

Medium Term Planning 2026-2027

Year Group:6

Term: Autumn



Enquiry Question: I wonder if children considered evacuation to be a friend or foe?

I wonder how we can create 3D sculptures of life during WW2?

Class Text: Letters from the Lighthouse, Emma Carroll

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Teaching Sequence/Clusters Purpose and audience for Writing/Genres of writing (Example: To inform so that the audience understand how volcanoes erupt- non-chronological report.	To recount so that the audience empathises with an evacuated child during WW2. Text type: Diary entries:			To retell so the reader emphasises with a child that has gone through evacuation during WW2. Text Type: Historical fiction			
	Immersion into text type and story map. WAGOLL Knowledge Plan Words	Words Sentences Model and Draft	Draft Edit Publish	Immersion into text type and purpose. WAGOLL Knowledge Plan Words/Sentences	Draft Edit Publish	Immersion into text type and purpose. WAGOLL Knowledge Plan Words/Sentences	Draft Edit Publish
Grammar	Formal and Standard English Cohesive devices-	Informal language	Verb and tense agreement	Adverbials	Word classes (revision)	Word classes (revision)	Word classes (revision)
Spelling	Unit 1: Words with Elision	Unit 2: Words ending with um spelled m	Unit 3: Words ending with ee spelled e	Unit 4: words beg with se	Unit 5: words beg with ad	Unit 6: words beg with variations of ad	Unit 7: words beg with variations of sub
Maths	Place Value Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10	Place Value Compare and order numbers	Place Value Round numbers Negative numbers	Addition and Subtraction Add and subtract Common factors	Addition and Subtraction Common multiples Rules of divisibility	Multiplication and division Short division Division using factors Introduction to long division Solve problems with division	Multiplication and division Solve multi-step problems Order of operations Mental calculations and estimation
Science:	To understand different light sources	To complete an investigation about refraction	To understand how different colours reflect	To complete an investigation about light	To understand how shadows work	To make a periscope.	
Driver 1 I wonder if children considered evacuation to be a friend or foe?	To have an overview of the chronology of the build up to WW2 and key events from WW1 through to 1939.	To have an overview of some of the key events of WW2.	To understand what day to day life was like for the majority of people prior to WW2 and how this was impacted for various groups as a result of the war including	Understand what the Blitz was and the impact this had on Nottingham.	To learn the reasons behind the evacuation of children and what this entailed for the children involved.	Identify the role of propaganda during WW2.	Begin to understand how and why certain groups were persecuted by the Nazi's and the legacy of Anne Frank.

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			men, women and children.				
Driver 2 I wonder how we can create 3D sculptures of life during WW2?	To develop a series of drawings in 3D	To draw the effect of light on objects and people from different directions	To produce increasingly accurate drawings of people	To use photography to draw more accurately	To consider the work of other artists to influence their work	To create different human forms	
PSHE	Rules, routines and expectations	To identify some strategies for resolving conflict with kindness and respect at home and at school	To explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities, and how to respond	To understand the nature, causes and consequences of hate crime	To recognise and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, online-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, sex, gender reassignment and disability)	Wellbeing Day – Safety To know how to handle the journey to secondary school safely To deal with common injuries, including head injuries	Residential – team building, perseverance
RRSA Links	Class Charters Article 12 Article 19 Article 29 Article 13 Article 2	Article 2 – No discrimination	Article 2 – No discrimination	Article 2 – No discrimination	Article 2 – No discrimination Article 14 – Freedom of thought and religion Article 23 – Children with disabilities	Article 24 – health, water, food, environment Article 6 – life, survival and development	
RE:	Do all members of a religion practise their	Why did German Jewish life change in 1933?	Did anyone stand up for Jewish people?	What was the Kindertransport? Who	What is my response to what I have learned	What is Antisemitism? How do some Jewish people in the	How can we promote respect for others in our

Respected Beliefs to Achieve

Southglade Primary
& Nursery School

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