



Year 6 Medium Term Plan
Term 4
2025/2026

Writing	<p>Fiction: Mystery tales Model text: A Clockwork Mystery</p> <p>Non-fiction revisit: Information texts</p> <p>Composition:</p> <p>Imply something threatening: adding dangerous elements to the setting; personifying the setting including weather; isolate the MC(s); hint at aspects of later threat; make MC vulnerable (although caution around stereotyping). Hide the threat by: making the setting dark or otherwise unclear e.g. fog; empty words; slowing the pace; short, punchy sentences to avoid detail. Show MC's reactions: actions; emotions; dialogue (if relevant); thoughts: Control pace: short and longer sentences; verb choices including dramatic; adverbials e.g. in an instant; applying or removing aspects of description to delay the action.</p>
Reading	<p>Class Text: 'Clockwork' by Phillip Pullman Additional Text: 'The Arrival' by Shaun Tan</p> <p>Key comprehension focuses for this term:</p> <ul style="list-style-type: none">• Role of characters• Role of structure/plot• Use of main themes/messages/ideas within the book <p>Comprehension Identifying themes and conventions in a wide range of books. Recognise themes in what they read, such as the triumph of good over evil and humans and the human race. Discussing the impressions created by the author regarding each of the key characters within the text.</p> <p>Developing independent understanding A specific focus on aiding children to answer questions such as: what evidence is there of? Apply this evidence to 2-3 mark questions to enhance their responses.</p>
SPAG	<p>Spelling: Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, referred Common exception & tricky words: interfere, amateur, attached, average, bargain, bruise, category, cemetery, competition, controversy, criticise, curiosity, determined, develop, dictionary, embarrass, exaggerate, explanation, familiar, foreign, forty</p> <p>Punctuation and Grammar: Fronted adverbials; ellipsis to slow down the pace and add suspense; parenthesis to add extra information; subordinating and coordinating clauses; expanded nouns phrases; present progressive tense</p>
Mathematics	<p>Percentages To know how calculate a percentage of a quantity [e.g. of measures such as 15% of 360] Decimal and fraction equivalents – using diagrams to represent these Equivalent fraction, decimals and percentages Compare and order fractions, decimals and percentages Percentages of an amount Percentages – finding the original</p> <p>Measurement: Perimeter, Area & Volume Perimeter (using squares and then without) Perimeter of Composite Shapes Perimeter Problem Solving: why shapes can have the same areas but different perimeters</p>



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	<p>Revisiting Area (counting squares and multiplying length x width) Area of Composite Shapes Area of triangles Area Problem Solving: why shapes can have the same perimeters but different areas Scale Factor Volume of Cuboids (using cubes and then with formulae)</p> <p>Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p>Arithmetic: To know the order of operations to carry out calculations involving the four operations (BODMAS). To know how to multiply one-digit numbers with up to two decimal places by whole numbers. To know how to use written division methods in cases where the answer has up to two-decimal places. To know how calculate a percentage of a quantity [e.g. of measures such as 15% of 360] To be able to use the inverse calculation to check answers and calculate missing numbers.</p>
<p>Science</p>	<p>Light To know that light travels in straight lines. To know that light reflects off objects and that is how we see them. That light can also travel to our eyes directly from light sources. To record results of light model using scientific diagrams and labels. To know a shadow will always be the same shape as the object that cast it because the object that blocks the light only blocks the rays that hit it. The rest of the light around the edges can continue to travel in straight lines. Know the angle at which light is reflected from a mirror is equal to the angle that the light hits the mirror. Know that scientific phenomenon is an observable (and sometimes surprising) event. That refraction is the bending of light as it moves between one transparent material and another. Know that refraction can also cause light to separate into its different colours/wavelengths. That light is made up of the colours of the rainbow. To know that scientific evidence is used to support or refute ideas of arguments.</p>
<p>Design and Technology</p>	<p>Textiles: felt gifts To complete market research, finding out more about products currently available and preferences for audience (10-11 year olds). To know which materials to use to create a gift based on knowledge of materials and their properties (link to science). To know which tools to use to create a gift based on knowledge of their uses (i.e. why they would use sewing instead of stapling). To create templates and mock-ups of their gift to help create final piece. To pin pattern to fabric and cut this out accurately. To use a sewing- running stitch, blanket stitch and back stitch. To decorate fabrics with a range of different resources (e.g. buttons, beads, sequins, braids, ribbons) To evaluate design against design criteria, suggesting improvements that could be made.</p>
<p>Religious Education</p>	<p>What matters most to Christians and Humanists? Consider how Christians believe that humans are all made in the image of God (Genesis 1:28) and are sinful (Genesis 3). That for Christians a 'code for living' is 'love God and love your neighbour' (The Good Samaritan Luke 10:25-37 and Jesus' Attitude on the Cross Luke 23-32-35). To explore humanist (decide own guidelines) and religious beliefs (divine Being) about a 'code for living' (values).</p>



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	<p>To explore the big moral concepts (e.g. fairness, honesty) and what they look like in everyday life. To discuss how a moral code might be helpful or difficult. To consider direct questions about values (e.g. Is love more important than freedom? Is thinking bad thoughts as bad as acting on them?)</p>
Physical Education	<p>Outdoor PE : Football To dribble a ball under pressure maintaining possession. To develop dribbling to maintain possession. To choose when to pass and when to dribble. To move into space to support a teammate. To develop defending skills to gain possession. To apply rules, skills and principles to play in a tournament. To apply rules, skills and principles to play in a tournament.</p> <p>Indoor PE : Dance To copy and repeat a set dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to story using a prop to enhance the idea. To use choreographing devices to improve how the performance looks.</p>
Geography	<p>Rivers and water cycles How the water cycle works (Condensation, precipitation, warm air rises, evaporation, surface run-off, infiltration, transpiration, ground water store) What the main features of a river are (source, mouth, tributaries, meanders, oxbow lake, waterfall, river bank, delta, confluence and flood plain). The journey from source to mouth of a river. That Geographers study how landforms develop and how they change. How rivers change over time including the effect of weathering, erosion, climate change and pollution on rivers. To locate some of the major world rivers (The Mississippi, The Nile, The Amazon, The Ganges and the River Seine). That the Ganges is sacred to the millions of followers of the Hindu religion, and it is used by millions of people every day for bathing, drinking, and industry. That the Thames is one of Europe's most historic rivers. Along its banks stands the city of London, an urban area for more than two thousand years.</p>
PSHE	<p>Ourselves Growing and Changing To understand how bodies, change as they approach and move through puberty (SRE lesson 1) To learn about human reproduction including conception (SRE lesson 1 & 3)</p> <p>Media literacy & digital resilience That the media can have a negative effect on mental and emotional health. To critically examine what is presented online and on social media and understand why it is important to do this. What to do if they are being bullied online (copy and paste URL, block and report, screenshot, close laptop and report: 'capturing evidence'). That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p>
Computing	Online Safety



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	<p>The definition of the following words: digital footprint, anonymity, respect, private, selfie, screenshot, consent, block, report, privacy settings and online reputation. Evidence can be collected and shared in numerous ways including using copy and paste and screenshots. How to create a strong password and keep it secure. How to recover a password when it is lost or stolen.</p>
<p>Primary Languages – Spanish (across terms 3 and 4)</p>	<p>En el colegio (continued from T3) To recognise and name the subjects we study in school in Spanish with the correct definite article/determiner To extend sentences by giving a positive/negative opinion on the various school subjects (i.e. say what they like and dislike). To give a justification and say why they like/dislike certain school subjects. That these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. That listening and speaking are an important skill when learning a new language. To tell the time (on the hour) in Spanish, Say what time they study certain subjects at school.</p> <p>Grammar: How to use the 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation in the present tense.</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>Cultural links: Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)</p>