

At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 6 Autumn Medium Term Planning Overview



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Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
History	Vikings Front Cover KWI grids	Vikings I can justify the image we have of the Vikings today. NC: objective 4	Vikings I can interpret what the Vikings were really like and why they have such a bad reputation. NC: objective 4	Vikings I can explain the highs and lows of the Vikings' rule in England. NC: objective 4	Vikings I can justify how recent excavations have changed our view of the Vikings. NC: objective 4	Vikings I can investigate where the Vikings settled and how we can prove it. NC: objective 4	Vikings I can decide if the Vikings were raiders or settlers. NC: objective 4
RE (for 23/24 only – please teach Y5 unit)	Umma (community) - Inquire - I can explain what Umma means	Umma (community) - Contextualise - I can explain how Muslims develop a sense of community	Continue objective from previous week	Umma (community) - Evaluate - I can explain the importance of community to Muslims	Umma (community) - Communicate - I can explain what I think about community Assessment	Umma (community) – Apply - I can explain how a sense of community makes me and others feel	
Computing	E-safety: Google It's cool to be kind To agree to the Be Internet Awesome pledge & E-safety assembly NC: objective 7	E-safety: Google It's cool to be kind I can respond to bullying online NC: objective 7	E-safety: Google It's cool to be kind I can discuss different ways to respond to bullying NC: objective 7	E-safety: Google It's cool to be kind I can turn negative interactions not positive ones NC: objective 7	E-safety: Google It's cool to be kind I can interpret emotions behind texts and messages NC: objective 7	E-safety: Google It's cool to be kind I can model behaviour to others NC: objective 7	E-safety: Google It's cool to be kind I can put my learning into practice NC: objective 7
Art/DT	Art & design skills I can research and adopt the style of a famous group of painters NC: objective 4	Art & design skills I can use repeated patterns to create artwork NC: objective 2	Art & design skills I can create a repeated pattern through printing NC: objective 2	Art & design skills I can design and make a prototype as part of a group NC: objective 3	Art & design skills I can analyse and evaluate artwork NC: objective 4		
French	Let's Visit a French Town Who Lives Where? To show how verbs change depending on the subject. To join in a song with familiar structures. NS Objective 8 & 12	Let's Visit a French Town I Go to School to Learn To explain to someone why I do something. NS Objective 6	Let's Visit a French Town Where Is the Library? To locate new vocabulary in a bilingual dictionary. To describe the position of places in French towns NS Objective 9 & 11	Let's Visit a French Town Maths To use French terms for mathematical activities. NS Objective 4	Let's Visit a French Town Welcome to My Home! To follow and respond to an audio presentation NS Objective 1	Let's Visit a French Town Ordinal Numbers To identify and apply spelling patterns. NS Objective 2	Let's Visit a French Town Revision of unit NS Objective 1, 2, 4, 6, 8, 9, 11

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PSHE	<p>Me and my relationships - <u>Working together</u> I can collaborate. SCARF 1, SCARF 2, SCARF 3</p>	<p>Me and my relationships - <u>Solve the friendship problem</u> - I can work through challenges I have with my friends with respect, assertiveness and understanding. SCARF 1, SCARF 2, SCARF 3</p>	<p>Me and my relationships - <u>Behave yourself</u> – I can explain different behaviours which can happen in a group SCARF 1, SCARF 2, SCARF 3</p>	<p>Me and my relationships - <u>Assertiveness Skills</u> - I can use assertive behaviours to keep myself safe from peer influence or pressure. SCARF 1, SCARF 2, SCARF 3</p>	<p>Me and my relationships - <u>Don't force me</u> – I can describe the different ways people show commitment in relationships SCARF 1, SCARF 2, SCARF 3</p>	<p>Me and my relationships - <u>Acting Appropriately</u> - I can recognise that some types of touch are against the law SCARF 1, SCARF 2, SCARF 3</p>	
PE	<p>Inside: Gymnastics: I can perform all gymnastic basic shapes within a sequence NS Objective 3,6 Outside: Athletics I can practise and refine fundamental movement skills needed for athletics. NS Objective 1,3,6</p>	<p>Inside: Gymnastics: I can perform travelling sequences using levels, direction, pathways and speeds NS Objective 3,6 Outside: Athletics I can work as a team to competitively perform a sprint relay NS Objective 1,3,6</p>	<p>Inside: Gymnastics: I can make effective use of large apparatus safely. I can experiment with symmetrical partner balances on the floor. NS Objective 3,6 Outside: Athletics I can control running pace over a range of distances NS Objective 1,3,6</p>	<p>Inside: Gymnastics: I can explore the use of symmetry in pairs using apparatus including wall bars. I can make effective use of large apparatus safely. I can experiment with symmetrical partner balances on the floor. NS Objective 3,6 Outside: Athletics I can refine my hurdling technique. NS Objective 1,3,6</p>	<p>Inside: Gymnastics: I can explore the use of symmetry in groups using apparatus including wall bars. I can make effective use of large apparatus safely to create a simple sequence. I can experiment with symmetrical partner balances on the floor. NS Objective 3,6 Outside: Athletics I can practise and refine jumping techniques. NS Objective 1,3,6</p>	<p>Inside: Gymnastics: : I can explore the use of symmetry in groups using apparatus including wall bars. I can make effective use of large apparatus safely to create a simple sequence. I can perform a gymnastic sequence with confidence to an audience. NS Objective 3,6 Outside: Athletics I can throw for distance using a heave throw technique NS Objective 1,3,6</p>	<p>Inside: Gymnastics: Review of unit. Outside: Athletics NS Objective 3,6 NS Objective 1,3,6</p>
Music	<p>Charanga Developing melodic phrases Step 1 - Do what you want to (p1)</p>	<p>Charanga Developing melodic phrases Step 2 - Do what you want to (p2)</p>	<p>Charanga Developing melodic phrases Step 3 – It's all about love (p1)</p>	<p>Charanga Developing melodic phrases Step 4 – It's all about love (p2)</p>	<p>Charanga Developing melodic phrases Step 5 – Sunshine on a rainy day</p>	<p>Charanga Developing melodic phrases Step 6 – Assessment checkpoint</p>	
Collective Worship	Autumn	Autumn School Values	Independence	Respect	Collaboration	Harvest	Harvest

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Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Light Front Cover KWI grids	Light I can explain that light travels in straight lines. NC: objective 9	Light I can understand how mirrors reflect light. NC: objective 10	Light I can investigate how refraction changes the direction in which light travels. NC: objective 9	Light I can investigate how a prism changes a ray of light.	Light I can investigate how light enables us to see colours. NC: objective 10	Light I can explain why shadows have the same shape as the objects that cast them. NC: objective 12
History	Mayans I can investigate why we study the Mayan empire in school. Front Cover KWI grids	Mayans I can explore how the Maya were able to become so strong (when the area they lived in was mainly jungle). NC: objective 9	Mayans I can assess what life like at the height of the Mayan civilization. NC: objective 9	Mayans I can consider how we can possibly know what it was like 1,000 years ago. NC: objective 9	Mayans I can enquire why the Maya believed in human sacrifice if they were so civilized. NC: objective 9	Mayans I can solve the riddle of why the Mayan empire ended so quickly. NC: objective 9	Mayans: Research project This runs throughout the topic and allows pupils to select an aspect of Mayan life to investigate. Choose from: one aspect of their social history possibly the famous ball game, or possibly their myths, E.g. Hero Twins; role of women. Make sure that all research leads to answering one key historical question. NC: objective 9
RE	Interpretation – Inquire - I can explain what interpretation means	Interpretation – Contextualise - I can explain the different interpretations of the Christmas story in the bible	Interpretation – Evaluate - I can explain why the different interpretations of the Christmas story are important to Christians	Interpretation – Communicate - I can explain what I think about things being differently interpreted	Interpretation – Apply - I can explain how different interpretations of things might make me and others feel Assessment		
Computing	Digital Literacy: Explore a Topic with Research and Collaboration I can test the credibility of sources on the internet. NC: objective 4	Digital Literacy: Explore a Topic with Research and Collaboration I can research credible information and create notes. NC: objective	Digital Literacy: Explore a Topic with Research and Collaboration I can research credible information and take notes. NC: objective 5	Digital Literacy: Explore a Topic with Research and Collaboration I can use Microsoft word to record information NC: objective 6	Digital Literacy: Explore a Topic with Research and Collaboration I can use Microsoft word to create a research based article NC: objective 6	Digital Literacy: Explore a Topic with Research and Collaboration I can present and edit my article. NC: objective 6	Digital Literacy: Explore a Topic with Research and Collaboration I can create an animation NC: objective 1

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Art/DT	<p>I can create art in a graffiti style</p> <p>I can discuss the controversy of graffiti</p> <p>I can explain why graffiti is considered illegal in many places</p> <p>NC: objective 4</p>	<p>I can capture a range of emotions in a drawing</p> <p>I can alter facial expressions to portray emotion</p> <p>NC: objective 2</p>	<p>I can create an impactful piece of art</p> <p>I can explore expressionist art work</p> <p>NC: objective 4</p> <p>NC: objective 3</p>	<p>I can produce a finished piece of art</p> <p>NC: objective 3</p>	<p>I can create a sculpture based on expression</p> <p>NC: objective 2</p>		
French	<p>Let's go Shopping Shopping</p> <p>To take part in role play, speaking in French</p> <p>NS Objective 3</p>	<p>Let's go Shopping At the Shops</p> <p>To use the correct form of positional language</p> <p>NS Objective 12</p>	<p>Let's go Shopping Clothes</p> <p>To use the correct form of adjectives to describe nouns.</p> <p>NS Objective 12</p>	<p>Let's go Shopping French Money</p> <p>To ask and answer questions in French.</p> <p>NS Objective 3</p>	<p>Let's go Shopping Shopping Lists</p> <p>To read and interpret lists written in French.</p> <p>NS Objective 7</p>	<p>Let's go Shopping A Shopping Experience</p> <p>To take part in role play, speaking in French.</p> <p>NS Objective 3</p>	<p>Let's go Shopping</p> <p>Revision of unit</p> <p>NS Objective 3, 7, 12</p>
PSHE	<p>Valuing difference - <u>Ok to be different</u> I can suggest ways for dealing with bullying</p> <p>SCARF 4, SCARF 5</p>	<p>Valuing difference - <u>We have more in common than not</u> I can suggest ways for helping someone who is being bullied</p> <p>SCARF 4, SCARF 5</p>	<p>Valuing difference - <u>Respecting differences</u> I can show respect through the way I communicate</p> <p>SCARF 4, SCARF 5</p>	<p>Valuing difference - <u>Tolerance and respect for others</u> I can explain the importance of mutual respect and tolerance in our diverse society.</p> <p>SCARF 4, SCARF 5</p>	<p>Valuing difference - <u>Advertising friendships!</u></p> <p>I can describe what makes a strong, positive friendship.</p> <p>SCARF 4, SCARF 5</p>	<p>Valuing difference - <u>Boys will be boys? Challenging gender stereotypes</u> I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>SCARF 4, SCARF 5</p>	
PE	<p>Inside: Dance</p> <p>I can learn a street dance set routine. To form their own dance crew.</p> <p>NS Objective 2,4</p> <p>Outside: Football</p> <p>I can perform dribbling skills with accuracy, confidence and control</p> <p>NS Objective 1,2</p>	<p>Inside: Dance</p> <p>I can explore movements that could be used in their 'dance off'.</p> <p>NS Objective 2,4</p> <p>Outside: Football</p> <p>I can perform passing skills with accuracy, confidence and control</p> <p>NS Objective 1,2</p>	<p>Inside: Dance</p> <p>I can practise and improve their dance offs in their street crews.</p> <p>NS Objective 2,4</p> <p>Outside: Football</p> <p>I can develop a broader range of techniques for attacking and defending.</p> <p>NS Objective 1,2</p>	<p>Inside; Dance</p> <p>I can practise and improve their dance offs in their street crews.</p> <p>NS Objective 2,4</p> <p>Outside : Football</p> <p>I can apply skills learnt (dribbling, passing, attacking and defending) to game situations</p> <p>NS Objective 1,2</p>	<p>Inside: Dance</p> <p>I can practise and improve their dance offs in their street crews.</p> <p>NS Objective 2,4</p> <p>Outside: Football</p> <p>I can apply skills learnt (dribbling, passing, attacking and defending) to game situations</p> <p>NS Objective 1,2</p>	<p>Inside: Dance</p> <p>I can perform to an audience. (Film for assessment purposes).</p> <p>NS Objective 2,4</p> <p>Outside: Football</p> <p>I can apply skills learnt (dribbling, passing, attacking and defending) to game situations</p> <p>NS Objective 1,2</p>	<p>Inside: Dance</p> <p>Outside: Invasion games</p> <p>NS Objective 2,4</p> <p>NS Objective 1,2</p>
Music	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 1 – My best friend (p1)</p>	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 2 – My best friend (p2)</p>	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 3 – Singing swinging star (p1)</p>	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 4 – Singing swinging star (p2)</p>	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 5 – Roll Alabama</p>	<p>Charanga</p> <p>Understanding structure and form</p> <p>Step 6 – Assessment checkpoint</p>	

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Collective Worship	Resilience	Remembrance Day	Anti-Bullying Children in Need	Nurture	Nativity	Christmas Jumper Day	Christmas
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