

**Medium Term Plan – Autumn 1– Year 6**

**Core Text: Pig Heart Boy**

**Topic: Blood Heart**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Maths Teaching and Learning</b>	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 Use negative numbers in context Perform mental calculations, including with mixed operations and large numbers	Addition and subtraction multi-step problems Use estimation to check answers to calculations (Recap written calculation methods for addition and subtraction)	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	Divide numbers up to 4 digits by a two-digit whole number using the formal written method Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy	Identify common factors, common multiples and prime numbers
<b>Reading Learning Objectives</b>	To develop the skill of predicting from details stated or implied (chapter 1/2)(2e)  To develop the skill of justifying predictions based upon character and setting details (chapter 2/3) (2e)  To develop the skill of filtering main points from details (chapter 1-4)(2c)	To develop the skill of summarising across paragraphs, identifying key details to support (chapter 4/5)(2c)  To understand how to distinguish between statements of fact and opinion (chapter 5) (2b)  To know and identify common types of literary language authors use (2g) (chapter 1 – 6)	To develop the skill of evaluating the effect of the author’s use of language (2g) (chapter 1-7)  To develop the skill of retrieving and recording key information (2b) (chapter 8)  To develop the skill of analysing a character’s impact on the story (chapter 8) (2b)	To develop the skill of asking questions to develop my understanding of the text (2d) (chapter 9/10)  To understand how to make inferences from the text (2d) (chapter 9/10)  To develop the skill of justifying inferences with evidence (2d) (chapter 13-14)	To develop the skill of justifying inferences with specific evidence (2d) (chapter 15-17)  To develop the skill of giving opposing inferences, supporting each with evidence (2d) (chapter 18-19)  To develop the skill of retrieving and recording key details from the text (2b) (chapter 20-21)	To develop the skill of exploring the meaning of words in context (2a) (chapter 22-24)  To develop the skill of explaining the meaning of words in context (2a) (chapter 25-26)  To develop the skill of making comparisons about character development across the text (2h) (chapter 1-27)
<b>Text Type</b>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Balanced Argument</b> <i>Should pig’s hearts be used in medical science?</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>	<b>Explanation Text</b> <i>Circulation: The journey through the body from the point of view of a red blood cell.</i>
<b>T4W Stage</b>	Imitation	Innovation	Invention	Imitation	Innovation	Invention



<b>Grammar and Punctuation (Active English)</b>	Paragraphs	Cohesive devices	Introductions Conclusions	Informal speech Formal speech Subjunctive mood	Apostrophes for possession The grammatical difference between plural and possessive -s	Commas Speech Punctuation
<b>Spelling</b>	Unit 1 Suffixes 1		Unit 2 Suffixes 2		Unit 3 Suffixes 3	
<b>Terminology (technical vocabulary)</b>	Topic Time Character Place Determiners	Contrasting conjunctions Adverbials Conjunction Pronouns Semantic cohesion Grammatical connections Elision Subordination	Opening a debate Linking Cohesion Contrasting conjunctions Adverbials Conjunction Pronouns Semantic cohesion Grammatical connections Elision Subordination	Formal Informal Question tags Subjunctive	Omission Contraction Possession	Dialogue Inverted commas Punctuation Commas to separate clauses Commas in a list Commas to avoid ambiguity Direct Reported
<b>Greater Depth SC</b>	Word choices are precise and selected for the purpose and audience. Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion	Linking of conclusion to introduction Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion	Linking of conclusion to introduction	Greater control over humour, sarcasm and tone. They also show the individual “voice” and style of the pupil as a writer. Develop understanding of the range of language on an informal to formal continuum and when and how different registers may be used	Word choices are precise and selected for the purpose and audience.	Consideration of organisation of text – incorporating original ideas of organisation and presentation.
<b>SEND SC</b>	Create topical paragraph using given openers I can use sequencing connectives (first, then, next etc)	Use for and against sentence stems to form own sentences I can use sequencing connectives (first, then, next etc)	Write a simple introduction	Some awareness shown of formal and informal	Use apostrophes for contraction	Use commas in lists Begin to use speech punctuation

<b>Handwriting</b>	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit	Linked to spelling unit
<b>Rainbow Grammar (where appropriate)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Cross-curricular Opportunities</b>	<p>Science: Journey of a red blood cell (during English lessons)            History: Biography of William Harvey            Geography:            RE: What is the best way for a Muslim to show commitment to god?            Art:            Design and Technology: Write up of recipe/evaluation            PSHE/SMSC:            Computing:            Music:</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>Science objectives</b></p> <p><i>Working Scientifically</i> A1, A2, A3, A4, A5, A7</p> <p><i>Animals including Humans</i> C1, C2, C3</p>	To know the names of the main parts of the circulatory system. <i>C1</i>	To understand the functions of the main parts of the circulatory system. <i>C1</i>  To understand how the human heart works. <i>C1</i>	To know the main components of blood and their functions. <i>C1</i>  To understand the functions of the heart, blood vessels and blood. <i>C1</i>	To understand the effect of exercise on heart rate. A1, A2, A3, A4, A5	To understand the effects of exercise on the body. <i>C2</i>  To understand the effects of diet on the body. <i>C2</i>	To understand how nutrients and water are transported within animals, including humans. <i>A7, C3</i>
					NB: To understand the effects of drugs on the body (C3) covered during DARE	

<p><b><u>History objectives</u></b></p> <p><i>Knowledge and Understanding</i> B1, B2, B3, B4</p> <p><i>Organise, Evaluate and Communicate Information</i> C1</p>		<p>To know the history of organ and blood donation. B1, B3, B4, C1</p>		<p>To understand the development of scientists' understanding of circulation. B1, B2, B3, B4 C1</p> <p>D/A: Dr Daniel Hale Williams</p>	<p>To understand the impact of William Harvey's work (on Britain and the wider world). B1, B2, B3, B4, C1</p> <p>CC Writing: Biography about William Harvey</p>	<p>To know key events and significant dates relating to William Harvey's work.</p> <p>To develop the skill of choosing reliable sources of information to work from. B1, B2, B4</p>
<p><b><u>Geography objectives</u></b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b><u>RE objectives</u></b></p> <p><i>Personal Resonance</i> A1</p> <p><i>Knowledge and Understanding</i> B1</p> <p><i>Evaluation and Critical Thinking</i> C1</p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p>To know and describe the different ways a Muslim may show their commitment to god B1</p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p>To understand reasons why commitments are shown in different ways A1</p>	<p><b>Religion:</b> Islam <b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p>What is the best way for a Muslim to show commitment to God? C1</p>			



<p><b><u>Art objectives</u></b></p> <p><b>3D Art</b> C1, C2</p> <p><b>Exploring and Developing Ideas</b> F1, F2, F3, F4</p>				<p>To develop the skill of using my sketchbook to gather ideas and research for my work F1</p>	<p>To develop the skill of refining and adapting my plan, based on feedback F2, F3, F4</p>	<p>To develop the skill of using clay effectively C1, C2</p>
<p><b><u>Design and Technology objectives</u></b></p> <p><b>Cooking and Nutrition</b> A1, A2</p> <p><b>Design</b> B1, B2</p> <p><b>Make</b> C1, (C2)</p>			<p>To understand how to carry out research to ensure designs meet the needs of the target market B1, B2</p>	<p>To develop the skill of creating a recipe, identifying the health benefits and hygiene and safety precautions A1, A2</p>	<p>To develop the skill of explaining and justifying the choices made in the design process C1</p>	
<p><b><u>PSHE objectives</u></b></p>	<p>British Values</p>	<p>DARE</p>	<p>DARE</p>	<p>DARE</p>	<p>DARE</p>	<p>DARE</p>

<p>Computing objectives</p>	<p>E-Safety A1 I can use technology safely, respectfully and responsibly A5 I understand what personal information should be kept private A6 I know that passwords keep information secure and they should be kept private</p>	<p>E-Safety A2 I can recognise acceptable and unacceptable behaviour A3 I can identify a range of ways to report concerns about content and contact</p>	<p>E-Safety A4 I understand the internet contains fact, fiction and opinions and begin to distinguish between them</p>	<p>Programming C2 I can use sequence, selection and repetition in programs.</p>	<p>Programming C1 I can design, write and debug programs</p>	<p>Programming C4 I can evaluate effectiveness and debug if required Programming C3 I know how to detect and correct errors in algorithms and programs.</p>
<p>Music objectives A1, B1, C1, D1, D2, D3 Growth Musical focus: Street dance performance Cross-curricular link: Geography</p>	<p>To understand how feeling and moving to a three-beat pulse and revise knowledge of rhythmic ostinato. (B1)</p>	<p>To know how to perform and improvise rhythmic and melodic ostinati. (C1)</p>	<p>To know how to sing in harmony and learn about playing chords. (D1)</p>	<p>To know how to perform music and dance. (D2)</p>	<p>To know how to revise, rehearse and develop music for performance. (D3)</p>	<p>To understand the process of a musical performance. (A1)</p>