

## Year 6, Term 1, Medium Term Plan 2026-2027

### Topic Title: Darwin's Delights

#### English:

##### 1. [Linked text: Floodland](#)

In Term 1, the children will read 'Floodland' by Marcus Sedgwick. By studying this text in depth, we will look closely at how the characters are interlinked. We will write emotive letters from different perspectives and use these letters to rehearse skills, such as using persuasive language. In addition, the text will help us to consider how to open our writing in different ways to engage the reader. Moving on from this, we will be using a range of techniques to describe settings, characters and events. We will be also learning how to use characterisation by showing and not directly telling the reader about the character's thoughts and feelings. Towards the end of the text, we will be learning how to create atmosphere and tension through our language choices and sentence lengths.

**Writing in role** using persuasive language and modal verbs and emotive language.

**Setting and character** descriptions – we will use a range of techniques to describe settings including the use of figurative language, rich and varied vocabulary and a range of sentence types.

Use **dialogue to show characterisation** and the differences between characters in this narrative.

We will **weave action and dialogue** in our own narratives linked to the text focusing on our choice of language and how to vary our sentence openers to engage the reader.

##### 2. Non-fiction week

##### [Linked text: The Origin of the Species](#)

Children will be immersed in non-fiction texts and extracts about Charles Darwin and Climate Change. which links to their afternoon learning. During this time, they will explore the features of non-fiction texts including how they are set out and the organisational features. We will use the timeless present tense, correct subject/verb agreement and technical vocabulary. We will also work on text cohesion.

After learning about Charles Darwin, we will write an information text about him including who he was, his life, why is an important scientist and his findings. Then, we will write a non-chronological report about Climate change and the cause and effect of it using a range of conjunctions, fronted adverbials, third person and formal tone.

#### Maths:

##### 1. Integers & Decimals (2 weeks)

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- solve problems involving addition and subtraction
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

##### 2. Multiplication and division (3 weeks)

- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- multiply one-digit numbers with up to two decimal places by whole numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- use written division methods in cases where the answer has up to two decimal places
- identify common factors, common multiples and prime numbers

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| <p><b>R.E: Judaism</b><br/>Judaism in Britain today</p> <p>IALT: revise the key teachings, important places and events for Jewish people.<br/>IALT: understand being a Jew shapes a believer's daily life<br/>IALT: explore famous Jewish people living today<br/>IALT: use empathy to understand others' feelings</p>                                                                                                                                                                                                                                                                             | <p><b>PSHE:</b><br/>We will start Term 1 looking at the following as part of our PD days:<br/>Understanding how to regulate our own emotions, what is appropriate ways to communicate, what good communication is and how to look after our own wellbeing. We will make links to online safety and how to keep ourselves safe online, how to talk and to listen when online, how to behave appropriately online, groups chats, our digital footprint and sensible phone usage.</p> <p>We will also return to the Upton Way, our school rules: Be Ready, Be Safe and Be Respectful. We will also recap British Values and how they link to our own Upton Values.</p> |
| <p><b>Art: Georgia O'Keefe</b></p> <ul style="list-style-type: none"> <li>• I can work in a sustained way to developing a painting</li> <li>• I can use purposeful control of marks made</li> <li>• I can experiment with a variety of paints – washes/thickened paint for texture</li> </ul>                                                                                                                                                                                                                                                                                                      | <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Understand basic keyboard geography</li> <li>• Play a simple 5 note scale, using a keyboard, from standard notation</li> <li>• Learn to read and play a simple tune, using the 5 note scale</li> <li>• Choose tones/timbres to create a desired effect</li> <li>• Understand the term timbre and explore it through the keyboard</li> </ul>                                                                                                                                                                                                                                                           |
| <p><b>Mandarin:</b><br/>In Mandarin we will...</p> <ul style="list-style-type: none"> <li>• Recap some of the learning from year 5 such as how to have a conversation about how someone is feeling.</li> <li>• Learn Mandarin words associated with the school day such as what is found in the classroom and within a school bag.</li> <li>• Develop our language to follow a set of instructions.</li> <li>• Develop our understanding of the Mandarin language and sentence construction with a focus on writing</li> <li>• Say sentences accurately through lots of oral rehearsal.</li> </ul> | <p><b>P.E.</b><br/>In PE we will be doing the following:</p> <ul style="list-style-type: none"> <li>• Dance – we will be using transitions to link motifs smoothly together and demonstrate imagination with the movements they devise in response to stimuli.</li> <li>• Basketball - we will be developing our dribbling skills by learning different techniques, learn a variety of passes and how to shoot effectively.</li> </ul> <p>This means each class will do three afternoons (6 hours) of each sport.</p>                                                                                                                                               |
| <p><b>Computing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Substantive Knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Disciplinary Knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• This term will focus on using Microsoft Excel to effectively solve a given problem</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• To know what data is and be able to ask questions about the data</li> <li>• Enter data and formula into spreadsheets</li> <li>• Order and present data based on calculations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <ul style="list-style-type: none"> <li>• We will enter data accurately into a spreadsheet and will be able to use formula to change a spreadsheet.</li> <li>• We will understand that changing the numerical data will affect the calculation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Add, edit and calculate data</li> <li>• Make graphs from calculations and be able to check for inaccurate data.</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Thematic Curriculum</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Topic Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Darwin's Delights                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Big Question:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Is Change good?                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Blurb overview:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | In this unit, the children will explore the how living things have changed over time. They will explore the life cycles of different animals while also working to understand how the work of Charles Darwin has revolutionised our understanding of our own past. |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Celebration of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Parents invited in visit Year 6's museum of evolution at end of unit                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Text Links</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Charles Darwin text<br>Floodland                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Oracy End Point:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Origin of species presentation                                                                                                                                                                                                                                     | Physical: Speak fluently in front of an audience.<br>Linguistic: Vary sentence structures and length for effect when speaking<br>Cognitive: Reflect on their own and others' oracy skills and identify how to improve<br>Social: Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions |
| <b>Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Substantive Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    | <b>Disciplinary Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Human Biology</b> <ul style="list-style-type: none"> <li>• To 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>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• To explore the work of Grace Hopper, Charles Darwin, Sir Tim Berners-Lee, Rosalind Franklin, Wilhelm Röntgen and Esther Lederberg.</li> </ul> <b>Taxonomy</b> |                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• To know how to use prior knowledge to make a hypothesis about a relationship between two things and justify it using scientific knowledge.</li> <li>• To know how to select appropriate data to justify conclusions.</li> </ul>                                                                                                                                                      |

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| <ul style="list-style-type: none"> <li>• To 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>• To give reasons for classifying plants and animals based on specific characteristics</li> <li>• To describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird.</li> <li>• To describe the life process of reproduction in some plants and animals</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| <b>History</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Disciplinary Knowledge                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| <b>Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Disciplinary Knowledge                                                                                                                                                                            |
| Skills and Fieldwork <ul style="list-style-type: none"> <li>• To know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> <li>• To know how to plan a journey within the UK, using a road map.</li> </ul>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| <b>D&amp;T</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Disciplinary Knowledge                                                                                                                                                                            |
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| <b>Cultural Capital</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• To explore the work of Grace Hopper, Charles Darwin, Sir Tim Berners-Lee, Rosalind Franklin, Wilhelm Röntgen and Esther Lederberg.</li> <li>• To know where the Galapagos islands are and why they are important</li> <li>• Know famous locations in the UK for fossil hunting, such as Lyme-Regis</li> </ul>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| <b>Weekly Overview</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Key Intended substantive knowledge</b>                                                                                                                                                         |
| <b>Week 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PD will take place across the first two days of Term 1 (Thursday 3 <sup>rd</sup> and Friday 4 <sup>th</sup> September), instead of a week of afternoons.<br><b>Focus text for PD Day 1: Focus Text “Enzo’s Egg”</b> (Twinkl text which I have as a book/e-book and ppt – exploring safe spaces and support for mental health)<br><br>PD Day 2 will be three PSHE lessons across the day.<br><br>The ppt of the text and E-book can be found here: <a href="#">Term 1 Resources</a><br><b>Term 1 Online Safety Focus - Self Image and Identity – activity to be completed during this week.</b> | Lesson 1<br>All: know and explain the four zones of regulation<br>Most: identify strategies to help regulate emotions<br>Some: be able to explain why we can sometimes be deregulated<br>Lesson 2 |

*Philosophy Question for circle time: Can we be happy and sad at the same time?*

Thrive Focus for PD – re-teach and modelling check ins. Suggested activity: children to create their own safe space diorama/art-work



IALT: understand appropriate communication  
What does it mean to show good communication?

It is about listening as well as talking, it is about sharing/messaging online in a positive and appropriate way as well as talking in person.

Make links to E-Safety, reflect on scenarios that involves group chats and messages. Digital Footprint and setting goals for Y6 and sensible phone use.

Lesson 1 - IALT: review the zones of regulation and strategies to self-regulate.

Lesson 2 - IALT: understand healthy body image.

Link to Respect – having self-respect towards your body image

Lesson 3 – IALT: reflect on my goals with reference to the British Values.

You are Year 6 role models – how can we demonstrate/teach Year 3-5 about Friendship, Aspiration, Resilience and Respect at Upton?

Review the 5 British Values

All: understand what a healthy body image means

Most: to distinguish between inner self and outer self

Some: to explain the importance of having a healthy body image

Lesson 3

All: know the British values and the role they have in society

Most: make links with my own goals and the British values

Some: explain why British values can support future goals and accomplishments.

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| <b>Week 2</b> | <p><b>Lesson 1</b> – Big Question – Knowledge organiser</p> <p><b>Lesson 2</b> – Recap knowledge of explorers (yr1 Explorers, yr2 Wonderful World, yr 3 Bean to Bar) focusing on key people, chronology and perspective. Where explorers good? Why did they explore? What did they bring back?</p> <p><b>Lesson 3</b> – Begin to explore the life of Charles Darwin. Early life and education. Explore life up to his departure...</p> <ul style="list-style-type: none"> <li>• To explore the work of Grace Hopper, Charles Darwin, Sir Tim Berners-Lee, Rosalind Franklin, Wilhelm Röntgen and Esther Lederberg.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p> |
| <b>Week 3</b> | <p>Discovery week</p> <p><b>Lesson 1</b> – Darwin sets sail. Can you plot his journey? What key aspects of the globe will you need to navigate to get to your destination.</p> <ul style="list-style-type: none"> <li>• To know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> <li>• To know how to plan a journey within the UK, using a road map.</li> </ul> <p><b>Lesson 2</b> – What did Darwin discover when he arrived at the Galapagos Islands<br/>Darwin finches &amp; other examples. How species adapted to suit their environment. Use pictures to compare species and match them to their environments.</p> <ul style="list-style-type: none"> <li>• To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <ul style="list-style-type: none"> <li>• To know where the Galapagos islands are and why they are important</li> </ul> </li> </ul> <p><b>Lesson 3</b> - comparing fossils to modern species. How have they changed? Why have they changed?</p> <ul style="list-style-type: none"> <li>• To 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>• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <ul style="list-style-type: none"> <li>• Know famous locations in the UK for fossil hunting, such as Lyme-Regis</li> </ul> </li> </ul> | <p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p> |
| <b>Week 4</b> | <p>Taxonomy</p> <p><b>Lesson 1</b> – How can we classify living things? Classifying animals and insects</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p>                                                                                                             |

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|               | <ul style="list-style-type: none"> <li>• To 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> </ul> <b>Lesson 2</b> – How are plants different? Classifying plants including fungi <ul style="list-style-type: none"> <li>• To Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <b>Lesson 3</b> - How can plants be put into different groups? Classifying trees and flowering plants <ul style="list-style-type: none"> <li>• To Give reasons for classifying plants and animals based on specific characteristics</li> </ul>                                                                                                               | Lesson 2<br>All:<br>Most:<br>Some:<br>Lesson 3<br>All:<br>Most:<br>Some:                                       |
| <b>Week 5</b> | <b>Lesson 1</b> – How many living things live in the school environment? <ul style="list-style-type: none"> <li>• To 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> </ul> <b>Lesson 2</b> - Exploring the life-cycles of a variety of species. Compare what is the same and what is different between species. <ul style="list-style-type: none"> <li>• To describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird.</li> </ul> <b>Lesson 3</b> -<br>Explore the life processes of some plants and animals <ul style="list-style-type: none"> <li>• To describe the life process of reproduction in some plants and animals</li> </ul> | Lesson 1<br>All:<br>Most:<br>Some:<br>Lesson 2<br>All:<br>Most:<br>Some:<br>Lesson 3<br>All:<br>Most:<br>Some: |
| <b>Week 6</b> | <b>Cultural Capital week</b><br><br>Lesson 1: Visit to a museum or Darwin's house or visitors in school<br><br>Lesson 2: Handling of artifacts? Or follow up from visit or visitors<br><br>Lesson 3: Key figures linked to theory of evolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lesson 1<br>All:<br>Most:<br>Some:<br>Lesson 2<br>All:<br>Most:<br>Some:<br>Lesson 3<br>All:<br>Most:<br>Some: |
| <b>Week 8</b> | RE –Judaism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lesson 1                                                                                                       |

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|  | <p>Lesson 1:<br/>IALT: revise the key teachings, important places and events for Jewish people.</p> <p>Lesson 2:<br/>IALT: understand being a Jew shapes a believer's daily life</p> <p>Lesson 3:<br/>IALT: explore famous Jewish people living today<br/>IALT: use empathy to understand others' feelings</p> | <p>All:<br/>Most:<br/>Some:<br/><i>Lesson 2</i><br/>All:<br/>Most:<br/>Some:<br/><i>Lesson 3</i><br/>All:<br/>Most:<br/>Some:</p> |
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