



Burnt Oak Junior School Medium Term Plan

	Year: 6		Term: Autumn 1		IPC Topic: Brainwaves/ Existing, Endangered, Extinct		
	Week 1	Week 2 <u>11+ Week</u>	Week 3	Week 4	Week 5	Week 6	Week 7
	Phonics/ Spelling	Concept – homophones revisited Etymology - bio	Concept – homophones revisited Etymology - bio	Concept – reflexes and suffixes revisited Etymology - scend	Concept – reflexes and suffixes revisited Etymology - scend	Concept – statutory word list Etymology - quin	Concept – statutory word list Etymology - quin
Reading	Rooftoppers WALT: summarise a paragraph WALT: retrieve key details from a text WALT: use organisational features WALT: retrieve multiple examples from across texts WALT: SATS STYLE	Rooftoppers WALT: identify a theme and locate evidence WALT: make feasible predictions WALT: use empathy to support inference WALT: make our own inferences WALT: SATS STYLE	Rooftoppers WALT: find evidence to support a statement WALT: identify words and techniques used by an author WALT: identify contrasts and support these with evidence WALT: retrieve key information from a text WALT: SATS STYLE	Rooftoppers WALT: sequence key events in a text WALT: identify and retrieve facts and opinions WALT: understand and respond to the emotions felt by a character WALT: explain predictions using evidence WALT: SATS STYLE	Rooftoppers WALT: infer meaning from specific words or phrases WALT: infer meaning from specific words or phrases WALT: justify inferences using evidence from a text WALT: reason about how an author intends the reader to respond WALT: SATS STYLE	Rooftoppers and The Listeners WALT: identify contrasts with evidence WALT: para[phrase questions WALT: retrieve quotations WALT: answer questions with direct reference to the text WALT: SATS STYLE	Rooftoppers and The Listeners WALT: identify key themes WALT: summarise key points WALT: justify inferences using evidence WALT: describe the impact on the reader of specific words or phrases WALT: draw inferences about characters
English	Autobiography WALT: Identify and use phrases that indicate the chronology of events. WALT: Use conjunctions, adverbs and prepositions to express time, place and cause. WALT: Use relative clauses to add information to sentences	WALT: SPAG WALT: Use and sustain the simple and progressive forms of the past tense. WALT: Plan an autobiography in note form. WALT: Use precise word choices and rhetorical questions to engage the reader.	WALT: SPAG WALT: Use conjunctions, adverbs and prepositions to express time, place and cause. WALT: Use relative clauses to add information to sentences. WALT: Edit for impact.	Discursive speech WALT: Represent multiple viewpoints using a range of conjunctions and adverbials to do so. WALT: Elaborate on key points by offering further details. WALT: Deliberately select emotive language to convey strength of feeling. WALT: Adopt and sustain a formal tone, including use of the passive voice.	WALT: SPAG WALT: Elaborate on key points by offering further details and examples. WALT: Deliberately select emotive language to convey strength of feeling in extended writing. WALT: Sustain a formal register, including the passive voice, in extended writing. WALT: Deliver a speech using	Poetry - war WALT: SPAG WALT: Explore the themes and conventions of a poem. WALT: Explain the impact of the author’s language on the reader. WALT: Use similar writing as a model. volume and movement.	WALT: SPAG WALT: Select vocabulary precisely to match meaning. WALT: Learn a poem by heart, performing it using intonation, WALT: Editing for impact. WALT: publish our work

				WALT: Structure and plan a discursive speech.	appropriate formality and expression.		
Maths White Rose Maths	WALT: understand numbers to 1,000,000 WALT: Read and write numbers to 10,000,00 WALT: understand powers of 10 WALT: use an number line to 10,000,000	WALT: compare and order integers WALT: round any integers WALT: use and understand negative numbers WALT: END OF BLOCK ASSESSMENT	WALT: add and subtract integers WALT: understand common factors WALT: understand common multiples WALT: understand the rules of divisibility WALT: understand prime numbers to 100	WALT: understand square and cube numbers WALT: multiply up to a 4-digit number by a 2-digit number WALT: solve problems with multiplication WALT: understand short division WALT: divide using factors	WALT: understand long division WALT: solve long division with remainders WALT: solve problems with division WALT: solve multi-step problems WALT: understand the order of operations	WALT: use mental calculations and estimation WALT: reason from known facts WALT: END OF BLOCK ASSESSMENT	
RE Believing- What do religions say to use when life gets hard?	What questions have you got about what happens when we die?	What do some people think carries on after we have died? What is our soul?	Do some people believe that you come back to life as a different thing? What is reincarnation?	Do you get to heaven if you do things wrong?	What do Christians think happens when we die?	What do people who don't believe in God think happens when we die?	What different ideas are there about what happens when we die? What do I think?
PSHE Cambridgeshire - Drug education	What are the different categories of drugs and what are their roles in relation to health? (L1,2)	What are the effects, risks and consequences of using different drugs? (L3,4,5)	How does the law relate to the use and misuse of legal and illegal drugs? (L6)	Who might use drugs and why if there are alternatives? (L7)	What situations might occur related to drugs and how do people respond? (L8)	What might influence my decision making? Where can you gather useful information and advice? (L9,10)	
IPC (3 CT sessions)							
Science/ Health and Wellbeing	What are the most effective metacognitive strategies to improve your own learning? What are the key strategies to keep you motivated in your own learning?	How can you identify when you are stuck or when you are progressing? What type of questions help you evaluate your learning progress?	What advice can you give someone to succeed in their goals? Existing, Endangered, Extinct Why is classifying important?	What evidence supports your hypothesis about adaptation? What disturbance in the food web impacts living things?	How is natural fertiliser made? Are all invertebrates decomposers? What are the essential information for identifying animal class?	What is more important, growing a population or maintaining biodiversity? Which features help animals thrive and survive?	

