



## Autumn Medium Term Plan – Year 6

### School Driver Focus

**Autumn 1 – Self-Manager**

**Autumn 2 – Team Worker**

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
<b>Science</b>	Working scientifically	<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>	Plan different types of scientific enquiry Control variables in an enquiry Measure accurately and precisely, using a range of equipment Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use the outcome of text to make predictions and set up a further comparative fair test Report findings from enquiries in a range of ways Explain a conclusion from an enquiry. Explain casual relationships in an enquiry. Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Read, spell and pronounce scientific vocabulary accurately.	Previous vocab plus opinion/fact, confidently name scientific enquiry types.	



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		<ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>			
	Evolution and inheritance	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	.	Adaption, evolution, characteristics, genetics, survival.	
	Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how</li> </ul>	.	Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch,	



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		<p>components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul>		<p>buzzer, volume, motor, conductor, insulator, voltage, current, resistance.</p>	
	Living things and their habitats.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>• give reasons for classifyi</li> </ul>	.	<p>Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean.</p>	
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Computing</b>	E Safety	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> <li>• To understand the difference between bullying and cyber bullying. Develop strategies to resolve both.</li> <li>• To identify how the media play a powerful role in shaping ideas about boys and girls.</li> </ul>	<p>Responsible online communication Informed choices Virus threats Blogs Messaging Predicting outputs Plan, program, test &amp; review a program</p>	



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			<ul style="list-style-type: none"> <li>To apply SMART and all e-safety knowledge to my online activities.</li> </ul>	Program writing Control mimics + devices Sensors Measure input Create variables Link errors Appropriate online tools Audience Atmosphere Structure Copyright Information collection HTML code Storing Information movement Connecting devices Different audiences Research strategies Search result rankings Acknowledge resources Generate Process Interpret Store Present information Plausibility Appropriate data tool Interrogate Investigations	
	Technology (Digital Literacy)	Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5.	<ul style="list-style-type: none"> <li>To protect my password and other personal information.</li> <li>To explain the consequences of sharing too much about myself online.</li> <li>To support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>To explain the consequences of spending too much time online or on a game.</li> <li>To explain the consequences to myself and others of not communicating kindly and respectfully.</li> <li>To protect my computer or device</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	



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			from harm on the Internet.		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Geography</b>	Locational Knowledge	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	<ul style="list-style-type: none"> <li>• To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time.</li> <li>• To identify the position and significance of latitude, longitude, Equator, Northern</li> </ul>	<p>Key Physical Geography vocabulary: Consolidate from previous years Mainland, rural, urban</p> <p>Key Human Geography vocabulary: (in addition to previous years) import, Fairtrade, export, civilisation, global supply chain, globalisation.</p>	



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	and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</li> </ul>		
Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>		



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			resources including energy, food, minerals and water		
	Geographical skills and fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☒ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>• To use primary and secondary sources of evidence in their investigations.</li> <li>• To investigate places with more emphasis on the larger scale; contrasting and distant places</li> </ul> <p>Direction/Location</p> <ul style="list-style-type: none"> <li>• To use 8 compass points confidently and accurately;</li> <li>• To use 4 figure co-ordinates confidently to locate features on a map.</li> <li>• To begin to use 6 figure grid refs;</li> </ul> <p>Representation</p> <ul style="list-style-type: none"> <li>• To use/recognise OS map symbols.</li> </ul> <p>Using Maps</p> <ul style="list-style-type: none"> <li>• To follow a short route on an OS map. Describe features shown on OS map.</li> <li>• To locate places on a world map.</li> <li>• To use atlases to find out about other features of</li> </ul>		



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			places. (e.g. mountain regions, weather patterns) Style of Map <ul style="list-style-type: none"> <li>• To use OS maps.</li> <li>• To confidently use an atlas.</li> <li>• To recognise world map as a flattened globe.</li> </ul>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>History</b>	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> <li>• To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</li> <li>• To use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</li> <li>• To sequence previously studied topic on a timeline to gain greater Historical perspective.</li> <li>• To develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> </ul>	Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc.) Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda Short- and long term timescales, Difference and significance, Trends	





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	Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> <li>• To find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• To compare beliefs and behaviour with another time studied.</li> <li>• To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• To know key dates, characters and events of time studied.</li> </ul>		
	Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> <li>• To link sources and work out how conclusions were arrived at.</li> <li>• To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• To be aware that different evidence will lead to different conclusions.</li> <li>• To confidently use t</li> </ul>		
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change,	<ul style="list-style-type: none"> <li>• To recognise primary and secondary sources</li> </ul>		



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		cause, similarity and difference, and significance.	<ul style="list-style-type: none"> <li>• To use a range of sources to find out about an aspect of time past.</li> <li>• To suggest omissions and the means of finding out.</li> <li>• To bring knowledge gathered from several sources together in a fluent account.</li> <li>• To answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</li> </ul>		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> <li>• To recall, select and organise information.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>• To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</li> <li>• To select and organise information to produce structured work, making</li> </ul>		



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			<p>appropriate use of dates and terms.</p> <ul style="list-style-type: none"> <li>• To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Art and Design</b>	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> <li>• To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</li> <li>• To use the sketch book to plan how to join parts of the sculpture.</li> <li>• To annotate work in sketchbook.</li> </ul>	Ink Light Mixed media Mood Observation Paint Pastels Pattern texture Patterns Print Proportion	
	Drawing	KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	<ul style="list-style-type: none"> <li>• To work in a sustained and independent way to develop their own style of drawing.</li> <li>• To develop this style may be through the development of: line, tone, pattern, texture.</li> <li>• To draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>	Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media	



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			<ul style="list-style-type: none"> <li>• To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>• To develop their own style using tonal contrast and mixed media</li> <li>• To have opportunities to develop further simple perspective in their work using a single focal point and horizon</li> <li>• To develop an awareness of composition, scale and proportion in their paintings</li> </ul>		
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	<ul style="list-style-type: none"> <li>• To work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>• To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>		



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	Printing	KS2 Pupils should be taught to improve their mastery of art/design techniques, including drawing and painting with a range of materials.	<ul style="list-style-type: none"> <li>• To demonstrate experience in a range of printmaking techniques.</li> <li>• To describe techniques and processes</li> <li>• To adapt their work according to their views and describe how they might develop it further.</li> <li>• To develop their own style using tonal contrast and mixed media.</li> </ul>	
	Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.	<ul style="list-style-type: none"> <li>• To consider the use of colour for mood and atmosphere</li> </ul>	
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> <li>• To discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• To identify artists who have worked in a similar way to their own work.</li> <li>• To explore a range of great Artists, architects and designers in history.</li> </ul>	



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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
<b>PE</b>	Dance	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• perform dances using a range of movement patterns;</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To carry out warm-ups and cool-downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing.</li> <li>• To know ways they can become healthier.</li> </ul> <p>Dance Skills</p> <ul style="list-style-type: none"> <li>• To identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• To compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• To use dramatic expression in dance movements and motifs.</li> <li>• To perform with confidence, using a range of movement patterns.</li> <li>• To demonstrate strong and controlled movements</li> </ul>	<p>Beat Canon Choreograph Fluency Match Mirror Pose Routine Timing Unison</p>	



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			<p>throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <ul style="list-style-type: none"><li>• To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li><li>• To show a change of pace and timing in their movements.</li><li>• To move rhythmically and accurately in dance sequences.</li><li>• To improvise with confidence, still demonstrating fluency across their sequence.</li><li>• To dance with fluency and control, linking all movements and ensuring that transitions flow.</li><li>• To demonstrate consistent precision when performing dance sequences.</li><li>• To modify some elements of a sequence as a result of self and peer evaluation.</li></ul>		
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			<ul style="list-style-type: none"> <li>• To use complex dance vocabulary to compare and improve work.</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To link actions to create a complex sequence using a full range of movement.</li> <li>• To perform the sequence in time to music.</li> <li>• To perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</li> </ul>		
	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate</li> </ul>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To carry out warm-ups and cool-downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing.</li> <li>• To know ways they can become healthier.</li> </ul>	<p>Asymmetrical Balance Canon Direction Dynamic Front and Back Support Level Movement Rolling and bridging Rotation Sequence</p>	





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	improvement to achieve their personal best	<p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> <li>• To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>• To demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> </ul> <p>Rolls</p> <ul style="list-style-type: none"> <li>• To complete forward roll from standing</li> <li>• To complete straddle forward roll</li> <li>• To complete pike forward roll</li> <li>• To complete dive forward roll</li> <li>• To complete tucked backward roll</li> <li>• To complete backward roll to straddle</li> <li>• To complete backward roll to standing pike</li> <li>• To complete pike backward roll</li> </ul> <p>Jumps</p>	<p>Shape</p> <p>Symmetrical</p> <p>Unison</p>	
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			<ul style="list-style-type: none"> <li>• Revisit previous jumps</li> <li>Vault             <ul style="list-style-type: none"> <li>• To hurdle step onto springboard</li> <li>• To squat on vault</li> </ul> </li> <li>Handstands, cartwheels and round-offs             <ul style="list-style-type: none"> <li>• To lunge into cartwheel</li> <li>• To lunge into round-off</li> <li>• To hurdle step</li> <li>• To hurdle step into cartwheel</li> <li>• To hurdle step into round-off</li> </ul> </li> <li>Travelling and Linking actions             <ul style="list-style-type: none"> <li>• To tiptoe, step, jump and hop</li> <li>• To hopscotch</li> <li>• To skip</li> <li>• To complete chassis steps</li> <li>• To complete straight jump half turn</li> <li>• To complete straight jump full turn</li> <li>• To cat leap</li> <li>• To cat leap half turn</li> <li>• To cat leap full turn Pivot</li> </ul> </li> <li>Shapes &amp; Balances             <ul style="list-style-type: none"> <li>• To complete 1, 2, 3 and 4-point balances</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"> <li>• To complete pike, tuck, star, straight, straddle shapes</li> <li>• To front and back support Compete/Perform</li> <li>• To perform own longer, more complex sequences in time to music.</li> <li>• To perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>		
OAA	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn</p>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To carry out warm-ups and cool-downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing.</li> <li>• To know ways they can become healthier</li> </ul> <p>Trails</p>	<p>Participation</p> <p>Tactics</p> <p>Attack</p> <p>Defend</p> <p>Defence</p> <p>Competitive</p> <p>Competition</p> <p>Compete</p> <p>Mark</p>		



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		<p>how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team;</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>• To orientate themselves with confidence and accuracy around an orienteering course.</li> <li>• To design an orienteering course that is clear to follow and offers challenge to others.</li> <li>• To use navigation equipment (maps, compasses) to improve the trail.</li> </ul> <p>Problem-solving</p> <ul style="list-style-type: none"> <li>• To use clear communication to effectively complete a particular role in a team.</li> <li>• To compete in orienteering activities both as part of a team and independently.</li> <li>• To use a range of map styles and make an informed decision on the most effective.</li> </ul> <p>Preparation and Organisation</p> <ul style="list-style-type: none"> <li>• To choose the best equipment for an outdoor activity.</li> <li>• To prepare an orienteering course for others to follow.</li> </ul>		
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			<ul style="list-style-type: none"> <li>• To identify the quickest route to accurately navigate an orienteering course.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• To communicate clearly and effectively with others when under pressure.</li> <li>• To work effectively as part of a team, demonstrating leadership skills</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</li> <li>• To offer an effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</li> <li>• To listen to feedback and improve an orienteering course from it.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>		
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
<b>Music</b>	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> <li>• To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• To continue to sing three- and four- part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>	articulation diction enunciate block 12-bar Blues Bop/ Scat dynamics tempo timbre rhythm pitch structure drum machine effects processor film score special effects theme motif ensemble bass/ treble clef gamelan harmony harmonise improvise/improvisation loop the “off beat” syncopation spotting soundmaker swing Folk [music] editing splicing choreograph beat/pulse recording studio	
	Listening	Listen with attention to detail and recall sounds with increasing aural memory;	<ul style="list-style-type: none"> <li>• To create music with multiple sections that include repetition and contrast.</li> </ul>		



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		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> <li>• To use chord changes as part of an improvised sequence.</li> <li>• To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul>		
	Composting	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>• To Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</li> <li>• To play this melody on available tuned percussion and/or orchestral instruments.</li> <li>• To notate this melody.</li> <li>• To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• To compose a ternary piece; use available music software/apps to create and</li> </ul>		



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			record it, discussing how musical contrasts are achieved.		
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> <li>• To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</li> <li>• To accompany this same melody, and others, using block chords or a bass line.</li> <li>• To engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</li> </ul>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Design</b>	Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated	<ul style="list-style-type: none"> <li>• To draw on market research to inform design</li> <li>• To use research of user's individual needs, wants, requirements for design</li> <li>• To identify features of design that will appeal to the intended user.               <ul style="list-style-type: none"> <li>• create own design criteria and specification</li> </ul> </li> </ul>	Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils,	





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		<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> <li>• To come up with innovative design ideas</li> <li>• To follow and refine a logical plan.</li> <li>• To use annotated sketches, cross-sectional planning and exploded diagrams</li> <li>• To make design decisions, considering, resources and cost</li> <li>• To clearly explain how parts of design will work, and how they are fit for purpose</li> <li>• To independently model and refine design ideas by making prototypes and using pattern pieces</li> <li>• To use computer-aided designs</li> </ul>	<p>combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> <p>Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastening</p> <p>Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.</p> <p>Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb,</p>	
	Make	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<ul style="list-style-type: none"> <li>• To use selected tools/equipment with good level of precision</li> <li>• To produce suitable lists of tools, equipment/materials needed</li> <li>• To select appropriate materials, fit for purpose; explain choices, considering functionality</li> </ul>		



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		according to their functional properties and aesthetic qualities	<ul style="list-style-type: none"> <li>• To create and follow detailed step-by-step plan</li> <li>• To explain how product will appeal to an audience</li> <li>• To mainly accurately measure, mark out, cut and shape materials/ components</li> <li>• To mainly accurately assemble, join and combine materials/ components</li> <li>• To mainly accurately apply a range of finishing techniques</li> <li>• To use techniques that involve a small number of steps</li> <li>• To begin to be resourceful with practical problems</li> </ul>	bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.	
	Evaluate	Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none"> <li>• To evaluate quality of design while designing and making; is it fit for purpose?</li> <li>• To keep checking design is best it can be.</li> <li>• To evaluate ideas and finished product against specification, stating if it's fit for purpose</li> <li>• To test and evaluate final product; explain what would improve it and the effect</li> </ul>		



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		<p>different resources may have had</p> <ul style="list-style-type: none"> <li>• To do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</li> <li>• To evaluate how much products cost to make and how innovative they are</li> <li>• To research and discuss how sustainable materials are</li> <li>• To consider the impact of products beyond their intended purpose</li> <li>• To discuss some key inventors/designers/engineers/chefs/manufacturers of groundbreaking products</li> </ul>		
	<p>Technical Knowledge: Electrical systems</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p>. understand and use electrical systems in their products [for example, series circuits incorporating</p>	<ul style="list-style-type: none"> <li>• To use different types of circuit in product</li> <li>• To think of ways in which adding a circuit would improve product</li> <li>• To program a computer to monitor changes in</li> </ul>		



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		switches, bulbs, buzzers and motors]	environment and control product		
	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> <li>• To think about user’s wants/needs and aesthetics when choosing textiles</li> <li>• To make product attractive and strong</li> <li>• To make a prototype</li> <li>• To use a range of joining techniques</li> <li>• To think carefully about what would improve product</li> <li>• To understand that a</li> </ul>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>RE</b>	What do religions say to us when life gets hard? (believing)		<ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>• Outline Christian/Hindu/non-religious belief about life after death.</li> <li>• Explain similarities and differences about beliefs about life after death.</li> <li>• Explain some reasons why Christians and Humanists</li> </ul>	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension	<ul style="list-style-type: none"> <li>•</li> </ul>



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			have different views on life after death.		
	Is it better to express your beliefs in arts and architecture or charity and generosity?(expressing)		<ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity.(buildings&amp; art)</li> <li>• Show an understanding of the value of sacred buildings and art.</li> <li>• Apply ideas about values from the scriptures to the title question.</li> </ul>	<p>Islam</p> <p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p> <p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p> <p>Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’, secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p>	<ul style="list-style-type: none"> <li>•</li> </ul>



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				<p>General religious vocabulary</p> <ul style="list-style-type: none"> <li>• Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.</li> </ul>	
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>PSHE</b>	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle?</li> <li>2. How to maintain physical, mental and emotional health and wellbeing.</li> <li>3. How to manage risks to physical and emotional health and wellbeing.</li> <li>4. Ways of keeping physically and emotionally safe.</li> </ol>	<p>Identifying Strengths - Big Dreams</p> <ul style="list-style-type: none"> <li>• To identify and talk about their own and others' strengths and weaknesses and how to improve</li> </ul> <p>To self-assess, understanding how this will help their future actions</p> <p>Identifying Strengths - Big Achievers</p>	<ul style="list-style-type: none"> <li>•identify •strengths</li> <li>•weaknesses •contribution</li> <li>•working world •self-assess</li> <li>•connections •set personal goals •identify</li> <li>•discrimination •recognise</li> <li>•stereotyping •recognise</li> <li>•factors •influencing •opinion</li> <li>•choice •challenge •self-assess •future actions</li> </ul>	



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		<p>5. about managing change, including puberty, transition and loss.</p> <p>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• To be able to reflect on past achievements</li> <li>To recognise achievements of others as being worthwhile and important</li> <li>Setting Goals 'Super Futures'</li> <li>• To begin to set personal goals</li> <li>Setting Goals - I can do that!</li> <li>• To identify the skills they need to develop to make their contribution in the working world in the future</li> <li>To make connections between their learning, the world of work and their future economic wellbeing</li> <li>Internet Safety - Fake News</li> <li>• To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>	<ul style="list-style-type: none"> <li>•responsible •informed decisions •health •wellbeing</li> <li>•help lines •manage</li> <li>•changing emotions</li> <li>•relationships •strategies</li> <li>•negative pressures</li> <li>•managing •controlling</li> <li>•strong feelings •peer pressure •puberty •body changes •feelings •behaviour</li> <li>•basic needs •societies</li> <li>•financial capability</li> <li>•contribution •working world</li> <li>•time and resources</li> <li>•prioritise •initiative</li> <li>•responsibility •future actions</li> <li>•agreements •positive results</li> <li>•strengths •contribute •take the lead •prioritise actions</li> <li>•respond to challenges</li> <li>•enterprise capability</li> </ul>	
	Growing and Relationships	<p>Pupils will be taught:</p> <p>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p>	<p>Race and Ethnicity - United States</p> <ul style="list-style-type: none"> <li>• To learn about racial discrimination and its impact on societies, past and present</li> </ul>		



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		<p>2. How to recognise and manage emotions within a range of relationships.</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>	<p>Gender Stereotypes - Jobs for All</p> <ul style="list-style-type: none"> <li>• To learn about gender discrimination and its impact</li> <li>• To challenge stereotyping and discrimination</li> </ul> <p>Culture - Cultured Feast</p> <ul style="list-style-type: none"> <li>• To learn about the importance of family in different cultures</li> </ul> <p>To recognise and respect similarities and differences between people</p>		
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Spanish</b>	Listening	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. 1</li> <li>• To understand a short passage made up of increasingly familiar words and phrases. 1</li> </ul>		
	Speaking	<ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in short scripted conversations</li> <li>• To speak in longer sentences, learning to use particular sentence structures</li> </ul>		





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		<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences</li> </ul>	<p>more flexibly to create own sentence</p> <ul style="list-style-type: none"> <li>• To ask and answer simple questions on a few very familiar topics. 3</li> </ul>		
	Writing	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• To adapt taught phrases to create new sentences</li> <li>• To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.2</li> </ul>		
	Reading	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar</li> </ul>	<ul style="list-style-type: none"> <li>• To practice reading longer texts aloud, containing taught phrases and vocabulary.</li> <li>• To understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>• To use a dictionary or word list.2</li> </ul>		



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	written material, including through using a dictionary			
Grammar	<ul style="list-style-type: none"> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>	<ul style="list-style-type: none"> <li>To use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. 1</li> </ul>		
Culture		<p>Talk about, discuss and present information about a country's culture in relation to festivals and celebrations - Feliz Navidad (Christmas)</p> <p>Begin to understand more complex issues which affect a Spanish speaking country today Famine, poverty, religion, wa</p>		