

Curriculum Medium Term Plan – Autumn 1 2019 – Year 6

Core Text: Pig Heart Boy

Topic: Blood Heart

	Week 1 (2 days only)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text Type		Balanced argument Reading week Balanced argument – immersion/ analyse/Spag week, chapters 1-3 Predictions Conscious alley Verbal debate.	Balanced argument Analyse/SPAG Week Example of a balanced argument – analyse for features and look at SPAG features.	Balanced argument Writing week Structured balanced argument then independent balanced argument. Chapters 4-5 read.	Diary entry Reading week Freeze frames email from character’s perspective Writing life lessons Conscience alley and planning thoughts/feelings. Chapters 6-12	Diary entry Analysis/Spag Week/Writing Diary Wagoll – written to Unborn sibling Structured diary entry of before the operation and independent diary entry of after the operation.	Newspaper Article Reading Sugar paper questions – whether the press was right or not Role play and eyewitness accounts Tabloid and broadsheet difference Shared write opening for tabloid and broadsheet Chapter’s 13 - 17	Newspaper Article Analysis/Spag Week/Writing Wagoll and analysis, SPAG structured article on the heart transplant followed by independent article on the truth (after the conference) Read chapter 17 – end (chapter a day and a few chapters Fri afternoon)
Grammar and Punctuation and Active English focus		Cohesive devices Subordinate conjunctions and Co-ordinating conjunctions and counter-	Cohesive devices Subordinate conjunctions and Co-ordinating conjunctions and counter-argument conjunctions	Cohesive devices Subordinate conjunctions and Co-ordinating conjunctions and counter-argument conjunctions	Informal language/chatty tone Apostrophes for contraction. Colons, dashes and semi-colons. Brackets for parenthesis.	Informal language/chatty tone Apostrophes for contraction. Colons, dashes and semi-colons.	Parenthesis Puns Passive voice, direct and indirect speech. Synonyms and antonyms	Parenthesis Puns Passive voice, direct and indirect speech. Synonyms and antonyms

		argument conjunctions Read and respond – agony aunt advice example	Read and respond – balanced argument example	Read and respond – Balanced argument	Sarcasm. Read and respond- diary entry example	Brackets for parenthesis. Sarcasm. Read and respond – diary entry example	Read and respond – Newspaper	Read and respond – Newspaper
Spelling		Unit 1 ed, -er, -est	ed, -er, -est	Unit 2 ble, -ing, -ant	ous, -y, -tion	Unit 3 unit –less, -ness	ment, -ful	ment, -ful
Terminology (technical vocabulary)		Subordinate conjunctions Co-ordinating conjunctions Counter-argument conjunctions	Subordinate conjunctions Co-ordinating conjunctions Counter-argument conjunctions	Subordinate conjunctions Co-ordinating conjunctions Counter-argument conjunctions	Informal/formal Apostrophes for contraction Colons, dashes and semi-colons	Informal/formal Apostrophes for contraction Colons, dashes and semi-colons	Passive voice Direct speech Indirect speech Synonyms and Antonyms	Passive voice Direct speech Indirect speech Synonyms and Antonyms
Handwriting		Linked to spelling unit – ed, -er, -est	Linked to spelling unit –ed, -er, -est	Linked to spelling unit –ble, -ing, -ant	Linked to spelling unit –ous, -y, -tion	Linked to spelling unit –less, -ness	Linked to spelling unit – ment, -ful	Linked to spelling unit – ment, -ful
Cross-curricular Writing Opportunities		Maths: Science: Journey of a red blood cell History: Biography of William Harvey Geography: RE: Discussion piece around Rosh Hashanah/forgiveness/poem? Art: N/A Design and Technology: Write up of recipe/evaluation PSHE/SMSC: N/A Computing: Music: N/A						
	Week 1 (2 days only)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Science objectives	Week 1 I can identify and name the main parts of the human circulatory system. (Make blood with straws and food colouring) I can describe functions of the heart, blood vessels and blood							

History objectives	Week 3 A2 I can order significant events, movements and dates on a timeline A3 I can understand how some historical events occurred concurrently in different locations B1 I can draw on my depth of factual knowledge and understanding of Britain and the wider world B2 I can choose reliable sources of information B3 I can identify and analyse significant events and catalysts for change in Britain and the wider world. C1 I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed							
Geography objectives								
Religious Education objectives	Rosh Hashanah and Yom Kippur Week 5 D1 Explore and show respect for different faiths, religions and ethnic and socio-economic groups, national and global communities							
Art objectives	Sculpting clay hearts Week 3 I can create sculpture and constructions with increasing independence I show development of skills when using clay, including: slabs, coils and slips.							
Design and Technology objectives	Heart-healthy meal Week 4 and Week 5 B1 I can conduct market research to ensure my designs are functional, innovative and appropriate for a particular individual or group. B2 I can hold feedback sessions in order to develop my designs and products and consider culture and society in my designs. A2 I can create a recipe that meets the needs of a target audience (heart-healthy ingredients) Heart-healthy meal A1 I can create detailed recipes with instructions and explain how it is varied and healthy, including how to be hygienic and safe. C1 I can justify why I selected specific materials. C2 I can follow my plan and refine if necessary in order to meet all design criteria.							
PSHE objectives		British Values	DARE	DARE	DARE	DARE	DARE	DARE
Computing objectives		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	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	E-Safety A4 I understand the internet contains fact, fiction and opinions and begin to distinguish between them	Programming C2 I can use sequence, selection and repetition in programs.	Programming C1 I can design, write and debug programs	Programming C4 I can evaluate effectiveness and debug if required	Programming C3 I know how to detect and correct errors in algorithms and programs.



Cloudside Academy
A L.E.A.D. Academy

		information secure and they should be kept private						
Music objectives								