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| <b>Writing</b>     | <p><b>Fiction: Warning Tale</b><br/><b>Secondary Unit: Discussion Texts</b></p> <p><b>Model Text(s): The Old Canal and The Boat</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Joined handwriting of all main letter bodies, ascenders and descenders.</li> <li>Identification of main clauses, subordinate clauses and relative clauses.</li> <li>Accurate use of full stops or conjunctions to avoid comma splicing.</li> <li>Multi-clause sentences to lengthen sentences, ensuring accurate punctuation using commas, conjunctions or punctuation (depending on clause).</li> </ul> <p><b>Deepening:</b> use of semi-colon and colon to mark independent or dependent clauses.</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Writing successfully in first person (draw on examples from Private Peaceful) by avoiding over use of I or me through manipulation of language.</li> <li>Knowing how to hook the reader's interest – e.g. start with dialogue. Pull on the implied danger through the setting, using show not tell.</li> <li>Explore characterisation of 'foolish' MC in warning pattern.</li> </ul> <p><b>Level of innovation:</b></p> <ul style="list-style-type: none"> <li>Through openings &amp; endings linked to a setting choice: what's the threat linked to setting? Use Private Peaceful to fuel ideas e.g. into the woods, to the mansion etc.</li> </ul> <p><b>Deepening:</b> explore warnings beyond verbal. Use of a 'time slip' to signal separate moments in time within the story. Children could mark this with a line or use a similar device as in Private Peaceful. Note use of verb tenses to mark this through past perfect tense.</p> |
| <b>Reading</b>     | <p><b>Class Text: Private Peaceful by Michael Morpurgo</b><br/><b>Poem: Tyger</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Role of character: Who are the characters introduced in the first few chapters of the text? What do we know about them? What impressions are created through the characterisation e.g. Grandma Wolf. Why has Morpurgo chosen these names and personas? What is the role of Big Joe? How might these character arcs feed into the later plot?</li> <li>Structure/plot: map the interweaving plot lines of the story. What parallels can be drawn between the plot at home versus the plot in the war? What is the additional plot line that we only see flashes of at the start of each chapter? What might be happening in the present tense?</li> </ul> <p><b>Responding &amp; questioning:</b></p> <ul style="list-style-type: none"> <li>Introduce some basic (retrieval) SATs style questions such as: sequencing events, find and copy one word, etc. to ensure full accuracy. Practice role of initial read and 'scanning' to check for accuracy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>SPAG</b>        | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spell words with the following endings: -ant, -ance, -ancy, -ent, -ence, -ency, -fer</li> <li>Common Exception and Tricky Word List Spellings to be taught: hindrance, nuisance, relevant, convenience, equipment, environment, existence, excellent, sufficient, frequently, government, parliament,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Mathematics</b> | <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>Round any whole number to a required degree of accuracy.</li> <li>Use negative numbers in context, and calculate intervals across zero.</li> <li>Solve number and practical problems that involve all of the above.</li> </ul> <p><b>Number: Addition, Subtraction, Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> <li>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</li> <li>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</li> <li>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                            | <ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.</li> <li>Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>Solve problems involving addition, subtraction, multiplication and division.</li> <li>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>To know the value of each digit in numbers up to 10,000,000 and identify a missing part in standard partitioning (e.g. <math>1000 + \_ + 20 + 4 = 1324</math>)</li> <li>To know how to use negative numbers to calculate intervals across zero</li> <li>To know and quickly recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>To recognise and know how to use factor pairs and commutativity in mental calculations</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Visualising</li> <li>Reasoning logically</li> </ul>                                                                              |
| <b>Science</b>             | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>To know the purpose and origin of classification systems.</li> <li>To know some ways in which animals can be classified.</li> <li>That scientists classify living things to help explain relationships to each other and to help us learn new things about newly discovered organisms.</li> <li>That the scientist Carl Linnaeus' taxonomy was significant and has an impact today.</li> <li>How to identify and classify animals in the local area based on their characteristics.</li> <li>To use and apply classification process to animals.</li> <li>To know ways of classifying plants and to know the reasons why this is useful for scientists.</li> <li>To use and compare a different classification system.</li> <li>To know that different plants need different environments.</li> <li>What plants that commonly grow in the local area and plants that do not.</li> <li>To select an appropriate way of recording data.</li> <li>To know the purpose of microorganisms.</li> <li>To know some ways in which microorganisms can be classified.</li> </ul>                                                                                                                                                 |
| <b>Religious Education</b> | <p><b>What do religious and non-religious world views teach about caring for the Earth?</b></p> <ul style="list-style-type: none"> <li>There are key environmental problems and religious teachings about the Earth. (Khalifa – Islam, stewardship – Christianity, Bhumi – Hindu and Tu B'Shevat – Jewish).</li> <li>The importance of climate justice and the impact this is having on our planet. (Greta Thunberg)</li> <li>To appreciate how religious groups are responding to issues about the environment by looking at the work of religious groups- Jewish Ecological Coalition; Islamic relief tree planting and the Christian Eco Church or Operation Noah and that they should show their traditions more strongly.</li> <li>In order for people and the planet to survive there needs to be activism and commitment to re-balance our world.</li> <li>Through debating green justice and how this fits with religious ideas, what kinds of behaviour, beliefs and expression the world needs.</li> <li>To appreciate that religious and non-religious people have similar and different views on how to care for our planet.</li> <li>That asking questions of different groups is a way to understand and form opinions for example whose world is this? Should religion be greener?</li> </ul> |
| <b>Physical Education</b>  | <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>To develop dribbling to beat a defender.</li> <li>To choose when to pass and when to dribble.</li> <li>To develop receiving the ball with control.</li> <li>To move into space to support a teammate.</li> <li>To develop tackling to gain possession of the ball.</li> <li>To apply rules, skills and principles to play in a Basketball tournament.</li> <li>Estimating distances away from a partner.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>History</b>             | <p><b>Industrial Revolution (Innovation &amp; Invention + Empire)</b></p> <ul style="list-style-type: none"> <li>That historians make judgments about the amount, nature or pace of change across time, specifically in relation to the advancements of technology within the Industrial Revolution.</li> <li>That the 'Industrial Revolution' describes the transition in the 1840s from a society based on hand manufacturing and human/animal power, to a society based on machinery.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|             | <ul style="list-style-type: none"> <li>• That before the revolution, most people lived in the country and worked on farms, and that during the revolution, people moved to the cities to work in factories. These cities grew and became over-crowded, unsanitary and polluted.</li> <li>• That one drawback of the Industrial Revolution was poor working conditions for people in factories. Know that working conditions were often dangerous, people had to work long hours and child labour was common practice.</li> <li>• That spinning cotton using machines was far faster and cheaper than spinning cotton by hand.</li> <li>• That the steam engine was one of the most important inventions of the Industrial Revolution and meant that humans could use the energy from fossil fuels to create power.</li> <li>• To know that much of the machinery and buildings needed by the Industrial Revolution (specifically trains, railway bridges and steam engines) were built out of iron and that this was produced in a new process called the blast furnace.</li> <li>• That steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry.</li> <li>• That the steam train powered its own forward movement and that train lines spread rapidly across Britain, transforming British life and making easy travel possible for the first time.</li> <li>• How historians decide what makes a place or era significant e.g. the power gathered by Britain to become an 'empire' during this time.</li> <li>• That Britain became a powerful empire because it was the leading force in the Industrial Revolution.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PSHE</b> | <p><b>Relationships</b></p> <p style="text-align: center;"><b>Families</b></p> <ul style="list-style-type: none"> <li>• That romantic relationships may lead to <b>civil partnerships</b> and <b>marriage</b>, which are legal declarations of commitment made by two adults who love and care for each other, which are intended to be lifelong.</li> <li>• That forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others.</li> <li>• To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support.</li> </ul> <p style="text-align: center;"><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship –including <b>communication</b> and <b>respect</b> -and develop the skills to form and maintain these.</li> <li>• That friendships have ups and downs and can change over time and that working through differences can sometimes strengthen friendships.</li> <li>• That <b>healthy friendships</b> are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences.</li> <li>• That healthy friendships make people feel included, safe and happy.</li> <li>• To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and their own feelings and ask for support from a trusted adult if necessary.</li> <li>• The importance of seeking support if they are feeling <b>lonely</b> or excluded and to recognise when others may feel this way and strategies for how to include them.</li> <li>• How to recognise if a friendship is making them feel, unsafe, unhappy or uncomfortable and how to manage this and ask for help if necessary.</li> </ul> <p style="text-align: center;"><b>Respecting Self and Others</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of <b>self-respect</b> and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness.</li> <li>• How to communicate effectively and assertively, including expressing needs and boundaries, and how being <b>assertive</b> differs from being <b>controlling</b>.</li> <li>• How to respond to situations where they experience <b>disappointment</b> or <b>frustration</b> with others.</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequences of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> </ul> <p style="text-align: center;"><b>Safe Relationships: Consent, Boundaries and Trust</b></p> <ul style="list-style-type: none"> <li>• That some relationships can be harmful, dangerous or abusive and how to recognise signs of these relationships, and how to report abuse.</li> <li>• To understand the concept of 'keeping something <b>confidential</b> or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>To look at seeking and giving permission (<b>consent</b>) in different situations. Specifically, <b>privacy</b> and <b>personal boundaries</b> in friendships and wider relationships (including online).</li> <li>What is meant by <b>boundaries</b>; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries.</li> <li>To understand why communication is important in relationships and why consent matters before any kind of physical touch. (<b>RSE lesson 2</b>)</li> <li><b>The PANTS rules</b>: <b>P</b>rivates are private; <b>A</b>lways remember your body belongs to you; <b>N</b>o means no; <b>T</b>alk about secrets that upset you; <b>S</b>peak up, someone can help.</li> <li>How to identify <b>acceptable/unacceptable physical contact</b>, and how to tell if contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe), and how to respond to inappropriate or unwanted physical contact.</li> <li>That they should always speak to a trusted adult if someone has been <b>physical</b> in a way that they find <b>unacceptable</b> or <b>uncomfortable</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Art</b>                         | <p><b>Human Feature Drawing</b></p> <ul style="list-style-type: none"> <li>That contemporary art challenges traditional art more than modern art, to the point that it 'radicalises' it. It aims to not only deconstruct but destabilise every aspect of art through use of mediums and alternative ways of viewing.</li> <li>To interpret an artist's feelings or messages through examining their art.</li> <li>That a front view is when a subject is facing the viewer, and a 3/4 view is when they are half turned away.</li> <li>The iris and pupil are perfect circles from a front view, but changes in perspective can make their shape appear to change.</li> <li>That the upper lip is usually proportionately smaller than the bottom lip (but not always).</li> <li>That eyebrows follow the arch of the brow bone and have thicker inner corners to thinner outer corners.</li> <li>That not everyone has the same facial proportions and these can be affected by ethnicity.</li> <li>To sketch the features from different angles and understand that the proportions will appear to change as a result.</li> <li>To focus on the bigger shapes before adding finer details, as many artists do this to achieve accurate likenesses.</li> <li>That the purpose of a background is to enhance the subject, not distract from it, and do not have to be detailed or realistic to be effective. Some artists, like Wiley, can have their background interact with/go in front of the subject, as long as it does not obscure them.</li> <li>To select a colour background for the background that will complement the colour palette of the subject (blue uniform).</li> <li>To consider the effect on composition when positioning a subject in the centre of a piece of art from a front or 3/4 view.</li> </ul> |
| <b>Primary Languages – Spanish</b> | <p><b>At the cafe (en el café)</b></p> <p><b><u>Vocabulary:</u></b></p> <p>How to say and spell the below vocabulary and use this to order a selection of typical foods, drinks and snacks from a Spanish menu and then ask for the bill.</p> <ul style="list-style-type: none"> <li>Breakfast in the café (<i>desayuna en el café</i>)</li> <li>What would you like? (<i>¿Qué quieres?</i>)</li> <li>I would like (<i>quiero</i>)</li> <li>Please (<i>por favor</i>)</li> <li>A juice (<i>un zumo</i>)</li> <li>A black coffee (<i>un café</i>)</li> <li>A white coffee (<i>un café con leche</i>)</li> <li>A lemon tea (<i>un té</i>)</li> <li>A tea with milk (<i>un té con leche</i>)</li> <li>A hot chocolate (<i>un chocolate caliente</i>)</li> <li>A croissant (<i>un croissant</i>)</li> <li>Butter (<i>la mantequilla</i>)</li> <li>Bread (<i>pan</i>)</li> <li>Jam (<i>la mermelada</i>)</li> <li>Sponge cake (<i>un bizcocho</i>)</li> <li>Cereal (<i>cereales</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                      | <ul style="list-style-type: none"> <li>• A piece of tortilla (<i>un trozo de tortilla</i>)</li> <li>• Spanish doughnuts (<i>de churros</i>)</li> <li>• Tapas (<i>tapas</i>)</li> <li>• Chips (<i>patatas fritas</i>)</li> <li>• A sandwich (<i>un sándwich</i>)</li> <li>• A coke (<i>una coca-cola</i>)</li> <li>• A fizzy lemonade (<i>una limonada con gas</i>)</li> <li>• The bill please (<i>la cuenta por favor</i>)</li> </ul> <p>How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</p> <p>That being able to communicate in other languages opens up the wider world.</p> <p><b>Grammar:</b></p> <p>That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like <b>a</b> croissant but <b>the</b> bill) and understand that there are more versions of each determiner compared to English due to gender and amount.</p> <p>That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).</p> <p>That other languages sound different because of different rules.</p> <p>That many words are similar to French and English because of their latin origin (etymology) and we can use these cognates to help us understand new vocabulary. However, some words are 'false-friends'.</p> <p><b>Phonics:</b></p> <p>That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-<b>vor</b>'</p> |
| <b>Music</b>         | <p><b>Hey Mr Miller</b><br/><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing a syncopated melody accurately and in tune.</li> <li>• To observe rhythm, phrasing, accurate pitching and appropriate style</li> <li>• Sing 3- and 4-part rounds or partner songs encouraging vocal independence</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• To extend an improvised melodies over a fixed groove creating a satisfying melodic shape.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• To compose a syncopated melody using the notes of the C major scale.</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• To engage with others taking on a melody or accompaniment role.</li> <li>• To sing and play a class arrangement of the song with a good sense of ensemble.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Forest School</b> | <p><b>Fire Lighting</b><br/>Fire – beginner 1</p> <ul style="list-style-type: none"> <li>• to demonstrate fire circle etiquette</li> <li>• to understand the importance of following the fire circle guidelines</li> <li>• to demonstrate their understanding of the fire circle guidelines by the way they act in and around the fire circle</li> <li>• to adopt the correct kneeling posture for being close to the fire</li> </ul> <p>Fire – beginner 2</p> <ul style="list-style-type: none"> <li>• to understand the need for completely extinguishing a fire</li> <li>• to understand and explain the importance of fully extinguishing fires</li> <li>• to understand and explain the constituent parts of the fire triangle</li> <li>• to demonstrate the correct method for fully extinguishing the fire and checking for residual heat.</li> </ul> <p>Fire – beginner 3</p> <ul style="list-style-type: none"> <li>• to collect dry sticks</li> <li>• to understand and explain the difference between green wood and dead wood and why green wood is not suitable to burn</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



## Medium Term Plan

### Year 6 – Term 1 – 2026/2027

- Learner can identify both dry and greenwood and sort them appropriately.

Fire – beginner 4

- to produce sparks with a fire steel
- to consistently create sparks using a fire steel

Fire – Beginner 5

- to safely cook items on a stick over the fire
- to safely cook an item of food over the fire Learner can demonstrate safe fire circle etiquette whilst cooking

National Curriculum links:

- Physical education
- Science – Everyday materials, States of matter, Properties and changes of materials Physical education
- Science - Plants, Living things and their habitats Physical education
- Science – Properties and changes of materials, Forces
- Cooking and nutrition Physical education Science - Properties and changes of materials, States of matter