

	Burnt Oak Junior School Medium Term Plan						
	Year: 6		Term: Autumn 2		IPC Topic: Endangered, Existing, Extinct		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics/ Spelling	Words ending in -able (as in <i>adorable</i>)	Words ending in -ably (as in <i>adorably</i>)	Words ending in -ible (as in <i>possible</i>)	Words ending in -ibly (as in <i>possibly</i>)	Word families based on prefixes and suffixes previously taught to show how words are related in form and meaning	Word families based on prefixes and suffixes previously taught to show how words are related in form and meaning	Review and assess
Reading	<u>Pig Heart Boy</u> WALT: make comparisons between characters' WALT: use skimming and scanning WALT: find and copy specific words or phrases WALT: retrieve multiple examples from a text WALT: respond to issues raised in a text and justify	WALT: condense details into a simple summary WALT: use elaborative inference to support understanding WALT: use evidence to prove or disprove a statement WALT: use empathy to support inference WALT: identify themes and use skimming and scanning	WALT: make a valid prediction based on text evidence WALT: substitute synonyms of question words to support retrieval WALT: link question words to the type of information to retrieve WALT: distinguish between and locate facts and opinions WALT: recognise and discuss narrative devices	Assessment week	WALT: paraphrase information WALT: explain the implied meaning of words or phrases WALT: infer meaning from a character's actions and speech WALT: use evidence to support an opinion and structure a verbal response WALT: recognise how fiction can challenge and change our views on something	<u>How to Live Forever</u> WALT: compare text and images and use both to draw inferences WALT: analyse questions carefully and find and copy text precisely to fulfil set criteria WALT: find and copy quotations to support a statement WALT: retrieve key details and quotations to support a point WALT: identify and explain the intended humour in text and illustrations	WALT: use evidence to make plausible predictions WALT: explain the implied meaning of specific words, phrases or sections of text WALT: identify the strongest evidence to support a point WALT: use evidence to support a point WALT: respond to the themes of a text and articulate views clearly
English	First Person Stories with Morals Spelling/SPAG/handwriting WALT: understand the inherent moral or lesson throughout the story. WALT: Develop characters through precise description	Spelling/SPAG/handwriting WALT: Build and shape a cohesive narrative, using text models to inform planning WALT: Develop settings, atmosphere and characters	Spelling/SPAG (relative clause)/handwriting Explanatory Texts WALT: Use organisational and presentational devices to help the	Spelling/SPAG/handwriting WALT: Use and sustain the simple and progressive forms of the present tense WALT: Use passive verbs to affect the	Spelling/SPAG/handwriting WALT: Use the passive verb form to affect the presentation of information in independent writing WALT: Editing writing for impact	Spelling/SPAG/handwriting WALT: Use and sustain a formal tone, making deliberate exceptions for direct quotations WALT: Use pronouns and conjunctions to	Spelling/SPAG/handwriting WALT: Use and sustain a formal tone, making deliberate exceptions for direct quotations WALT: Use pronouns and conjunctions to

	WALT: Develop atmosphere and settings through precise description WALT: Balance description, action and dialogue across the text	through precise description in independent writing WALT: Use conjunctions, adverbs and prepositions to express time, place and cause in independent writing WALT: Balance description, action and dialogue across the text in independent writing	reader navigate a text WALT: Use conjunctions, adverbs and prepositions to express time, place and cause	presentation of information WALT: Plan the structure and outline of an explanation WALT: Select vocabulary precisely for effect, including conjunctions, adverbs and prepositions in independent writing	WALT: Convert one text type to another, demonstrating a shift in formality News Reports WALT: Identify the conventions for presenting and organising information in a news report	aid the flow of writing WALT: Structure and plan a news report WALT: Write in the appropriate form, including the presentation and organisation of information	aid the flow of writing WALT: Edit and publish writing for impact
Maths	Fractions: Equivalent fractions Simplifying fractions Converting fraction (improper/proper) Fractions on a number line	Fractions: Compare and order (denominator) Compare and order (numerator) Add and subtract fractions	Fractions: Add mixed numbers Subtract mixed numbers Add/subtract fractions	Assessment week	Fractions: Multiplying fractions by fractions Multiplying fractions by integers Dividing fractions by fractions Dividing fractions by integers	Fractions: Four rules Fractions of amounts Find the whole End of unit assessment	Converting units Metric measures Convert metric measures Calculate metric measurements Miles and kilometres Imperial measures
RE	WALT: explore how religion can help people Key Question: How can faith help someone during difficult times?	WALT: understand the belief of life after death Key Question: Why are there many different theories?	WALT: explore 'art of heaven' Key Question: How do ideas of life after death help in difficult times?	WALT: compare end of life ceremonies Key Question: How do different cultures view 'end of life'?	WALT: makes inferences from spiritual texts Key Question: How are religious beliefs portrayed?	WALT: explore our own ideas concerning death Key Question: Death is...?	Carol concert practice
PSHE	To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.	To be able to assess the school and local environment from a personal safety perspective. To be able to make informed judgements to help keep safer.	To be able to define honesty and explore dilemmas.	To be able to understand and acknowledge personal boundaries and body language. To identify and distinguish between 'yes' and 'no' touches.	To distinguish between 'good' and 'bad' secrets. To problem solve in order to keep themselves and others safer. To assess risk in order to keep themselves safer.	To be able to recognise and begin to deal with peer group pressure and influence.	To be able to review the people included in the Network of Support.

Music (IPC)	To interpret and play a graphic score	To create a piece of Music with awareness of timbre and texture	To perform a piece of Music with awareness of timbre and texture	To add body percussion and percussion instruments into our own pieces of music	Christmas carol songs practice	Carol Concert at the church practice	Carol Concert at the church
Art / DT (IPC)				DT: Air Raid Shelters	Art: Soldier Portraits		