

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Autumn 2024 Medium Term Plan**  
**Once Upon a Planet**

**LEYS FARM JUNIOR SCHOOL**  
**YEAR 6 – MEDIUM TERM PLANNING – CURRICULUM OVERVIEW – AUTUMN 2024 – ONCE UPON A PLANET**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>• Safe adult list</li> <li>• Sign Home-School Planners</li> <li>• Class Charter (including 4 school rules/rights)</li> <li>• School Council</li> <li>• Subject Ambassadors (inform children)</li> <li>• Buddy Mentors</li> <li>• Sports Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• National Coding Week</li> <li>• Macmillan Coffee Morning</li> <li>• Recycling Week</li> <li>• Black History Month</li> <li>• World Mental Health Day</li> <li>• Harvest Festival</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Entry point – Visit to The Deep</li> <li>• Exit point – Metacognition Presentation</li> <li>• Class Text - Running Wild</li> <li>• Homework</li> <li>PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Planetarium</li> </ul>
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p><b>Focus:</b>  Running Wild (VIPERS) – Focus on use of A.P.E for more detailed answers for 3-mark SAT questions.</p> <p>Stories from a Fragile Planet</p> <p>The Tyger by William Blake</p> <p><b>Whole school picture books projects:</b></p>	<p><b>Focus:</b>  <b><u>GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.</u></b>  <b><u>Skill based activities to unpick an expected level piece of writing.</u></b></p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?</p> <p>Can I identify what makes a WAGOLL expected standard?</p>	<p><b>Focus:</b>  Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat sentences, weekly spellings, and phonic lessons/interventions.</p> <p><b>Grammar</b></p> <p>Can I recognise and use the terms subject and object?  Can I identify the difference between active and passive voice?  Can I write in the active voice?  Can I write in the passive voice?  Can I find synonyms of words to up level my writing?</p>

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<p>Here We Are by Oliver Jeffers – First week focus based on a wordless picture book.</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?          (Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          reading books that are structured in different ways and reading for a range of purposes          increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions          recommending books that they have read to their peers, giving reasons for their choices          identifying and discussing themes and conventions in and across a wide range of writing          making comparisons within and across books          learning a wider range of poetry by heart          preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience).</p> <p>Can I understand what I have read?          (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context          asking questions to improve their understanding</p>	<p>Can I up level my vocabulary by investigation connotations of words?</p> <p>Can I choose a variety of exciting sentences in the right genre context?</p> <p><b>Genres:</b>  <b><u>Narrative – The Journey</u></b>          Can I narrate illustrations using descriptive techniques and speech to further the action?</p> <p><b><u>Narrative – Stories from a Fragile Planet</u></b>          Can I rewrite The Lion, Maya and the Elephant focussing on using a range of exciting sentences?</p> <p><b><u>Narrative – suspense story</u></b>          Can I use personification and suspense to add mystery to my writing?</p> <p><b><u>Discussion – Should animals be captured and placed in a zoo?</u></b> (Speaking and listening to follow writing)          Can I argue both sides of an argument in detail, using contrast? Choose a pro and then a con – contrast</p> <p><b><u>Poetry</u></b>  <b><u>The Tyger (William Blake)</u></b>          Can I imitate the style of William Blake to create an animal poem?          Can I compare the style of William Blake to another poet?</p>	<p>Can I identify antonyms of words and use them in my writing?          Can I use vocabulary strategies to identify the meaning of unknown words?          Can I use semicolons, colons or dashes to mark boundaries between independent clauses?          Can I use a colon to introduce a list          punctuating bullet points consistently?          Can I use hyphens to avoid ambiguity?          Can I use brackets, dashes, or commas to indicate parenthesis?</p> <p><b><u>Spelling</u></b>  <b><i>USE OF SPELLING SHED FOR WEEKLY SPELLINGS.</i></b>          Can I spell words from the 5/6 statutory spelling list?</p> <p>Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful</p> <p>Continue to learn strategies and spelling patterns through root words, prefixes, and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.</p>
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<p>drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence          predicting what might happen from details stated and implied          summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas          identifying how language, structure and presentation contribute to meaning).</p> <p>Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?          Can I distinguish between statements of fact and opinion?          Can I retrieve, record and present information from non-fiction?          Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?          Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary?          Can I provide reasoned justifications for my views?</p> <p><b><u>Speaking and listening:</u></b></p>	<p>Can I compare features of a poem to song lyrics?</p> <p><b><u>Handwriting</u></b>  <i>Switch to Collins Happy Handwriting scheme.</i>          Can I write all letters legibly?          Can I increase my speed when writing in length ensuring legibility?          Can I recognise the length needed for each ascender and descender?          Can I recognise where all letters should join?          Can I begin to make decisions on which letters need to be left un-joined?          Can I recognise when to use an un-joined style?</p>	<p>Can I listen and respond appropriately to adults and my peers?          Can I ask relevant questions to extend my understanding and knowledge?          Can I use relevant strategies to build my vocabulary?          Can I articulate and justify answers, arguments, and opinions?          Can I give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings?          Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?          Can I use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas?          Can I speak audibly and fluently with an increasing command of Standard English?          Can I participate in discussions, presentations, performances, role-play/improvisations, and debates?          Can I gain, maintain and monitor the interest of the listener(s)?          Can I consider and evaluate different viewpoints,</p>
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The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum.		attending to and building on the contributions of others? Can I select and use appropriate registers for effective communication?
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**Maths**

<p><b><u>Focus:</u></b> Further develop conceptual knowledge and understanding and start to apply this to SATs based questions. All units have a cold and hot task to show progression within the concept.</p> <p><b><u>Place Value -</u></b> Can I recognise, read and write numbers to 10,000,000? Can I use powers of 10 accurately? Can I place numbers on a number line up to 10,000,000? Can I compare and order any integers? Can I round any integer? Can I apply my negative number knowledge to problem solving?</p> <p><b><u>Vocabulary:</u></b> <i>Place value, patterns, partitioning, millions, powers of 10, compare, order, round, negative numbers, number lines</i></p>	<p>Can I find square and cubes numbers? Can I multiply 4-digit numbers by 2-digit numbers? Can I solve multiplication within problem solving and reasoning? Can I accurately and confidently solve short divisions? Can I divide using factors? Can I start to use long division? Can I use long division accurately and confidently? Can I solve the long division including remainders? Can I apply long division to problem solving and reasoning? Can I apply learnt knowledge to mental calculations and estimation?</p> <p><b><u>Vocabulary:</u></b> <i>Column methods, factors, multiples, lowest/highest common multiple, lowest/highest common factor, prime numbers, square numbers, cube numbers, multiplication, short and long division, remainders (using decimals)</i></p> <p><b><u>Fractions A –</u></b></p>	<p><b><u>Fractions B –</u></b> Can I multiply fractions by an integer? Can I multiply fractions by fractions? Can I divide a fraction by an integer? Can I find fractions of an amount? Can I find the whole when finding fractions of an amount?</p> <p><b><u>Vocabulary:</u></b> <i>Denominator, numerator, integer, fraction, mixed number, unit fraction, equivalent fraction, simplify</i></p> <p><b><u>Converting Units –</u></b> Can I recap kilograms and kilometres? (Year 5) Can I recap millimetres and millilitres? (Year 5) Can I recap converting units of time? (Year 5) Can I read and interpret timetables? (Year 5) Can I understand metric measures? Can I covert metric measures? Can I convert miles and kilometres? Can I understand imperial measures?</p>
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<p><b><u>Addition, subtraction, multiplication, and division –</u></b>          Can I accurately use the column method to add and subtract integers?          Can I find common factors?          Can I find common multiples?          Can I understand the difference between factors and multiples?          Can I use different divisibility rules and find the one that best suits me?          Can I define a prime number?          Can I find all prime numbers up to 100?</p>	<p>Can I find equivalent fractions?          Can I simplify fractions?          Can I place equivalent fractions on a number line?          Can I compare and order fractions by their denominator and numerator?          Can I add and subtract simple fractions?          Can I add and subtract any two fractions?          Can I add and subtract mixed numbers?          Can I apply my fraction knowledge to multi-step problems?</p>	<p><b><u>Vocabulary:</u></b>  <i>Units, kilograms, kilometres, millimetres, millilitres, metric, imperial, miles</i></p> <p><b><u>Projects - Maths Teaching</u></b></p> <p>Daily:</p> <ul style="list-style-type: none"> <li>● Timetables - TT Rockstars</li> <li>● Flashback</li> <li>● Fluency (Bronze + Silver)</li> <li>● Problem-Solving and Reasoning (Bronze – Platinum)</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>● Arithmetic lesson</li> <li>● Assessment for Learning</li> <li>● Timetables interventions</li> <li>● Tailored interventions with Mr Somerville</li> </ul>
<p><b><u>Art</u></b></p>	<p><b><u>Design and Technology, Cooking and Nutrition, including STEM</u></b></p>	<p><b><u>Science including STEM</u></b></p>
<p><b><u>Prior Learning/Knowledge</u></b>          Shading – tones          Primary colours          How to mix secondary colours</p> <p><b><u>Focus:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b>          Mechanical Animal Models – Cams and Followers          Fairtrade food  <b>Fairtrade food -</b></p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Year 4 – Classifying Living Things          Year 5 – Life cycles of Living Things</p> <p><b><u>Living Things and their Habitats –</u></b>          How are animals classified?</p>

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<p>Pencil, Paint and Collage</p> <p><b><u>Vocabulary:</u></b>  Texture, tone, effects, depth, perspective, design, pattern, colour, materials, mosaic</p> <p><b><u>Pencil:</u></b>  Can I use drawing pencils, charcoal &amp; chalk to create contrasting effects of line, texture &amp; tone?  Can I develop blending skills with charcoal and chalk to show line, texture, and tone in observational drawings?  Can I use a view finder to focus on small areas?  (Animal skin or trees)  Can I use appropriate patterns in designs to show depth and perspective?</p> <p><b><u>Paint:</u></b> Artist - Monet  Can I create an innovative design linked to our planet using appropriate colour and patterns?  Can I experience mixing using the colour wheel?  Can I mix paints to match the colours in real objects?  Can I replicate patterns, colours and textures from the style of a well-known artist?</p> <p><b><u>Expression:</u></b>  Can I use a sketchbook to store information on colour mixing, brush marks, etc.?</p> <p><b><u>Collage:</u></b></p>	<p>Can I understand the practice needed in terms of food hygiene and kitchen safety?  Can I understand the source, seasonality, and characteristics of a broad range of ingredients?  Can I discuss ways in which ideas, plans and designs are formed and modify to ensure that the design criteria are met effectively?  Can I select the appropriate methods and equipment for measuring, e.g., time, dry goods, liquids etc.?  Can I understand the principles of cleaning to prevent cross-contamination, chilling foods thoroughly and reheating food until steaming hot?  Can I understand and apply the principles of nutrition and health including the implications of excess and deficiency?  Can I become competent in a range of cooking techniques, e.g., selecting, and preparing ingredients, application of heat, seasoning dishes, combining ingredients?  Can I follow procedures for safety and hygiene?  Can I use analysis of existing products supported by accurate information to inform my own work?</p> <p><b><u>Vocabulary:</u></b>  Separate egg whites from, yoke, folding meringue, Fish slice, baking tray, Hot biscuits, Knead, Whisk, Beat, Combine, Fold, Rubbing in, Claw grip.</p> <p><b>Mechanical Animal Models – links with Science Living Things and their Habitats -</b></p>	<p>What is a classification key?  How can we classify plants?  Is yeast a living microorganism?  What are the five main groups of microorganisms?  Who was Carolus Linnaeus?</p> <p><b><u>Vocabulary:</u></b>  classify, vertebrate, invertebrate, exoskeleton, vascular, non-vascular, taxonomy</p> <p><b><u>Evolution and Inheritance:</u></b>  How are plants adapted to their environment?  How are animals adapted to their environment?  What is natural selection and how does this lead to evolution?  How do adaptations lead to evolution?  What characteristics can you inherit from your parents?  How can fossils help us explain evolution?</p> <p><b><u>Vocabulary:</u></b>  Adaptation, Environment, Evolution, Gene, Natural selection, Inheritance, Organism, Species</p> <p><b><u>Enquiry Skills –</u></b>  Observation overtime  Secondary research  Pattern seeking</p>
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<p>Can I interpret a portrait painting in collage, using appropriate materials?          Can I create a mosaic picture based on Jane Perkins designs?</p>	<p>Can I research ideas about different animals to inform my design looking at movement and habitats?          Can I make a simple mechanism to help me understand cams?          Can I select materials according to their functional properties?          Can I research and develop a design that is informed by my research?          Can I give reasons, supported by factual evidence for the success of aspects of a product and provide considered solutions to resolve those parts that could be improved?</p> <p><b><u>Vocabulary:</u></b>          Cam, follower, Design criteria, functional, aesthetic, materials, components, cam, mechanical systems, mount, framework, finish, join, cut, saw, prototype, evaluate, peer, feedback, off centre, axle, shaft.</p>	<p><b>Disciplinary Knowledge -</b>          Can I identify variable types to create a ‘fair test’?          Can I evaluate tests regarding reliability and validity?          Can I explain that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry?          Can I name the five enquiry types and be able to choose appropriate ones for given theories?          Can I explain that validity is a spectrum – and scientific knowledge has adapted throughout history as more about the world is learnt?</p>
<p><b><u>French (Modern Foreign Languages)</u></b></p>	<p><b><u>Geography</u></b></p>	<p><b><u>History</u></b></p>

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**Use of Language Angels Scheme of Work**

**Prior Learning/Knowledge:**

Colours

Gender verbs

**Focus:**

Phonetics Lesson 4

School

Regular Verbs

**School -**

Can I name ten school subjects?

Can I express an opinion on school subjects?

Can I start to tell the time in the French?

Can I use the verb aller and consolidate school

subjects, opinions and time?

Can I create my own school timetable in French? (with

Assessment for Learning opportunity)

**Vocabulary:**

À l'école (At School), Le français (French), L'anglais (English), Le dessin (Art), Le sport (P.E), La musique (Music), La géographie (Geography), L'histoire (History), Les maths (Maths), Les sciences (Science), L'informatique (Computing), Quelle heure est-il? (What time is it?), Il est (It is)

**Regular Verbs –**

Key Knowledge:

- The Earth's temperature is increasing due to the greenhouse effect.
- That humans produce greenhouse gases through agriculture, energy production, industry, transport and domestic use.
- Rapid population growth is resulting in the growth of all of the greenhouse gas producing sectors.
- Human actions directly influence the level of greenhouse gas emissions.

Our Enquiry Questions:

1. How does global warming affect weather patterns?
2. What is the greenhouse effect?
3. What are countries doing to reduce carbon emissions? What can I do?

Disciplinary Knowledge:

- Interpret climate graphs.
- Express opinions about environmental issues with reasons.
- Evaluate responses to environmental issues.

Key Knowledge:

- The climate of the Earth fluctuates between times of warmth and cool - but human life is impacting this.
- Conservation of the Earth is really important for our planet's future. Some individuals are leading the movement for this, but we all have a part to play.

Our Enquiry Questions:

1. How did life on Earth develop?
2. How have different periods of human history influenced our planet?
3. How do we decide who is significant for conservation?



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<p>Can I recognise and understand what a pronoun is in both English and French?          Can I say what the key personal pronouns are in French?          Can I understand what a verb is in both English and French?          Can I conjugate in French a regular -ER verb?          Can I conjugate in French a regular – IR verb?          Can I conjugate in French a regular -RE verb?</p> <p><b><u>Vocabulary:</u></b>          Je (I), Tu (You), Il (He), Elle (She), Nous (We), Vous (You all), Ils (They – masculine), Elles (They – feminine), Jouer (To play), Habiter (To live), Finir (To finish or end), Vendre (To sell)</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p><b>Global Warming</b>          The planet getting warmer due to the Greenhouse Effect,  <b>Carbon Emissions</b>          Emissions that come from the burning of fossil fuels such as carbon dioxide.  <b>Greenhouse Effect</b>          Emissions creating a layer in the air over the planet, trapping in warm heat.  <b>Extracted</b>          Removed or taken out by force.  <b>Fossil Fuel</b>          Fuel such as coal or oil that is formed from the decayed remains of plants or animals. Non-renewable and the burning to create energy results in carbon emissions. Takes thousands of years in the right conditions to create.  <b>Emissions</b>          The resulting gas from burning fuel.  <b>Agriculture</b>          Farming.  <b>Domestic</b>          Being used at home.  <b>Renewable</b>          Can be keep being made. Renewable energy includes: solar, wind, tidal and nuclear. All except nuclear are classed as 'clean energy' due to having no waste products.  <b>Non-renewable</b>          Fossils fuels which can only be burnt once.</p>	<p style="text-align: center;"><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> <li>Historians can look at trends over long periods of time and predict how the future might be.</li> <li>Historical significance can be debated. We could all become significant in history if we leave a lasting impact.</li> </ul> <p style="text-align: center;"><u>Key Vocabulary:</u></p> <p><b>Evolution</b>          The process by which different kinds of living things to have developed from earlier forms during the history of the earth.  <b>Geology</b>          The science that deals with the earth's physical structure and its history.  <b>Vertebrates</b>          An animal that has possession of a backbone or spine. Mammals, birds, reptiles, amphibians and fish.  <b>Glacial</b>          A period of colder temperatures triggering ice-ages.  <b>Interglacial</b>          A period of warmer temperatures.  <b>Impact</b>          Having influence.  <b>Significance/ Significant</b>          Worthy of attention/ important.</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Pitch          Tempo          Singing          Sequence</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  <b><u>Focus:</u></b>          Dodgeball (Mr Somerville + Mr Johns)          Fitness (Mr Somerville + Mr Johns)          Gymnastics (Mr Somerville + Mr Johns)</p>	<p><b>Using JIGSAW Scheme of Work</b>  <b><u>Prior Learning/Knowledge:</u></b>          Year 5 Jigsaw pieces for both modules – Being Me and Celebrating Differences</p>

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<p><b><u>Charanga Focus:</u></b>          How does music bring us together?          Plastic</p> <p><b><u>How does music bring us together? –</u></b>          Can I read and write musical notations?          Can I understand the difference between duration, pulse, rhythm, and pitch?          Can I showcase the difference between duration, pulse, rhythm, and pitch?          Can I explain the connections that songs have to a social and cultural context?          Can I respond to music with feelings and movements?          Can I learn how to sing a song using the correct pitch?          Can I play an instrument using the correct notes?          Can I improvise and compose my own song?          Can I perform my song in front of an audience?</p> <p><b><u>Vocabulary:</u></b>          Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes</p> <p><b><u>Plastic –</u></b>          Can I analyse the meaning of lyrics based on our topic?          Can I identify rhyming couplets and create my own 4-line couplet?          Can I identify a verse, chorus and bridge in a song?          Can I write my own chorus of 16 beats?          Can I create my own verse and bridge?</p>	<p>Handball (Mr Somerville + Mr Johns)</p> <p><b><u>Dodgeball –</u></b>          Can I throw under pressure and apply this to a target game?          Can I select the appropriate dodging skill for the situation?          Can I develop catching with increasing consistency under pressure?          Can I develop defensive techniques and select the appropriate action for the situation?          Can I understand and apply tactics in a game?          Can I develop officiating skills and referee a game?</p> <p><b><u>Key Skills:</u></b>  <i>Physical: throw, catch, dodge, block</i>  <i>Social: collaboration, respect, leadership, communication</i>  <i>Emotional: honesty, determination, confidence</i>  <i>Thinking: make decisions, select, and apply tactics</i></p> <p><b><u>Fitness -</u></b>          Can I develop an awareness of what your body can do?          Can I develop speed and stamina?          Can I develop strength using my own body weight?          Can I develop co-ordination?          Can I develop agility?          Can I develop balance with control?</p>	<p><b><u>Focus:</u></b>          Being Me          Celebrating Differences</p> <p><b><u>Being Me –</u></b>          Can I identify my goals for this year?          Can I understand how people feel welcomed and valued?          Can I show understanding that there are universal rights for all children?          Can I understand my own wants and needs and compare these with children in different communities?          Can I understand that my actions affect other people locally and globally?          Can I make choices about my own behaviour and how these relate to my rights and responsibilities?          Can I understand how an individual’s behaviour can impact a group?          Can I understand how democracy and having a voice benefits the school community?</p> <p><b><u>Vocabulary:</u></b>  <i>Laws, Democracy, Decisions, Rights, Rewards and Consequences, Legal, Illegal, Lawful, Empathise, Choices, Opportunities, Maslow, Education</i></p> <p><b><u>Celebrating Differences –</u></b>          Can I understand there are different perceptions about what normal means?</p>
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**Vocabulary:**

Duration, pulse, rhythm, pitch, melodic, melody, tempo, improvising, sequence, notations, notes, dynamics, verse, chorus, bridge.

**Key Skills:**

*Physical: agility, balance, co-ordination, speed, stamina, strength*

*Social: support and encourage others, collaboration*

*Emotional: perseverance, determination*

*Thinking: observation, analysis, comprehension*

**Gymnastics -**

Can I develop the straddle, forward and backward roll?

Can I develop rolling into sequence work and on apparatus?

Can I develop counterbalance and counter tension?

Can I develop counterbalance and counter tension into sequence work with apparatus?

Can I develop jumps and explore the effect of height?

Can I explore jump sequence work with consideration of performance tools?

**Vocabulary:**

*Physical: straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight*

*Social: work safely, collaboration, communication, respect.*

*Emotional: independence, confidence, determination*

*Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate, and improve sequences.*

Can I understand how being different could affect someone's life?

Can I explain some of the ways in which one person or a group can have power over another?

Can I know some of the reasons why people use bullying behaviours?

Can I appreciate people for who they are?

Can I explain ways in which difference can be a source of conflict and a cause for celebration?

**Vocabulary:**

*Celebration, difference, conflict, direct, indirect, argument, recipient, courage, fairness, rights, responsibilities, empathy, perception.*

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	<p><b><u>Tag Rugby-</u></b></p> <p>Can I select the appropriate skill, choosing when to run and when to pass?          Can I move into space to support a teammate abiding by the rules?          Can I use defending skills to gain possession?          Can I work as a defending unit to prevent attackers from scoring?          Can I use a variety of attacking skills to beat a defender?          Can I apply rules, skills and tactics learnt to play in a tag rugby tournament?</p> <p><b><u>Vocabulary:</u></b></p> <p>Physical: throw, catch, run, change direction, change speed          Social: communication, support others, collaboration          Emotional: honesty and fair play, confidence, determination, trust          Thinking: decision making, comprehension, reflection, identifying strengths and areas for development, planning.</p>	
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<p><b>Using Lincolnshire agreed syllabus</b>  <b><u>Prior Learning/Knowledge:</u></b>          Christianity – Being Human - How do Christians show they belong? What value does religion bring for</p>	<p><b>Using Purple Mash scheme of work</b>  <b><u>Prior Learning/Knowledge:</u></b></p>	<p><b>WINK-What I Now Know about Once Upon a Planet</b></p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and</p>

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religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g., Amrit in Sikhism

**Focus:**

Christianity – Life Journey

**Christianity – Life Journey -**

Can I identify and explain the main Christian denominations?

Can I compare the main Christian denominations including, birth, marriage, and death?

Can I explain the importance of worship for Christians and how it makes them feel they belong?

Can I identify the different forms of worship?

Can I explain the importance of sacraments to Christians?

Can I explain the importance of the sacrament of the Eucharist?

Can I explain the key features of a baptism and how these are practiced in different Christian denominations?

Can I apply my knowledge to a scientist who was religious but found things that refuted their ideas?

Can I create a double page spread on my sticky knowledge of Christianity?

**Vocabulary:**

Purple Mash scheme of work ensures that knowledge is built upon every year. The Year 5 scheme of work has built the foundations for the Year 6 modules.

**Focus:**

Unit 6.1 – Coding – 2Code

Unit 6.2 – Online Safety

Unit 6.3 – Spreadsheets – 2Calculate

**Unit 6.1 – Coding -**

Can I design a playable game with a timer and a score?

Can I plan and use selection and variables?

Can I use functions and understand why they are useful?

Can I use flowcharts to test and debug a program?

Can I understand the different options of generating user input?

Can I understand how 2Code can be used to make a text-based adventure game?

**Vocabulary:**

*Program, debug, functions, code, flowcharts, variables, user input, design, text-based, possibilities.*

**Unit 6.2 – Internet Safety -**

Can I identify the benefits and risks of mobile devices broadcasting the location of the user/device?

Can I identify the SMART rules?

problem solving.

**Process-**plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation

**Double Page Spread (A3) is also to be completed.**

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Autumn 2024 Medium Term Plan**  
**Once Upon a Planet**

*Christian denominations, baptism, sacrament, Eucharist, holy communion, worship, Catholic, Protestant, Orthodox*

Can I review the meaning of a digital footprint and how and why people use their information?  
 Can I have a clear idea of appropriate online behaviour?  
 Can I understand the importance of balancing games and screen time with other parts of my life?  
 Can I identify the positive and negative influences of technology on health and the environment?

**Vocabulary:**

*Risks, location, secure websites, spoof websites, phishing, email scams, impact, consequences, screen time, influences, technology.*

**Unit 6.3 – Spreadsheets –**

Can I use a spreadsheet to investigate the probability of the results of throwing many dice?  
 Can I use a spreadsheet to calculate the discount and final prices?  
 Can I use a spreadsheet to plan and how to spend pocket money?  
 Can I use a spreadsheet to plan a school charity day?

**Vocabulary:**

*Probability, tool, copy and paste, formula wizard, formulae, spreadsheet, solutions.*