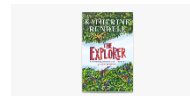




Hillcrest Primary School Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

TLC Text:
The Explorer by Katherine Rundell



TLC Hook:
Survive the Day!

Year Group: 6

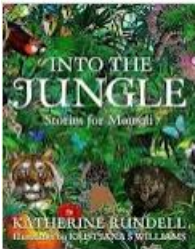
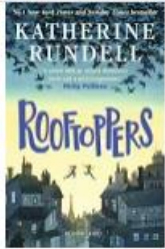
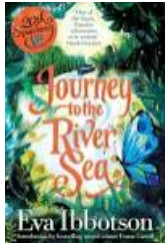
Term: Autumn 1

Autumn Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Can use descriptive language and devices to create effects and depict atmosphere.	Can generate ideas when taking on alternative point of view. To use appropriate vocabulary for effect and meaning.	Can write from an alternative point of view. Can use correct form of pronouns, person and tense.	Can use inference to deduct characters' actions, feelings and motives. Can use speech punctuation correctly.	Can identify the style of journalistic language. Can use journalistic language effectively.	Can use all features of journalistic language and style	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Grammar & Punctuation	Use hyphens to avoid ambiguity. *To identify types of word class.	To identify determiners and articles and use these appropriately.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Using commas to clarify meaning or avoid ambiguity in writing, including in speech.	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.	Using modal verbs or adverbs to indicate degrees of possibility. Using passive form	Proposing changes to grammar and punctuation.
Spelling	Revise spellings of high frequency words.	Identify prefixes and their purpose. Dis/mis.	Identify suffixes and their purpose., Endings which sound like /jəs/ spelt -cious or-tious.	Spell homophones correctly including HFW (where, wear, there,	To recognise that nouns end -ce and verbs end -se.	To recognise and spell near-homophones.	To spell common exception words correctly.
Maths <i>Fractions, Decimal & Percentages</i> <i>Geometry</i>	To add whole numbers with more than 4 digits. To subtract whole numbers with more than 4 digits.	To multiply 4digit numbers by 1 and 2 digit numbers. To divide 4digit numbers by 1 and 2 digit numbers.	To recognise equivalent fractions. Simplify fractions.	To convert between mixed and improper fractions. To add and subtract fractions.	To find fractions of amounts.	ASSESSMENT WEEK	To multiply fractions. To divide fractions by whole numbers.
Science <i>Animals including Humans</i>	To describe how living things are classified into broad groups according to common observable characteristics.	To record data using classification keys. Using simple models to describe scientific ideas.	To present information on the classification of vertebrates (in increasingly complex ways).	To report and present findings using appropriate scientific language Give reasons why a particular invertebrate belongs to a certain group.	To describe how microorganisms are classified into broad groups.	To understand there are different types of micro-organism and begin to recognise their features.	To create top trump cards presenting information learnt about different animals.
Geography	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	To identify human and physical characteristics of land, key topographical features (including hills, mountains, coasts and rivers),	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.	To read and plot longitude and latitude coordinates on a map.	To compare the land use from the Amazon to that of Downham Market.	To research deforestation and understand the pros and cons.	

		and land-use patterns; and understand how some of these aspects have changed over time.					
Art <i>Surrealism</i>	To improve their mastery of art and design techniques. To research Henri Rousseau and recognise his individual artistic features. To use oil pastels to blend two different colours. To use colour blending with oil pastels to create a Rousseau inspired forest scene.			Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.			
Music <i>Shadows</i>	To embody the rhythms of the solo instruments through movement. To practise looking at and finding information on a score. To learn the first two sections of the song <i>Hey, Mr Miller</i> .		To learn the terms ‘arpeggio’ and ‘syncopation’. To sing rhythmically and with a sense of the style of swing.		To practise singing an arpeggio figure to help tune the opening of section 3 of <i>Hey, Mr Miller</i> . To invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor. To use the rhythm pattern to improvise using a selection of notes from the C major scale.		
MFL (French) <i>At School</i> <i>Phonics lesson 4</i>	To introduce the fourth and final set of phonics sounds/phonemes in French.	To introduce the fourth and final set of phonics sounds/phonemes in French.	To consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form.	To consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour.	To learn how to say at what time they study each subject.	To learn how to say at what time they study each subject and give their opinion on these subjects as well.	To consolidate all language covered in the unit and complete the end of unit assessment.
Outdoor P.E. <i>Hockey</i>	To develop attacking skills to beat a defender.	To apply attacking skills with control under pressure.	To select the appropriate skill, choosing when to pass and when to dribble.	To move into and create space to support a teammate.	To use the appropriate defensive technique for the situation.	To apply rules, skills and principles to play in a tournament.	
Indoor P.E. <i>Dodgeball</i>	To throw under pressure and apply this to a target game.	To select the appropriate dodging skill for the situation.	To develop catching with increasing consistency under pressure.	To develop defensive techniques and select the appropriate action for the situation.	To understand and apply tactics in a game.	To develop officiating skills and referee a game.	To play competitive matches, applying all skills learned.
R.E.	To identify the similarities and differences between some Abrahamic religions.	To identify why some Mitzvot have been adapted.	To explain why some traditions can differ within a religion.	To recognise how some religious practices are influenced by culture and scripture.		To discuss reasons why someone may cover their hair.	
Computing <i>We are Toy Makers</i>	Online Safety	To revisit micro:bit and MakeCode	To research electronic toys	To design their toy	To program the micro:bit	To prepare their toy for adding interactive components	To connect the micro:bit to the toy
Life Skills (PSHE & RSHE) <i>My healthy self</i>	To understand how daily habits protect long term dental health.	To interpret nutritional information to help make informed choices about food.	To describe how habits can influence long term health.	To recognise and regulate strong and complex feelings.	To explain how our mindset can affect our personal growth.	To understand how my actions can impact myself and others.	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
Into The Jungle – Katherine Rundell	Rooftoppers – Katherine Rundell	The Good Thieves – Katherine Rundell	Journey to the River Sea – Eva Ibbotson	Running Wild – Michael Morpurgo	A Rainforest Story	Journey through the Amazon