Medium Term Planning – Class 6 – Autumn Term 2 2026

	Overview/ Topic	Week 1 02.11.26	Week 2 09.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 07.12.26	Week 7 14.12.26
Key events		**Inset day Monday/Tuesday**						
Maths		Number - Addition and Subtraction – Addition of 2 digit numbers	Number - Addition and Subtraction - Addition of 3 digit numbers	Number - Addition and Subtraction - Subtraction of 2 digit number s	Number - Addition and Subtraction - Subtraction of 3 digit numbers	Measurement - Money - Making amounts of money. Calculating change from given amounts.	Measurement - Money - using money and real-life scenarios.	Measurement - Money Problem Solving
Careers and Futures links: Learning addition, subtraction, and money skills will help with future careers by improving problem-solving, calculating costs, handling money, and giving correct change								
English inc Grammar and Reading Focus	**Recount –** **The Amazing Maurice**	Wednesday 4th – Settling into new rooms. Thursday 5th - Recount warm up Friday 6th – Reading pre-unit assessment	Spelling days of the week / compound words. Hook activity – trip Sequence images from the trip to compile a simple article using relevant time connectives.	Adding -ing, -ed, -er to verbs. Terry Pratchett exploration: Pupils use a computer to answer a set of questions related to his works. Using the front cover, pupils predict the plot of the text. Reveal the focus text. Read the first section and	Consolidate spelling focus so far. Watch the first part of the film that corresponds to the section of text read. Pupils box-up the main characters, settings, events and key vocabulary. Explore a model recount	Prepositions, paragraphs and headings. Pupils place prepositions within a recount of the story so far. Using their boxed-up plans and model, pupils start to sequence their ideas for a recount article. With appropriate	Prepositions, paragraphs and headings. Continuing their work from last week, pupils write a second paragraph before considering an associated second piece of writing to add to their article under a subheading.	End-of-unit assessments of outcomes covered. Pre-unit assessment for January 2027. Group task building an article based on the first term in Class 6.

				sort short diary extracts into specific characters. Highlight and define key recount vocabulary.	article for a familiar fairytale. Pupils locate the key recount vocabulary they defined last week within the article. This can include non-examples of spelling focus for pupils to correct.	scaffolding, write one paragraph for an article. Write a suitable heading.		
Careers and Futures links: Pupils will develop writing and communication skills that are important in many jobs. Pupils will use computers, research information and work with others, building skills needed for future careers.								
Science	**OCR Entry Level Science**	Biology - B7 You only have one life - Digestive system and drugs – Living a healthy lifestyle	Biology - B7 You only have one life - Digestive system and drugs - Enzymes	Biology - B7 You only have one life - Digestive system and drugs – Drugs and Alcohol	Chemistry - C6 Sorting out - Purifying mixtures – Mixtures and purity	Chemistry - C6 Sorting out - Purifying mixtures – Crystallisation and filtration	Chemistry - C6 Sorting out - Purifying mixtures – Chromatography	Consolidation/catch up
Careers and Futures links: Young people will learn how to understand their bodies, stay healthy and learn skills that can be used in future jobs such as healthcare and cooking.								
Humanities	**History: How Landscapes and Settlements Change Over Time**	**Can a landscape be a historical source?** We are learning to find clues in landscapes so that we can discover how places have changed over time.	**What was here before towns and villages?** We are learning how natural processes created the	**Why did people choose to settle here?** We are learning why settlements developed in places so that we can understand how	**How did farming change the South Somerset landscape?** We are learning how farming	**How did local industries change Yeovil and Chard?** We are learning how industry changed local towns so that	**How has Yeovil grown and changed?** We are learning to compare maps and photographs from different times so that we	**What can the landscape tell us about the past?** We are learning to use different types of historical evidence so that we can make conclusions about

		Introduce the idea that landscapes contain evidence of the past. Buildings, roads, field boundaries, photographs, maps and place names can all provide clues about change.	landscape so that we can understand the environment in which people later settled. Explore how rocks, soils, hills, and fossils provide evidence of natural change over very long periods of time. Distinguish natural processes from later human changes to the landscape.	geography influenced local history. Investigate the importance of water, fertile land, shelter, routes, resources and trade when people select places to live and establish settlements.	changed the local landscape so that we can recognise evidence of people's work in the countryside today. Explore the development of fields, hedgerows, orchards, livestock farming and farm buildings, and consider how farming has altered the appearance and use of the countryside.	we can explain why buildings, jobs and communities developed. Investigate Yeovil's historic gloving industry and examples of industry in Chard. Consider how factories, workshops, transport and employment changed the appearance and growth of local towns.	can identify how Yeovil's land use has changed. Use historical and modern maps and photographs to investigate urban growth, changes in road systems, housing development, and the changing use of industrial and open land.	how our local area has changed. Consolidate History learning by using maps, photographs, objects and short written sources to answer a local historical enquiry and make an evidence-based conclusion.
Careers and Futures links: Young people develop an understanding of the economic development of our area over time so that they can appreciate the industries that have evolved locally.								
Computing	**Using Office applications**	**Using computing devices safely and supporting wellbeing** We are learning to use computing devices safely and make healthy choices so that technology	**Office applications and their purposes** We are learning to identify common office applications so that we can	**Using a word processor** We are learning to create and edit a document in a word processor so that we can present written	**Using desktop publishing software** We are learning to use desktop publishing software so that we can arrange text	**Using presentation software** We are learning to use presentation software so that we can share information	**Using a spreadsheet** We are learning to enter and organise information in a spreadsheet so that we can use data to answer simple questions.	**Choosing an office application for a task** We are learning to choose and use a suitable office application so that we can complete a purposeful digital task more

		supports our wellbeing. Learners review safe logins, respectful online behaviour, comfortable posture, screen breaks and sensible volume.	choose suitable software for a task. Learners explore examples of word processing, desktop publishing, presentation and spreadsheet software.	information clearly. Learners open a prepared file and enter a short piece of text for a practical purpose, such as a letter, set of instructions or personal profile.	and images for a clear purpose and audience. Learners compare simple posters and leaflets before planning a one-page product.	clearly with an audience. Learners plan a short sequence of slides with a title, key facts and a closing slide.	Learners enter labels and numbers into cells using a familiar context	independently. Learners select the most suitable application, plan and create a product.
Careers and Futures links: Young people become familiar with software applications used in a range of careers								
RSHE - KS4	**Mental Health and wellbeing**	**No lesson, inset day**	I can explain what makes me happy and how my happiness is linked to being connected to others.	I can explain some characteristics of mental ill health, including anxiety and depression.	I can explain some coping strategies for mental ill health that support finding the courage to participate in activities which initially feel challenging.	I can explain what gambling is and the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. I know that it can lead to serious mental health harms, including anxiety and depression.	I can explain the bi-directional relationships between poor mental health and alcohol/drug use (including smoking/vaping).	I can explain where to get support if I have concerns about my own or someone else's mental health.

RSHE - KS3	Mental Health and wellbeing	**No lesson, inset day**	I can explain what mental wellbeing is and what the vocabulary is associated with body sensations and emotions.	I can explain what happiness is and how can it be linked to being connected to others.	I can explain how are worrying and feeling down normal, and how they can affect everyone at different times.	I can explain how to evaluate the impact of my actions on my positive mental health, including the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	I can explain practical ways to improve my mental wellbeing (social interactions, kindness, learn something new. (5 ways to wellbeing NHS)	I can explain practical ways to improve mental wellbeing (physical activities, be mindful). (5 ways to wellbeing NHS)
Careers and Futures links: Learning about mental health and wellbeing can help young people build confidence, manage stress, develop positive relationships and make better decisions, supporting success in their future careers.								
RE	Introduction to Islam	**What do we already know about Islam?** To begin journey, young people will work in groups to sahre things they, Know, Think they know and Want to know in a KWL	**How do worldviews understand God?** Young people will look into how Muslim belief of one God compares to the views of	**What are the Five Pillars?** Through exploration of the 5 pillars of Islam, young people begin to build an understanding of what the five	**What makes a mosque special?** Young people will explore why places of worship are important to believers and the part	**What places are special to different communities** Young people will have opportunity to explore different places of worship	**Islamic artefact detectives** We are learning what selected Islamic artefacts are used for so that we can connect objects with Muslim beliefs and	**Islam challenge: show what we know** Opportunity for young people to reflect on their learning and consider how the different elements studied combine to

		grid. Series of images provided to guide thinking and promote discussion.	God held by other faiths. Groups to explore and compare one major world religion each prompted by question set.	pillars mean. They will then consider how this impacts the daily life of the believer.	collective worship plays in daily life. They will explore the sense of community brought about by this.	using a question set. Each group will compare mosques with places of worship of one or two other religions and report back on their findings. What similarities are most apparent? Why might this be?	practices., The classroom will become a handling museum using images such as a Qur'an stand, prayer mat, qibla compass, prayer beads and calligraphy.	affect the daily lives of believers.
Careers and Futures links: take opportunities how faith may need to be considered in the workplace and exploring the importance of respect and tolerance of this with respect to future colleagues of faith.								
Art	3D Form – Asia / Diwali	INSET DAY	**Hook & Research** Exploring the artwork of our featured artist	**Practice** Experimenting with techniques Using 3D form	**Planning** Listing resources Designing	**Create** Creating a project using the medium which represents the theme	**Create** Creating a project using the medium which represents the theme	**Evaluating**
Careers and Futures links: As well as making the links to jobs in the arts links will be made to the creativity used in art and then the benefits of creativity in numerous jobs and in life.								
PE	Health & Fitness Types of fitness and training	INSET DAY	Continuous & Fartlek Training Focus on Aerobic Fitness	Weight & Resistance Training Focus on Muscle Strength and ways to	Speed, Agility & Quickness Training (SAQ) Focus on Speed and	Circuit Training Focus on a range of types of fitness and ways to	Designing and completing our own training sessions	

			and ways to improve this through continuous low-medium level exercise.	improve this through W & R training	Agility and Speed and ways to improve this through SAQ training	improve this through Circuit training		
Careers and Futures links: Young people will develop an understanding of how exercise forms a key part of a healthy, active lifestyle								
Life Skills/Enterprise		**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 product/s. 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 (Finance & Purchasing)** Begin company accounts. What money will you need to set up the company? How will you raise this money (shares, loan, etc.) Order materials and equipment. Research to ensure best price and quality or materials and resources. Stick to a budget.	**Enterprise (Production)** Begin to produce products. Ensure processes work. Ensure materials and equipment works as expected. Make any adjustments. Train team. Assign production roles.	**Enterprise (Marketing)** Begin marketing of product. Produce advertising. Choose where, when and how to sell product. Set up sales stall in preparation for sales event.
Careers and Futures links: The group will run an enterprise project which will look at different roles when running a business.								
Enrichment	**Film Skills and Animation**	The Persistence of Vision – what is it?	Different shot types and why they are used	Different camera angles and their impact	Making an object move	Planning an animation - storyboards	Applying skills to create an animation	Intro, credits, editing and stop

		Let's make a thaumatrope!			using stop motion			motion movie making
Careers and Futures links:								