

Autumn 2 2018-19 Medium Term Plan Year 6

Topic = Time Travellers

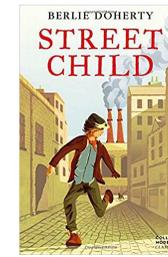
Starting point (Hook): Workhouse life video

Outcome: Victorian art in the style of William Morris

Trips/visitors: Bexhill museum?

Topic display: Queen Victoria/ the Victorians

Literacy display: Street Child- children's work



| Creative curriculum/Learning journey | | | | | | |
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| Week | Special events | Literacy Focus text – Street Child | Science learning Theme/area – | History learning Theme/area – The changing power of monarchs | Art & DT learning Theme/area – William Morris study (great artists) Christmas | Computing learning Theme/area Animation |
| 1 | Structured convos | Non-fiction- balanced argument (non-chronological report) | Continued from last term (See Term 1 MTP) | Life in the Victorian times (link to text) | Artist study- William Morris | |
| 2 | Structured convos Parents evenings | Letter to Jim (main character) Recounts (diary entries) | Continued from last term (See Term 1 MTP) | Queen Victoria- fact file Key Question- why was Queen Victoria a powerful monarch? | Sketching- Looking carefully at William Morris designs- using windows to mimic in sketch books | |
| 3 | Anti-bullying week | Persuasive letter | | Queen Elizabeth II- what happened under her power? Key Question- what do these queens have in common? | Sketching- creating own William Morris style designs in sketch books | |
| 4 | Trip? | Writing in role (choice of form and audience) | | Queen Anne- comparisons between the three monarchs | Printing tiles for class display | |

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| 5 | | Report writing | Materials- investigations using scientific enquiry skills | Comparisons between the three monarchs | Enterprise week- design purposeful, functional, appealing products for themselves and others based on design criteria | Christmas animation |
| 6 | Creative Friday 7 th | Character profile | Materials- investigations using scientific enquiry skills | | | Christmas animation |
| 7 | Xmas fair | Note writing | Materials- investigations using scientific enquiry skills | | Christmas cards/ hats | Christmas animation |
| 8 | 3 days only Xmas parties Xmas Dinner Carol service | RE | | | Christmas art | |

| | Maths Key areas to cover | Music Theme/area - Christmas | P.E (including premier) Theme/area - Gymnastics | PSHE/SEAL | R.E Theme/area – Living with difference |
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| 1 | Multiplication and division | | Creating body shapes | Recognise increasing independence brings increased responsibility to keep themselves and others safe | |
| 2 | Multiplication and division | | Lifts and holds | Pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media | |
| 3 | Fractions, decimals and percentages | Songs for Carol concert | Jumping shapes off of apparatus | Anti-bullying week | Give and discuss examples of how we all are often ready to judge others by appearances and surface expectations, including those linked to culture or religion; reflect on the impact this may have on people's lives. |
| 4 | Fractions, decimals and percentages | Songs for Carol concert | Linking travel and jumps | Recognise when and how to ask for help, use basic | Distinguish racism from other forms of bullying, as it |

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| | | | | techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong | denigrates an individual as the representative of a family, community or group; reflect on the hurt caused. |
| 5 | Fractions, decimals and percentages | Songs for Carol concert | Balance and counter balance | Importance of protecting personal information, passwords, addresses and images | Compare and contrast stories from Christianity and Sikhism on the theme of religious and cultural difference; consider and respond to ideas about not 'labelling' people according to religion. |
| 6 | Fractions, decimals and percentages | Songs for Carol concert (performance) | Creating a small group routine (pairs) | People who are responsible for helping them stay healthy and safe and ways that they can help these people | |
| 7 | Consolidate weak areas | | Creating a large group routing (4+) | Differences and similarities arise from factors, including family, cultural, ethnic, racial and religious diversity, age, sex, | |

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| | | | | gender identity, sexual orientation, and disability | |
| 8 | Consolidate weak areas | | Performing/ evaluating | | The Christmas Story |