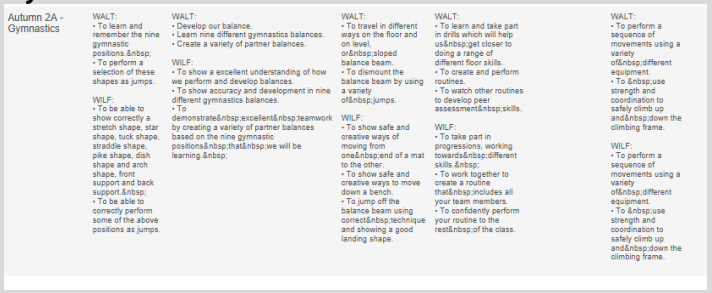
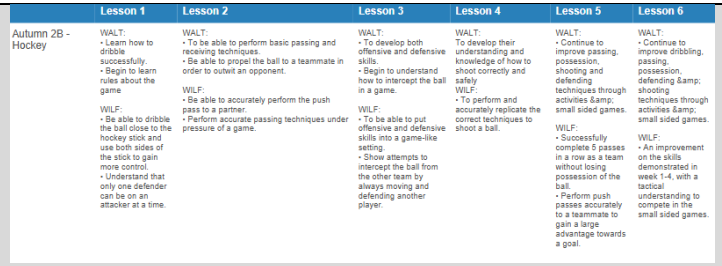
Year 6, Term 2, Medium Term Plan

Topic Title: How to mind your heart	
English: In Term 2, the children will be exploring a modern classic, *Skellig -a* life-affirming story about friendship and the power of kindness. Deep, humorous and haunting, Almond's Carnegie Medal winning tale is filled with huge emotions, quiet courage, abiding hope and a fair bit of magic. The children will use this gripping text to write setting descriptions; they will focus on building atmosphere and elaborating on descriptions to create an image in the reader's mind. As the children learn more about the characters in the text, they will build character profiles, selecting appropriate vocabulary and phrases to write character descriptions. Later, they will apply this learning to other outcomes by employing aspects of characterisation, including inference -showing not telling. Other writing outcomes will include narratives and dream sequences, which will develop our use of tenses. The children will be required to plan how they will organise and make transitions in time in their writing. Conjunctions, creating cohesion and using a range of sentence types will be skills focused upon. Due to the nature of the text, the children will be taught skills that will allow them to build tension and suspense in their writing. They will showcase such skills by improving parts of the text with their own ideas. The children will then finish the term focusing on their non-fiction writing skill.	Maths: **Dividing** Dividing with no reminders Dividing with whole number reminders Dividing with decimal remainder Problem solving using multiplication and division **Fractions/Decimals/Percentage** To find fractions of shapes and quantities To convert between proper, improper and mixed numbers To use common factors To simplify fractions To find equivalent fractions **Fractions Decimals and Percentages** To compare and order fractions To add and subtract fractions with denominators that are multiples of the same number To add and subtract fractions with different denominators **Fractions/Decimals/Percentage** Percentage Percentages of an amount Converting between fractions, decimals and percentages **Time including durations** To tell the time (recap) To solve time duration problems using the four operations **Geometry – properties of shape** To identify different types of lines To know the properties of 2D shapes, including types of triangles and circles To draw 2D shapes given dimensions and angles To compare and classify geometric shapes Geometry - Properties of Shape) **Volume and measure** To recognise, describe and build simple 3D shapes. To make nets To visualise a 3-D shape from its net To visualise where patterns drawn on a 3-D shape will occur on its net

	To understand when to use a formula to calculate volume To calculate, estimate and compare the volume of cubes and cuboids To read scales
R.E.: Christianity in Britain and around the world	**PSHE: This term our focus is on the Upton Core Value of Respect. *Be Respectful is* also one of our golden rules. We will explore the importance of showing respect towards each other and within our**

IALT: Understand what it means to be a Christian in Britain today. IALT: Explore how Christian beliefs are lived out in different countries and cultures. IALT: Compare and reflect on the similarities and differences of the different Christian churches (Catholic, CofE, Baptist etc)	**community and the wider world. We will also learn about the Protected Characteristics.**
Art: MC Escher – Technical drawing **We will be learning:** • To be able to display an awareness of objects having three dimensions when drawing. • To be able to show a good understanding of composition, proportion and scale. • To be able to draw with precision using different gradient pencils or other mediums for effect. • To be able to show shape, proportion and perspective in drawings and artwork.	**Music** Students will learn all about current music trends and how music is made in the modern age. As students are maturing, their taste and understanding of popular music changes. This term students will learn about how music is written and recorded in the modern age and look at the key differences between the key decades of music in the 20th Century through to the 21st Century. Students will learn to: • Understand current trends in popular music. • Understand musical elements to create pop music. • Recognise pop vocal styles. • Perform a pop chord sequence.
Mandarin We will be learning to express different places and locations.(学校，商店，医院，超市，银行，餐厅） • To be able to accurately name common places in everyday life.(这是学校，那是商店/这是医院。） • To be able to use accurate verbs and prepositions to express that someone or something is in a particular place.(我去学校/他去商店/她去超市。） • To be able to use different pronouns to state where someone is.(我们在学校/他们在医院/你们在商店。）	**P.E.** **PE this term will consist of gymnastics and hockey.** **Gymnastics:**  Hockey:



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Autumn 2B - Hockey	WALT: • Learn how to dribble successfully. • Begin to learn rules about the game WILF: • Be able to dribble the ball close to the hockey stick and use both sides of the stick to gain more control. • Understand that only one defender can be on an attacker at a time.	WALT: • To be able to perform basic passing and receiving techniques. • Be able to propel the ball to a teammate in order to outwit an opponent. WILF: • Be able to accurately perform the push pass to a partner. • Perform accurate passing techniques under pressure of a game.	WALT: • To develop both offensive and defensive skills. • Begin to understand how to intercept the ball in a game. WILF: • To be able to put offensive and defensive skills into a game-like setting. • Show attempts to intercept the ball from the other team by always moving and defending another player.	WALT: To develop their understanding and knowledge of how to shoot correctly and safely WILF: • To perform and accurately replicate the correct techniques to shoot a ball.	WALT: • Continue to improve passing, possession, shooting and defending techniques through activities & small sided games. WILF: • Successfully complete 5 passes in a row as a team without losing possession of the ball. • Perform push passes accurately to a teammate to gain a large advantage towards a goal.	WALT: • Continue to improve dribbling, passing, possession, defending & shooting techniques through activities & small sided games. WILF: • An improvement on the skills demonstrated in week 1-4, with a tactical understanding to compete in the small sided games.

Computing

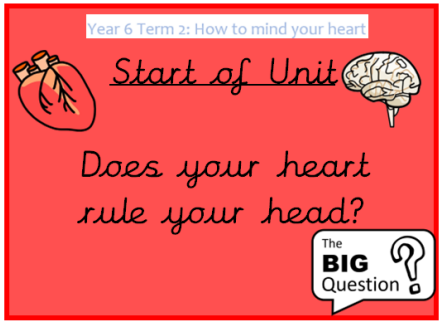
Substantive Knowledge	Disciplinary Knowledge
• Data- Using and Applying- Data- Knowledge and Understanding- Describe how to check for and spot inaccurate data. Know which formula to use to change a spreadsheet. • Data- Using and Applying- Make graphs from the calculations on their spreadsheet. • Data- Knowledge and Understanding- Explain that changing the numerical data affects the calculation. • Data- Using and Applying- Sort and filter data.	• Know what data is and be able to ask questions about the data • Know that a spreadsheet is made up of rows and columns and a cell can be located using a cell reference • Enter data accurately into a spreadsheet • Be able to drag and copy data into cells • Understand what a formula is and insert it into a spreadsheet • Order and present data based on calculations • Add, edit and calculate data • Make graphs from calculations and be able to check for inaccurate data. • Be able to sort and filter data to retrieve information

Thematic Curriculum

Topic Title:	How to mind your heart	
Big Question:	Does your heart rule your head?	
Blurb overview:	Discover the true impact (both visible and hidden) of diet, exercise and lifestyle on the human body, along with exploring the role of blood in the human body. Using this knowledge, the children then will design and create a healthy meal for a given purpose.	
Celebration of Learning	Produce a creative TV advert that explores the impact of diet, exercise and lifestyle on the human body.	
Text Links	Skellig and Pig Heart Boy	
Oracy End Point:	To explain in detail using scientific vocabulary	Physical: Consciously adapt, tone, pace and volume of voice Linguistic: Vary sentence structures and length for effect when speaking Cognitive: Construct a detailed argument or complex narrative Social: Begin to be able to read a room or a group and take action accordingly

Science	
Substantive Knowledge	**Disciplinary Knowledge**
Human Biology • To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To know the ways in which nutrients and water are transported within animals, including humans.	• *To know that predictions can be justified using scientific knowledge.* • *To know how to use prior knowledge to make a hypothesis about a relationship between two things and justify it using scientific knowledge.*
History	
Substantive Knowledge	**Disciplinary Knowledge**
Geography	
Substantive Knowledge	Disciplinary Knowledge
D&T	
Substantive Knowledge	Disciplinary Knowledge
To know how to: Create a healthy meal for a purpose • Prepare a meal by collecting the ingredients in the first place • Know which seasons various foods are available for harvesting • Adapt and aspect of a recipe • Understand the difference between a savoury and sweet dish • Know that the seasons affect the food available	**Designing** • To know how to use market research to inform plans and ideas • Follow and refine original plans **Making** • To know which tools to use for a specific practical task • To know how to use tools safely **Evaluating** • To know how to test and evaluate designed products • To explain how products should be stored and give reasons
Cultural Capital	
Linking with figures from the STEM sector Focus on Economic Education Talk from Kent Police about County Lines Celebrating Lunar New Year	
Weekly Overview	**Key Intended substantive knowledge**

Week 1 2.11.26 JC	Tuesday – PD Day (Morning Only due to Parent's Evening Tuesday) : Theme is Respect with a link to Protected Characteristics Before Break – keep this school and class based. Our focus text is "What if everybody did that?" by Ellen Jarvick. Each class will have a copy and an online reading of it is here: Our focus text is https://www.youtube.com/watch?v=SD0apYFz5gg Suggested activities for the morning linked to the text: **1. Ripple Effect Consequence Mapping** • Draw a single small action in the center of a large poster (e.g., dropping a crisp wrapper on the school playground). • Draw radiating circles outward like a ripple in water. • Have groups write the immediate local consequence in the first ring, the wider school/community impact in the second, and the global or environmental consequence in the outer ring. • Discuss how small, seemingly insignificant choices compound when multiplied by hundreds or thousands of people. **2. Community "What If" Scenario Debates** • Divide the class into small groups and assign each a specific shared space (the school canteen, local park, digital online chatrooms, or public transport). • Give them scenarios where a minor rule is broken by one person (e.g., leaving a tray dirty, pushing in a queue, or posting an unkind comment). • Ask groups to script and roleplay a two-minute sketch showing what happens **if everybody did that**, followed by presenting a positive alternative rule. **3. Collaborative "Everybody Should" Class Charter** • Reflect on the uplifting ending of the book where the focus shifts to positive actions (*"What if everybody did that? Well, everybody should!"*). • Challenge students to brainstorm cooperative, kind, and sustainable behaviors they want to see multiplied across the school (e.g., holding doors open, recycling correctly, welcoming new peers).	*Lesson 1* All: know the terms within LGBTQ+ Most: understand diversity and equality and explain why these are important in society Some: be able to give examples that show the importance of equality *Lesson 2* All: know that there are different types of loving relationships Most: know communication, kindness and empathy are important in loving relationships Some: be able to identify a range of features that are important for loving relationships *Lesson 3* All: know that marriage and civil partnerships are legal commitments that are for consenting adults from the age of 18 Most: know that arranged marriages are legal but forced marriages are not Some: to respond to and identify situations that show types of marriages

	• Co-create an illustrated class manifesto or comic strip where the exaggerated outcome of everyone performing the *positive* action is depicted. After Break Introduce the 9 characteristics but choose activities (one art-based) that focus on: • disability • sexual orientation • religion and belief Each class to focus on a different element for the art outcome so there is diversity. Wednesday 1: IALT: understand terms within diversity Thursday: IALT: understand different loving relationships & Lesson 3: IALT: understand marriage and acceptance (Put into Two Lessons) You can adapt and teach two IALTs in one day if you do not have time – they do not all need a long-extended activity on them if time does not permit – could be discussions based on scenarios/case studies **Friday Big Q and Knowledge organiser to start Thematic and start L1 Week 2 if you have mandarin in week 2** Oracy: start the lesson by asking the big question (on knowledge organiser) and form ideas and opinions. Then share this as a class.  	
Week 2 HRH 9.11.26	**Lesson 1: IALT: To know the main parts of the human circulatory system and describe the functions of blood.** Knowledge: red - carry oxygen, white - fight infection, platelets - prevent bleeding. Describe the functions of blood. -Recall body parts. - Name the parts of the circulatory system.	*Lesson 1* All: know the main parts of the circulatory system and the blood cells Most: explain the functions of the blood cells Some: make links to medical conditions EG: asthma and how this affects your body

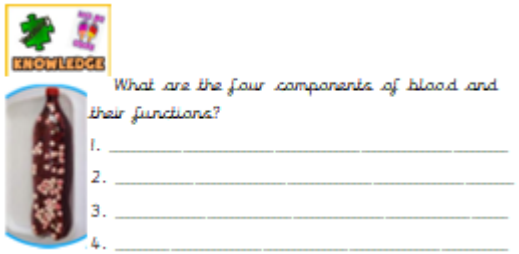
-Explain the importance of blood. Chn use different shapes to show what they think inside of their body looks like.

Show chn a picture of the circulatory system. What happens when you cut your finger? What is blood? Which places of the body is blood pumped to? Look at microscopic images of blood cells. Role play the role of white and red blood cells. Good Video to use: Human Blood Video | Blood Components | Blood Cells - YouTube



Blood in a bottle – children to use equipment to make blood in a bottle. Can they say what part they are adding and its function in blood.

Take photos for a photo sheet and stick in books with an oracy IALT. Children to answer the question at the bottom – what the role of each part of blood is.



Reminder: Put a jelly snake in water on a plate in your cupboard ready for L3.

Lesson 2:IALT: To know the main parts of the human circulatory system, and describe the functions of the heart

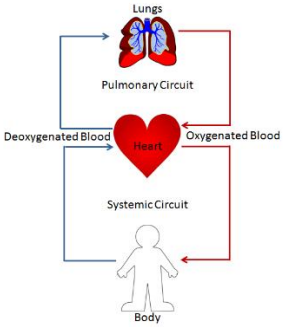
Knowledge – Know the parts of the circulatory system. Describe the functions of the heart.

Look at the veins in your arm. Why do we have veins?

Lesson 2
All: name the blood vessels and their function
Most: Describe the process of the blood vessels and their journey around the body
Some:

Lesson 3
All: Explain the importance of nutrients to the body
Most: Describe how they are transported.
Some:

Why are they blue?
Role play: 2 chn (the heart) sit in the middle of the classroom with oxygenated blood cells (red paper).
4 other chn pick 4 organs in the body with deoxygenated blood cells (blue). Chn run from heart to organs swapping blood cells as they go.
In Books: Draw a Diagram of the heart and label the blood exiting through the heart to the lungs etc. Write an explanation – talk like a scientist. (B20 to order stickers.



label the veins, arteties, capillaries, deoxygenated, oxygenated, lungs (use red and blue)
To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Task children to begin after their explanation and continue in Early Morning work slots (Circulatory T-shirts – We do this every year and it's a task the children love!)

Blood Tshirts.
Take photo of child in Tshirt Example and have them label the functions in their books.

Lesson 3: Heart Dissection and continue Tshirts



Ox heart is larger but similar in layout to a human heart. A pigs heart is around the same size as a humans heart.

	Two members of staff in the year group to dissect an Ox and Pigs heart to show the children the inners of the heart. Some children will not want to see this so need to go into a room with a spare adult and do some heart comprehension and continue their Tshirts. PHOTOSHEET	
Week 3 RCW 16.11.26	Lesson 1: To know the ways in which nutrients and water are transported within animals, including humans. Knowledge – nutrients are absorbed through walls of our intestines into the blood. Describe how water and nutrients are transported through the body. Explain what nutrients are. -Show how water travels. -Explain importance of water. Previous day place gummy worm in a plate with 100ml of water. Next day the worm should have grown. This represents the water in our bodies. Coloured skittles in a plate, add water. Skittle represent nutrients in our bodies. Recap digestive system. Explain nutrients are absorbed through walls of our intestines into the blood - (like Skittles experiment) Hunt for water facts. Poster on why water is important for our bodies. **Skittles diffusion investigation (Yr5&6)** **You will need:** • 5 different coloured Skittles • A plate • Water **Method:** 1. Place 5 different coloured Skittles onto the plate 2. You are going to pour 100ml of water onto the plate and observe what happens, but before pouring the water on write down your predictions as to what you think might happen and why 3. Observe closely what happens to the Skittles and see if you can explain in scientific terms, what has happened 4. Photograph (or draw) your plate at the end of the experiment and as a team come up with an annotation to accompany it, explaining what you did, what you observed and why you think this happened. You then need to explain how this relates to the way the human body transports nutrients	*Lesson 1* All: Explain the importance of a varied diet. Most: Explain the impact of drugs on the body. Some: Explain the long-term health effects of an unbalanced diet and drug use. *Lesson 2* All: Explain the importance of exercise on the body. Most: Able to conduct a scientific experiment confidently and independently Some: able to make scientific justifications for the outcome of their experiment *Lesson 3* All: Know that there is a difference between illegal and legal drugs Most: know the effect that both illegal and misuse of legal drugs (alcohol etc) can have on the body Some: understand that some people's bodies need legal drugs in order to function or lower effects of their condition (e.g – diabetics, epilepsy)

Jelly snake osmosis investigation (Yr5)

You will need:

- **Some jelly snakes or worms**
- **A plate**
- **Water**



Method:

1. Measure your jelly snake and record
2. Place the snake on a plate with 100mls water and leave overnight
3. Predict what you think might happen
4. Re-measure your snake and compare with the original length
5. Can you give an explanation as to why it has changed? Is the water still on the plate? If not where has it gone?
6. Photograph (or draw) your snakes at the end of the experiment and as a team come up with an annotation to accompany it, explaining what you did, what you observed and why you think this happened. Can you suggest how this investigation relates to the way the human body transports water?

Record in books
Focus on Prediction and conclusion

Lesson 2: Knowledge – Heart rate depends on activity type or factors such as fitness level.
Working Scientifically
In science biology, we are working scientifically because….
Investigate the impact of exercise on our bodies. Experiment fairly. -Measure the heart rate. -Make a line graph. What is exercise? What can we do to investigate how exercising can affect our bodies? What can we do to measure the effects? How can we record our findings? HA come up with their own investigation. LA think of an investigation as a class.
Focus on Recording Data only **Record results in a table and line graph (only a title, table and line graph in book)**
To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
To know that predictions can be justified using scientific knowledge.
To know how to use prior knowledge to make a hypothesis about a relationship between two things and justify it using scientific knowledge.

Lesson 3: Knowledge – Drugs are substances that cause a chemical reaction to the body. Explain the impact of drugs on our bodies. Sort legal and illegal drugs. -Write the impact of smoking. -Write the impact of alcohol. Can you think of e.g of drugs Truth and false statements Chn sort pictures of legal and illegal drugs. Look at how cigarettes and alcohol can be harmful.
Create a poster to raise awareness of the dangers of alcohol and smoking.

	To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function	
Week 4 NP 23.11.26	Lesson 1: Knowledge - A healthy diet involves eating the right types of nutrients in the right amounts. Explain the impact of diet to our bodies. Sort foods. - Explain the benefits of healthy eating. - Explain the negative impact of junk food. Class Venn diagram using big hoops and pictures of sugary food, white bread, chocolates, pop. (include a tv, football). Sort into healthy & unhealthy. Could we live off this? What nutrients would you get from this? What is the difference between nutrients and food? Chn learn about the benefits of healthy eating and the negative of unhealthy eating Give a pair information on a certain nutrient EG: Calcium, B12. They are to prepare a info report. As a class put this into a news report. **PHOTOSHEET AND Record on Ipad: Make a news report in pairs to persuade and educate people on a balanced diet.** To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Lesson 2 – POSS CHRITMAS HOOPS OR Science ORACY TASK - The children will start the week with a debate: Should the NHS pay for medical support for illnesses caused by poor lifestyle choices? **No Recording** Lesson 3 – DT IALT: Understand seasonal foods Know which seasons various foods are available for harvesting Know that the seasons affect the food available Task: Split the classroom into four corners one with each season. Create a seasonal menu using those foods. **Menu in book**	*Lesson 1* All: know seasons affect the growth of food. Most: Know which seasons various foods are available for harvesting Some: Know that transporting our of season food can be bad for the environment. - ie plane, boats, etc

		Lesson 2 All: know what makes up a healthy, balanced meal Most: understand that some dishes are sweet, and some are savoury. Some: Know that fresh, healthier meals are normally pricier and why. *Lesson 3* All: Discuss people's opinions. Most: plan a recipe. Some: Make decisions based on their findings.
Week 5	**DT DAY Wednesday – Chris to have PPA time in the morning and then cook flapjacks In the afternoon**	*Lesson 1* All:

ALL Split days 30.11.26	**Work in pairs for lesson 1 – Take photos for larger photo sheet later on – Have a question to answer later on** Maths Link: Bar Charts / Tally Charts Lesson 1: DT IALT: Undertake market research **The children will be undertaking market research about whether they should create a savoury or sweet flapjack. The children will answer questions market research** After break Lesson 2 – Adults available for cutting, grating etc **Take photos – have a question to answer later on** IALT: create a healthy snack Reading link following a recipe **Children to make flapjacks in groups of four.** **They will be answering about target audiences, equipment and ingredients. How can you use equipment safely?** **Print photosheet at Lunchtime** Lesson 3 afternoon English Link – advert? OR QUIZ Cook Flapjacks in afternoon Thursday afternoon – Evaluate **in books – Spider Evaluation** taste texture nutritional value presentation smell **and then write a sentence at the end why they liked/ didn't like their flapjack** Lesson 3: NO LESSON 3 THIS WEEK AS IT IS PANTO	Most: Some: *Lesson 2* All: Most: Some: *Lesson 3* All: Most: Some:
Week 6 FP 7.12.26	Lesson 1: Quiz Lesson 2: Top Up Teach Fill the time with some thrive	*Lesson 1* All: Most: Some: *Lesson 2*

	LESSON 3: No lesson 3 as Christmas Fair	All: Most: Some: *Lesson 3* All: Most: Some:
Week 7 FP	R.E. Needs to fit in two afternoon's as early finish last Friday - . **Activity** Create "country stations" around the room — e.g.: • UK (Europe) - Sunday services, Christmas carol services, harvest festival, • Ethiopia (Africa) – colourful worship, dancing, singing, white robes • South Korea (Asia) – prayer mountains, large church communities • Brazil (South America) – vibrant festivals, outdoor worship, music • Russia (Europe) – Orthodox icons, candles, chanting Display photos, maps, short fact cards, and a symbolic item (e.g., cross, fabric, music). Groups rotate every 3–4 minutes completing a simple mini-task: • Match symbols to their meanings • Draw or write one thing that's the same/different to Britain • Learn a Christian phrase from that country (e.g., "Peace be with you" translated)	**All:** Identify ways Christians show their faith in Britain and other countries through worship, actions, and celebrations. **Most:** Describe similarities and differences in how Christians express their beliefs in different countries and cultures. **Some:** Explain how Christians in different denominations and regions share core beliefs but practice their faith in unique ways and reflect on what this teaches about diversity within Christianity.

	Activity: Show short videos or pictures of different denominations: • Catholic: statues, rosary, priest-led Mass • Church of England: hymns, prayers, communion • Baptist: singing, baptism pool, community focus • Orthodox: icons, incense, chanting In groups, pupils use a Venn diagram or comparison chart to note: • What's the same in all (Bible, prayer, belief in Jesus) • What's different (style of worship, buildings, rituals)	