



Medium Term Plan Overview 2025-2026

Year 6

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Fiction Writing to entertain: First person narrative containing suspense Text Rhian Tracey - Hide and Seek See MTP	Fiction Writing to entertain: First person narrative containing suspense Text Rhian Tracey - Hide and Seek See MTP	Fiction Writing to entertain: First person narrative containing suspense Text Rhian Tracey - Hide and Seek See MTP	Fiction Writing to entertain: First person narrative containing suspense Text Rhian Tracey - Hide and Seek See MTP	Writing to Inform/Recount: Newspaper Report Text David Weisner - Tuesday See MTP	Writing to Inform/Recount: Newspaper Report Text David Weisner - Tuesday See MTP	Writing to Inform/Recount: Newspaper Report Text David Weisner - Tuesday See MTP
Reading (Class Text)	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness	A Monster Calls by Patrick Ness
Reading	Narrative (Top Class): The Bubonic Plague	Fiction (Classics): Wind in the Willows by Kenneth Grahame	Non-fiction (Explorers): The Gunpowder Plot	Non-fiction (Explorers): UFO Alert!	Poetry (Classics): Daffodils by William Wordsworth	Narrative: Street Child by Berlie Doherty	Narrative (Classics): The Hound of the Baskervilles by Sir Arthur Conan Doyle
Spelling and Handwriting	Active Spelling I know how to spell words containing	Active Spelling I know how to spell homophones.	Active Spelling I know how to spell statutory Y5/6	Active Spelling I know how to spell words containing	Assessment Week	Active Spelling I know how to spell words containing	Active Spelling I know how to spell words containing

	-ent. Daily Handwriting	Daily Handwriting	spelling words. Daily Handwriting	-ous. Daily Handwriting		-sion Daily Handwriting	the silent letter B. Daily Handwriting
Maths	Fractions Including: • Multiplying and dividing fractions. • Solving problems with fractions • Finding fractions of an amount Weekly arithmetic	Measures Including: • Converting and calculating with metric measures • Converting miles and kilometres Weekly arithmetic	Decimals Including: • Place value of numbers within one. • Calculating with integers and decimals • Rounding decimal numbers Weekly arithmetic	Decimals Including: • Adding, subtracting, multiplying and dividing • Multiplying and dividing by 10,100 and 1000 Weekly arithmetic	Fractions, Decimals and Percentages Including: • Fraction and decimal equivalents • Representing fractions as division. • Understanding percentages	Fractions, Decimals and Percentages Including: • Converting fractions to percentages • Recognising equivalent fractions, decimals and percentages (FDP's) • Ordering FDP's Weekly arithmetic	Fractions, Decimals and Percentages Including: • Finding percentages of amounts • Finding missing values Weekly arithmetic
Science	Living Things and their Habitats I know the reasons for classifying plants based on specific characteristics. I know how to report and present findings orally from enquiries using displays and other presentations.	Living Things and their Habitats I know the reasons for classifying plants based on specific characteristics. I know how to report and present findings orally from enquiries using displays and other presentation.	Living Things and their Habitats I know how to describe how living things (animals) are classified into broad groups according to common observable characteristics. I know how to research the characteristics of a vertebrate/invertebrate group.	Living Things and their Habitats I know how to describe how living things (animals) are classified into broad groups according to common observable characteristics. I know how to record data and results of increasing complexity using tables.	Living Things and their Habitats I know how to describe how living things (microorganisms) are classified into broad groups according to their similarities and differences. I know how to research the difference between bacteria, virus and fungi to give reasons why	Living Things and their Habitats I know how to describe how living things (microorganisms) are classified into broad groups according to common observable characteristics. I know how to report and present findings in written form from enquiries using	Living Things and their Habitats I know how to give reasons for classifying animals based on specific characteristics I know how to record data and results of increasing complexity using

					these are not plants or animals.	displays and other presentations.	scientific classification keys.
Art	Drawing Self Portraits I know how to critique famous drawings.	Drawing Self Portraits I know how to understand tonal shading. I know how to create tonal effects such as: reflections, shadows, direction of sunlight through tonal shading.	Drawing Self Portraits I know how to create a box scale of light to dark using gradient technique and pencils of different densities.	Drawing Self Portraits I know how to draw a proportionate face (self portrait) with detailed features.	Drawing Self Portraits I know how to draw a proportionate face (self portrait) with detailed features.	Drawing Self Portraits I know how to draw a proportionate face (self portrait) with detailed features.	Drawing Self Portraits I know how to critique my peer's work.
Computing	Graphing I know how to present data in graphs to support an argument.	Blogging I know how to understanding blogs and their features.	Blogging .I know how to plan the theme, content and structure for a blog post.	Blogging I know how to write and style a blog post.	Blogging I know how to review and comment on blog posts with an understanding of online safety.	Online Safety: Self-image and Self Identity I know how to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	Online Safety: Self-image and Self Identity I know how to describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
DT							
French	Do you have a Pet? I know how to recognise and recall 8 common	Do you have a Pet? I know how to use the structure 'I have a pet' in	Do you have a Pet? I know how to describe what my pet is called in	Do you have a Pet? I know how to describe what pet 'I do not have' in	Do you have a Pet? I know how to integrate the conjunctions 'et'	Do you have a Pet? French assessment.	N/A - Assessment week

	pets in French with their correct determiners/ articles.	French.	French.	French.	(and) and 'mais' (but) accurately into my work.		
Geography							
History	Why was the Industrial Revolution a significant turning point in British history? I know the chronology of the key points within major historic developments and events in Britain such as the Industrial Revolution. I know how to use my prior learning to place my current learning within world history chronology and show understanding of context and time passing.	Why was the Industrial Revolution a significant turning point in British history? I know ways in which the Industrial Revolution has impacted on my own community/ world. I know and understand the role of historians and archeologists in helping me to learn about the past (distinguish between roles and methods used) from different viewpoints. I know that new discoveries can lead to changes in thinking.	Why was the Industrial Revolution a significant turning point in British history? I know ways in which the Industrial Revolution has impacted on my own community/world. I know about the role of Britain in the Industrial Revolution and the impact that the Industrial Revolution had on the lives of Britain's people (the rich and the poor) and how this links to the way our world is today.	Why was the Industrial Revolution a significant turning point in British history? I know ways in which the Industrial Revolution has impacted on my own community/world. I know about the role of Britain in the Industrial Revolution and the impact that the Industrial Revolution had on the lives of Britain's people (the rich and the poor) and how this links to the way our world is today.	Why was the Industrial Revolution a significant turning point in British history? I know about a significant turning point in British history.	Why was the Industrial Revolution a significant turning point in British history? I know about a significant turning point in British history.	N/A - Assessment week
Music	Classroom Jazz 2 I know how to find a pulse and start to	Classroom Jazz 2 I know how to learn the tune to Bacharach Anorak	Classroom Jazz 2 I know how to continue to learn the tune to	Classroom Jazz 2 I know how to find a pulse and start to play a tune of	Classroom Jazz 2 I know how to listen to and appraise - 'Back O'	Classroom Jazz 2 I know how to secure my compositions and	N/A - Assessment week

	play a tune of Bacharach Anorak.	and improvise using instruments.	Bacharach Anorak and improvise using instruments. I know how to perform the piece Bacharach Anorak.	'Meet the Blues' by Ian Gray.	Town Blues' by Earl 'Fatha' Hines and compare it to 'Meet the Blues' by Ian Gray.	perform the piece - 'Meet The Blues' by Ian Gray.	
PE	Dance: Stamp, Clap I know how to copy and repeat a dance phrase showing confidence in movements. Gymnastics I know how to develop the straddle, forward and backward roll.	Dance: Stamp, Clap I know how to work with others to explore and develop the dance idea. Gymnastics I know how to roll into sequence work and on apparatus.	Dance: Stamp, Clap I know how to use changes in dynamics in response to the stimulus. Gymnastics I know how to develop counter balance and counter tension.	Dance: 70s Disco I know how to copy and repeat a phrase of movement in the 1970s disco style. Gymnastics I know how to develop counter balance and counter tension into sequence work with apparatus.	Dance: 70s Disco I know how to choreograph a freeze frame montage in the 1970s style. Gymnastics I know how to develop jumps and explore the effect of height.	Dance: 70s Disco I know how to use feedback to develop and refine a 1970s dance performance. Gymnastics I know how to explore jump sequence work with consideration of performance tools.	Dance: Waiting for... I know how to adapt and create a final performance. Gymnastics I know how to develop inverted movements with control.
PSHE	Celebrating Difference I know that there are different perceptions of 'being normal' and where these might come from. I know how to empathise with people who are different and be aware of my own	Celebrating Difference I know that being different could affect someone's life. I know how to vocalise their thoughts and	Celebrating Difference I know that people can hold power over others individually or in a group and recognise when someone is exerting power negatively in a relationship. I know how to identify feelings associated with being excluded.	Celebrating Difference I know that power can play a part in a bullying or conflict situation and can identify different feelings of the bully, bullied and bystanders. I know why some people choose to bully others know a range of strategies when	Celebrating Difference I know that people with disabilities can lead amazing lives. I know it is important to appreciate people for who they are.	Celebrating Difference I know that difference can be a source of celebration as well as conflict. I know how to show empathy.	N/A - Assessment week

