flight. Simple timeline activity: travel before and after flight. Watch a short video clip of early flight attempts.</p>	<p><b>Lesson 3: What challenges did early inventors of flight face?</b></p> <p><b>Objective:</b> We are learning about the challenges of early flight so that we can understand how difficult it was to invent flying machines.</p> <p><b>Critical Question:</b> Why was it so hard to invent a flying machine?</p> <p><b>Activities:</b> Discuss problems like weight, engines, and materials. Experiment: paper plane challenge to test different designs. Pupils draw or write about what they think was the hardest challenge.</p>	<p><b>Lesson 4: How has flight changed over time?</b></p> <p><b>Objective:</b> We are learning how flight has developed over time so that we can see how inventions improve.</p> <p><b>Critical Question:</b> How have aeroplanes changed since Stringfellow's time?</p> <p><b>Activities:</b> Create a simple timeline from Stringfellow to modern aircraft. Match images of planes to different eras.</p> <p><b>Critical Question:</b> Discuss why planes look different today.</p>	<p><b>Lesson 5: Why is flight important in Yeovil and Somerset today?</b></p> <p><b>Objective:</b> We are learning why flight remains important locally so that we can understand Yeovil and Somerset's connection to aviation.</p> <p><b>Critical Question:</b> How is flight still important to our local area?</p> <p><b>Activities:</b> Discuss Leonardo Helicopters and RNAS Yeovilton. Look at helicopters made in Yeovil and their uses.</p> <p><b>Critical Question:</b> Pupils complete a quiz on how flight helps people today (emergencies, transport, farming).</p>	<p><b>Lesson 6: Preparing for our visit to the Fleet Air Arm Museum</b></p> <p><b>Objective:</b> We are learning what to look for at the Fleet Air Arm Museum so that we can link it to our learning about flight.</p> <p><b>Critical Question:</b> What do we want to find out during our visit?</p> <p><b>Activities:</b> Create a checklist of aircraft types to look for. Discuss questions they might want to ask during the visit. Pupils design a simple "Flight Passport" to tick off aircraft they see.</p>

<b>Computing</b> Mr Whelan	Communicating & Transacting	<b>Lesson 1 – Understanding Digital Footprints</b> <b>Learning Objective:</b> We are learning what a digital footprint is so that we can understand how our actions online leave a trail. <b>Summary:</b> Pupils explore examples (social media, online searches). Teacher shows how footprints can be permanent.	<b>Lesson 1 – Understanding Digital Footprints</b> <b>Learning Objective:</b> We are learning what a digital footprint is so that we can understand how our actions online leave a trail. <b>Summary:</b> Pupils explore examples (social media, online searches). Teacher shows how footprints can be permanent.	<b>Lesson 2 – Limiting a Digital Footprint</b> <b>Learning Objective:</b> We are learning what steps can be taken to limit a digital footprint so that we can manage our online reputation. <b>Summary:</b> Strategies include privacy settings, thinking before posting, and deleting old accounts.	<b>Lesson 2 – Limiting a Digital Footprint</b> <b>Learning Objective:</b> We are learning what steps can be taken to limit a digital footprint so that we can manage our online reputation. <b>Summary:</b> Strategies include privacy settings, thinking before posting, and deleting old accounts.	<b>Lesson 3 – Checking for Safe Online Transactions</b> <b>Learning Objective:</b> We are learning how to carry out checks when shopping or banking online so that we can reduce risks. <b>Summary:</b> Pupils look for padlocks, https, trusted sellers, and secure payment options.	<b>Lesson 3 – Checking for Safe Online Transactions</b> <b>Learning Objective:</b> We are learning how to carry out checks when shopping or banking online so that we can reduce risks. <b>Summary:</b> Pupils look for padlocks, https, trusted sellers, and secure payment options.
<b>RSHE</b> Mr Simmons		What are the characteristics of a healthy 1:1 intimate relationship?	What are the characteristics of an unhealthy intimate relationship?	What are the characteristics of an unhealthy intimate relationship?	What are the strategies for identifying and managing sexual pressure including understanding and resisting peer pressure? How do you not pressurise others?	What are the strategies for identifying and managing sexual pressure including understanding and resisting peer pressure? How do you not pressurise others?	Where can you seek help when you are being pressurised, manipulated or coerced?
<b>RE</b> Mr Crump	Judaism and Christianity	<b>How do different religions celebrate new year and when?</b>	<b>What are the differences between Jewish and Christian view of God?</b>	<b>Why is the Torah important to Jews? How is it different/same as the bible?</b>	<b>Why is a synagogue important to Jews? How is it the same/</b>	<b>How do Jewish people worship? Compare with Christian worship</b>	Review: what has been our key learning. Check knowledge using Kahoot quiz.

		<p>Research task: young people explore a religion then share findings. Similarities? Differences?</p>	<p>Research and compare for each religion their thoughts on: Jesus, God, Covenant, Salvation, Religious law &amp; After Life</p>	<p>Begin with Christmas: do Jews celebrate? Why not? Identify fundamental differences then the overlap between holy books.</p>	<p><b>different to a church?</b> Watch videos and note features: similarities? Differences? Do young people consider any places sacred to them? Why?</p>	<p>What do we mean by worship? Consider prayer as a common feature of world religions. Why do people do it? What do they gain? How does it make them feel? Look at key Jewish prayer.</p>	
Art Mrs Adams-Bond	<p><b>Medium:</b> Paint <b>Topic:</b> Rio De Janeiro carnival</p> <p><b>Learning Objective:</b> Understand the cultural significance of Rio Carnival and explore its visual elements</p>	<p>Introduction to Rio Carnival</p> <p><b>Learning Objective:</b> Experiment with vibrant colour palettes typical of carnival.</p>	<p>Colour Exploration</p> <p><b>Learning Objective:</b> Explore patterns and textures found in carnival costumes and decorations.</p>	<p>Pattern and Detail</p> <p><b>Learning Objective:</b> Plan a carnival scene composition.</p>	<p>Composition Planning</p> <p><b>Learning Objective:</b> Apply painting techniques to create a vibrant carnival artwork.</p>	<p>Painting the Carnival Scene</p> <p><b>Learning Objective:</b> Refine artwork and reflect on learning.</p>	<p>Finishing Touches and Evaluation</p>
PE Mr Young		<p><b>Health &amp; Fitness</b></p> <p>I can identify different types of exercise</p>	<p><b>Health &amp; Fitness</b></p> <p>I can complete a training session for cardiovascular health</p>	<p><b>Health &amp; Fitness</b></p> <p>I can complete a training session for balance and flexibility</p>	<p><b>Health &amp; Fitness</b></p> <p>I can complete a training session for strength &amp; Power</p>	<p><b>Health &amp; Fitness</b></p> <p>I understand the benefit of different fitness classes</p>	<p><b>Health &amp; Fitness</b></p> <p>I can choose / adapt an exercise session to suit me.</p>
Life Skills Mr Young	Employability	<p><b>Lesson 1. What is a Healthy Lifestyle?</b></p>	<p><b>Lesson 2. Tracking Physical Activity</b> We are learning how to keep our</p>	<p><b>Lesson 3. Healthy Snacks Exploration</b> We are learning how to keep our bodies</p>	<p><b>Lesson 4. Relaxation and Mindfulness</b></p>	<p><b>Lesson 5. Hydration Challenge</b></p>	<p><b>Lesson 6. Poster/Presentation Creation</b></p>

