Year 6 Medium Term Plan: Term 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English – Writing Catholic Social Teaching – **Option for the Poor and Vulnerable** *Pupils explore the experiences of poor and vulnerable children in Victorian society through* Street Child *and* Oliver Twist, *developing empathy and an understanding of our Christian duty to stand alongside those in need and work for justice.*	**Descriptive (narrative)** Text- Street Child Discuss ideas; use the drafting process before and during writing. Describe characters, settings and plot within narrative writing. Create expanded noun phrases to convey information and description. Use a range of devices to link time and place within and across paragraphs e.g. fronted adverbials.	**Mock SATs week – 2025 paper**	**Playscript:** Text- Street Child and Oliver Twist Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. Use modal verbs e.g. could, should, might, will.	**Narrative (dialogue)** Text: Street Child Discuss ideas; use the drafting process before and during writing. Sometimes include direct speech to indicate character or event. Create expanded noun phrases to convey information and description. Use capital letters, full stops, question marks, exclamation marks, inverted commas, commas, and apostrophes for contraction mostly	**Diary entry** Text: Street Child Discuss ideas; use the drafting process before and during writing. Create expanded noun phrases to convey information and description. Use vocabulary and grammar to suit formal and informal writing, with some success. Use capital letters, full stops, question marks, exclamation marks, inverted commas, commas, and apostrophes for contraction mostly correctly; experiment	**Poetry** Text: New Market Workhouse Identify and select synonyms and antonyms. Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary Use verses to organise information around a theme.	**Report Writing** Discuss ideas; use the drafting process before and during writing. Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. Identify key words and ideas. Use vocabulary and grammar to suit formal writing, with some success Use modal verbs e.g. could, should, might, will.

Year 6 Medium Term Plan: Term 2

				correctly; experiment with other punctuation.	with other punctuation.		Begin to recognise the 'active' and 'passive' voice.
English - Reading	**Inference** Draw hidden inferences, justifying with textual evidence including quotations which illustrate.	**Mock SATs week – 2025 paper**	**Inference** Make reasoned predictions from implied details.	**Inference** Identify and discuss themes across a wide range of texts.	**Inference** Summarise main ideas across whole text, note development e.g. of a character or a relationship.	**Inference** Make comparisons within and across texts, using evaluative skills.	**Inference** Work out the nuanced meanings of words and phrases in context.
English - GPS	Nouns Adjectives Adverbs	**Mock SATs week – 2025 paper**	Pronouns Prepositions Determiners	Inverted commas	Verbs in the progressive and perfect tenses	Noun phrases Subject and Object Subject and verb agreement	Passive and active Subjunctive verb forms Standard English and formality

Year 6 Medium Term Plan: Term 2

Mathematics Catholic Social Teaching – **Solidarity** *Through learning about fractions, decimals and percentages, pupils develop their understanding of fair shares and equitable distribution, helping them reflect on how resources should be shared justly so that everyone can flourish as part of one human family.*	**Fractions** Equivalents fractions Compare and order fractions	**Mock SATs week –** 2025 paper	**Fractions** Multiply and divide fractions Add and subtract fractions	**Fractions** Fraction of amounts finding the whole	**Fractions** Fraction of amount	**Converting units** Metric measures	**Converting units** Imperial measures

Year 6 Medium Term Plan: Term 2

R. E	**Prophecy and promise** Lesson 1 – Women in the Old Testament Lesson 2 – Miriam saves Moses	**Prophecy and promise** Lesson 3 – Miriam, protagonist of salvation history Lesson 4 - The importance of Mary	**Prophecy and promise** Lesson 5 – Mary's song Lesson 6 – Angels appear to Mary and Joseph	**Prophecy and promise** Lesson 7 – Artisitc responses to the Magnificat Lesson 8 – Mary, the Mother of God	**Prophecy and promise** Lesson 9 – The Magnificat and the Messiah Lesson 10 – Answering God's call	**Prophecy and promise** Lesson 11 – Inspiring women Lesson 12 – Review of branch	**Consolidation**
Science Catholic Social Teaching – **Stewardship** *As pupils investigate light and the world around them, they deepen their appreciation of God's creation and their responsibility to use scientific knowledge wisely to care for our common home*	**Light Up Your World** What is light and what does it do?	**Light Up Your World** Can you see more than just your face in a mirror?	**Light Up Your World** Can light go around corners?	**Light Up Your World** Can you make a camera with a box paper and a pin?	**Light Up Your World** How can you measure a shadow?	**Light Up Your World** How can you measure a shadow?	**Consolidation**

Year 6 Medium Term Plan: Term 2

Computing	**Web Page Creation** To explore a website.	**Web Page Creation** To recognise the common features of a web page	**Web Page Creation** To evaluate what my web page looks like on different devices and suggest/make edits.	**Web Page Creation** To make multiple web pages and link them using hyperlinks.	**Web Page Creation** To make multiple web pages and link them using hyperlinks.	**Web Page Creation** To explain the implication of linking to content owned by others	**Web Page Creation** To explain the implication of linking to content owned by others
History Catholic Social Teaching Principle: **Distributive Justice** *Pupils examine the lives of Victorian workers, children and those living in workhouses, considering how rights were often denied and how society has a responsibility to protect the dignity and wellbeing of all people.*	**The Victorians** To know what were the main changes that took place during this era.	**The Victorians** To understand why it is so difficult to find out what factory conditions were really like.	**The Victorians** To know how town life compares to countryside during this period of time.	**The Victorians** To know what the main changes in transport were and how people benefitted.	**The Victorians** To know about characteristic features of society: schools; workhouses; climbing boys.	**The Victorians** To know if the Victorian times were a Dark Age or Golden Age.	**Consolidation**

Year 6 Medium Term Plan: Term 2

Art and Design	**Structures: Playgrounds** Create five apparatus designs, applying the design criteria to their work.	**Structures: Playgrounds** Make suitable changes to their work after peer evaluation.	**Structures: Playgrounds** Make roughly three different structures from their plans using the materials available.	**Structures: Playgrounds** Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.	**Structures: Playgrounds** Secure their apparatus to a base.	**Structures: Playgrounds** Make a range of landscape features using a variety of materials which will enhance their apparatus.	**Structures: Playgrounds** Make a range of landscape features using a variety of materials which will enhance their apparatus.
P.E.	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)	**Dance:** Prejudice and Discrimination Boccia (Inclusion games)
MFL	**At School** **A L'Ecole** Repeat and recognise the vocabulary for school subjects	**At School** **A L'Ecole** Say what subjects they like and dislike at school.	**At School** **A L'Ecole** Say why they like/ dislike certain school subjects.	**At School** **A L'Ecole** Tell the time (on the hour) in French.	**At School** **A L'Ecole** Say what time they study certain subjects at school.	**At School** **A L'Ecole** Repeat all the vocabulary from memory for school subjects with accurate pronunciation.	**At School** **A L'Ecole** Repeat all the vocabulary from memory for school subjects with accurate pronunciation.

Year 6 Medium Term Plan: Term 2

Music	**Developing Ensemble Skills** Use a legato or staccato voice when singing	**Developing Ensemble Skills** As part of an ensemble perform a Christmas piece reading formal notation	**Developing Ensemble Skills** Perform a wide range of carols with a sense of phrasing and breathing appropriately	**Developing Ensemble Skills** Read and play up to 8 notes on a pitched instrument	**Developing Ensemble Skills** Read and perform rhythm notation to include crotchets, paired quavers, minims and semibreves and their associated rests	**Developing Ensemble Skills** Perform as a class ensemble combining acoustic instruments reading formal notation using up to 8 notes	**Developing Ensemble Skills** Perform a known piece from musical notation
PSHE and RHE	**UKS2 Module 1 Unit 1** Story session - Calming the Storm	**UKS2 Module 1 Unit 1** Story session - Calming the Storm	**UKS2 Module 1 Unit 1** Story session - Calming the Storm	**UKS2 Module 1 Unit 2** 1. Gifts and Talents	**UKS2 Module 1 Unit 2** 2. Gifts and Talents	**UKS2 Module 1 Unit 2** 3. Boys Bodies	**UKS2 Module 1 Unit 2** 4. Spots and Sleep