**Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 2 2026 - 2027**

**History Led Topic: WW2 – The Effect on Children and the Nation** **Lead Text: Non-fiction texts on WW2, Diary Accounts & Friend or Foe, Michael Morpurgo**

| | WEEK 1<br>2.11.26 | WEEK 2<br>9.11.26 | WEEK 3<br>16.11.26 | WEEK 4<br>23.11.26 | WEEK 5<br>30.11.26 | WEEK 6<br>7.12.26 | WEEK 7<br>14.12.26 |
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| **LEAD TEXT/TOPIC** | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo<br>Rose Blanche – Ian McEwan |
| **ENGLISH** | **LI – To be able to use emotive language.**<br>Begin class novel Friend or Foe<br>Assessment week for grids writing in topic<br>**Letter writing (planning)**<br>Letter home as evacuee's experiences | **Test week**<br><br>**2025 Comprehension**<br><br>**Review SPAG and Reading tests** | **LI – To be able to use emotive language.**<br>. Begin class novel Friend or Foe<br>Assessment week for grids writing in topic<br>**Letter writing (planning)**<br>Letter home as evacuee's experiences<br><br>Include Gap analysis week of SATS practice | **LI – To show interaction between characters in a narrative.**<br>**Narrative Fiction Short Story using dialogue. In green books**<br>Friend or Foe fiction writing from a given point in the story – continue the chapter using narrative and some direct speech | **LI – To show interaction between characters in a narrative.**<br>**Narrative Fiction Short Story using dialogue. In green books**<br>Friend or Foe fiction writing from a given point in the story – continue the chapter using narrative and some direct speech | **Gap Analysis Week**<br><br>Ensure that all SATS tests have been analysed and gone through with pupils.<br><br>Lessons – additional comprehension and SPAG as fits gap analysis. | **Free writing**<br><br>**SPaG**<br>**GAP Analysis**<br>**Recap and Review** |
| **MATHS**<br>**Refer to Maths Hub Planning** | Fractions unit A<br>Arithmetic test | Assessment week<br>Reasoning 2<br>Reasoning 3 | Fractions Unit A | Fractions Unit B | Fractions Unit B | Measures and conversions | Gap analysis week.<br>Ensure that all SATS tests have been analysed and gone through with pupils.<br><br>Christmas maths links |

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| **SCIENCE** | Evolution and Inheritance<br>**LI: To explain what I know about Evolution and Inheritance**<br>Covers<br>KWL Grid<br>Vocab | **Enquiry 1**<br>How Do Scientists Know That Living Things Have Changed Over Time?<br><br>**Task**<br>Pupils should independently answer the enquiry question from the session in their science books – How Do Scientists Know That Living<br>Things Have Changed Over Time? – this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams. | **Enquiry 2**<br>How Does Variation Explain the Different Features and Characteristics of Living Things?<br><br>**Task**<br>Pupils to draw a Venn diagram that intersects – labelling one half inherited variation and one-half environmental variation. The middle section<br>will represent a mixture. Give pupils some characteristics and task them with sorting them into the correct section.<br><br>Pupils should independently answer the enquiry question from the session in their science books – How Does Variation Explain the Different Features and Characteristics of Living Things? – this should be a written paragraph (to demonstrate disciplinary writing) and<br>may include supporting diagrams. | **Enquiry 3**<br>How Has Variation Led to Evolution?<br><br>**Task**<br>Pupils should independently answer the enquiry question from the session in their science books – How Has Variation Led to Evolution?<br>– this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams | **Enquiry 4**<br>Do All Living Things Adapt in The Same Way?<br><br>**Task**<br>Pupils should independently answer the enquiry question from the session in their science books – Do All Living Things Adapt in The Same Way? – this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams. | **Enquiry 5**<br>How Have Plants in The Local Area Adapted?<br><br>**Task**<br>Pupils to record in their books the ways in which plants in the local area have adapted for the environment to ensure they can get light and water and, if relevant, attract pollinators<br><br>Pupils should independently answer the enquiry question from the session in their science books – How Have Plants in The Local Area Adapted? – this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams. | **Enquiry 6**<br>Revisit and assess the substantive knowledge from previous sessions<br><br>**Task**<br>Provide pupils with an end of unit quiz and address any misconceptions.<br>Questions to include:<br>1. Name two ways in which scientists have learnt about evolution. You may want to reference Charles Darwin and the fossil record. Name two ways in which plants in the local area have adapted to survive in their environment.<br>2. What does variation in a species mean?<br>3. Why do some people choose to take part in selective breeding?<br>4. How do variation and adaptation lead to evolution?<br>**1.** You can give pupils vocabulary or images to use to help them recall answers. |

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| **HISTORY** | **LI– To order significant events, movements, and dates on a timeline**.<br><br>WW2 - Introduce, KWL, targets and key vocabulary.<br>**What do I know already about World War 2?**<br>**What would I like to find out?**<br>Mind map and questions.<br>Discuss Historical sources used.<br><br>**Tasks**<br>*KWL<br>*Look at knowledge organisers and discuss<br>*When did the second world war take place?<br>Chronology-place the historical period on a timeline linked to eras already studied.<br>Begin to organise timeline of main events during war.<br>LOTC – Ordering of timelines class team | **LI- To choose reliable sources of information to find out how WW2 was declared.**<br><br>This area of learning may require 2 lessons (refer also to the geography unit).<br><br>**Why was war declared?**<br>Events leading up to declaration of war. Who became our axis and allies?<br><br>**How was war declared?**<br>Discuss the impact of the declaration of war on a range of people. Listen to Neville Chamberlain's speech.<br>Discuss how people started to prepare for war e.g., call ups, gas masks, shelters etc.<br>**Tasks**<br>*Glue in family listening to the declaration of war and include key historical vocabulary around the edge.<br>*Mapwork on axis and allies | **LI- To understand what life was like as an evacuee during WW2.**<br><br>**Evacuation**<br>**Where were children evacuated to and why?**<br>Link to the class text.<br><br>Research local links and experiences.<br>What did it feel like to be evacuated? Listen to interviews, watch clips and read letters etc.<br><br>**Tasks**<br>*Complete map activity showing where children were evacuated to.<br>*Glue in picture of children being evacuated and write a paragraph on evidence shown in the pictures e.g. case, name tags, train station, teachers etc | **LI -To develop an understand of the past through first hand experiences.**<br><br>This week's history lesson is the school trip to Kent Life. | **LI– To learn about the Blitz and the impact that it had on Britain.**<br><br>**What was the Blitz?**<br>Discuss and learn about the characteristic features of the Blitz and what type of area was most likely to be affected.<br>Record key facts learned.<br>Find out about our local areas that were affected.<br>LOTC – Visit where the school air raid shelter is.<br><br>**Tasks**<br>*Blitz matching activity evidence in pictures and what is happening and where. | **LI– To understand how people kept safe during the Blitz.**<br><br>**How did people keep safe during The Blitz?**<br>Focus specifically on the uses of air raid shelters and the different types.<br>LOTC – Visit where the school air raid shelter is.<br><br>Look at sources of evidence to find out about how people kept safe. Consider gas masks, sirens, blackout curtains, shelters etc.<br>Record information about keyways that people kept safe.<br>Find out about our local areas that were affected.<br>Listen to news reports, experiences etc.<br><br>**Tasks**<br>*Worksheet on different shelters<br>*What would I take into an Anderson shelter and why? Paragraph and picture. | **LI – To explore what Christmas was like during WW2.**<br><br>Use this week to ensure all up to date in History. Then explore what life was like during WW2 at Christmas time as an extension.<br><br>**Tasks**<br>*Present information found on WW2 Christmas in paragraphs and pictures. |
| **GEOGRAPHY – History led term** | ***NB – Geography feeds into the history lessons complimenting understanding.*** | **LI– To be able to identify and locate countries involved in WW2 on a map.**<br><br>**Which countries were involved in WW2?**<br><br>Locate on the map. Which countries were Axis, Allied and Neutral. | **LI– To locate on a UK and world map- where were children evacuated to during WW2.**<br><br>Where were children evacuated to? Locate on the map the areas that children were evacuated to and why. | **LI– To understand what impact the Blitz had on Britain's population.** | | | |

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| **ART & DESIGN** | **L.I: To explore colour and composition to create winter themed art.**<br>*Current corridor displays to stay until parents' eve 11th November.*<br>*Winter corridor/hall/hoops completed by 26th November.*<br>*Original self-portraits to go into black portfolio with date and L.I.*<br><br>**Corridor/Hall - Moonlight Silhouette Trees**<br><br><br><br><br>**Hoop Crafts – Winter Penguins**<br><br> | **LI – To use expressive line, perspective, proportion and scale.**<br><br>**World War Two portraits**<br>-Explore the work of Frida Kahlo, Mexico.<br>Her surrealist symbolism to express emotion.<br>-Observe the facial expressions and uniforms of World War II portraits<br>-Practise technical drawing skills. What they can see not what they think a face should look like.<br>-Practise shading and blending to create 3D form.<br>-Use surrealist symbolism of Frida Kahlo by expressing emotions of World War II figures like fear, courage or separation in art work.<br><br> | **LI - To research, plan and create a mixed media composition.**<br><br>**Blitz Artwork: The Bombing of Plymouth**<br>**'Friend or Foe'**<br>-Explore the work of Lubaina Himid UK/Tanzania.<br>Her use of narrative and story-telling in art to uncover silenced history and giving voice to forgotten people.<br>-Practise colour mixing for dramatic contrast and experiment with layering media.<br>-Use silhouettes and shapes to tell a story.<br><br><br><br>**LI -To select and match material appropriate to their intentions.**<br><br>Children design and make Christmas cards. |
| **DESIGN TECHNOLOGY** | Art-led term.<br><br>See above (in the art section) for craft ideas for the Christmas hoop | | |

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| **MUSIC** | **L.I- To explore beat and syncopation through song and body percussion.**<br><br>Focus:<br>Developing an inner sense of steady pulse and introducing basic syncopation (a musical technique where emphasis is placed on off-beats)<br>Wartime Context:<br>The role of military marching bands and structured rhythms during WWII.<br><br>**Tasks:**<br>- Listen to Vera Lynn's *"We'll Meet Again"* https://www.youtube.com/watch?v=HsM_VmN6ytk<br>- Maintain a solid four-beat pulse using fundamental body percussion (stomp on beats 1 and 3, clap on beats 2 and 4).<br>-Introduce syncopation<br>-Clap *between* the stomps (the "and" of the beats: 1-and-2-and-3-and-4).<br>-Practice stepping on the main beat while clicking fingers purely on the off-beats<br>-Practise and/or perform in small groups | | **LI- To recognise a swung rhythm and translate it into body percussion.**<br><br>Focus:<br>Active listening, discussion and physicalising the 'swung' rhythm.<br>Wartime Context:<br>Big Band and Jazz music cross the Atlantic with American soldiers.<br><br>**Tasks:**<br>-Listen to Glenn Miller's *"In the Mood"*. https://www.youtube.com/watch?v=aME0qvhZ37o<br>-Map out structure of the piece visually in Thinking Skills book<br>*Intro* (smooth upward rhythm)<br>*Call-and-Response* (saxophones to trumpets)<br>*Outro* (gradually getting quieter before final chord)<br>-Create a 4-beat body percussion grid to mimic the brass section: Stomp (1) -> Chest Pat (2) -> Snap (3, off-beat) -> Double Clap (4-and)<br>-Practise and/or perform in small groups | | **L.I: To compose and write original syncopated patterns.**<br><br>Focus: Arranging, polishing, and performing an intricate rhythmic soundscape.<br>Wartime Context: Wartime radio effects and live broadcasts.<br><br>**Tasks:**<br>-Explain how syncopation works by intentionally displacing beats so the accent falls on a weak beat or a half-beat.<br>-Write out a 4-bar rhythm grid using a 16-beat matrix (representing quarter notes and eighth notes). Intentionally place rest symbols on the 'off-beats' to simulate rhythmic tension, mimicking military code transmission.<br>-Perform these patterns using layered body percussion (Group A holds the steady pulse via a walking march; Group B performs the syncopated Morse code pattern using hand claps, thigh slaps, and floor taps) | | **LI- To sing and perform Christmas songs with accurate pitch.**<br><br>Focus:<br>Active listening, developing pitch accuracy.<br><br>**Tasks:**<br>-Listen to variety of Christmas songs<br>-Hum a short section of a song to feel the resonance in nasal area.<br>-Play a single note for class to sing back an 'ah'<br>-Sing as a class, covering one ear so children can hear themselves.<br>-Practise and/or perform in small groups | |
| **COMPUTING** | **Networks** 4 lessons<br>This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks.<br><br>**Lesson 1**<br>To understand what a computer network is and identify examples of networks at home, school and in the wider world. | | **Networks** 4 lessons<br>This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks.<br><br>**Lesson 2**<br>To understand the difference between the internet and the World Wide Web and explore the services they provide. | | **Networks** 4 lessons<br>This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks.<br><br>**Lesson 3**<br>To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully. | | **Networks** 4 lessons<br>This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks.<br><br>**Lesson 4**<br>To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms. |
| **PE** | **GYMNASTICS-**<br>**LI- To use Perseverance to combine balance and travel.**<br><br>**Basketball/Netball**<br>**LI- To use Perseverance in passing using accuracy.** | **GYMNASTICS -**<br>**LI- To use Perseverance to explore a range of jumps and rolls.**<br><br>**Basketball/Netball**<br>**LI- To Show Perseverance to improve ball control when aiming at a target.** | **GYMNASTICS-**<br>**LI- To use Aspiration to perform a range of movements on an obstacle course.**<br><br>**Basketball/Netball**<br>**LI- To use Teamwork to play a game.** | **DANCE-**<br>**LI- To use Perseverance to copy simple movement patterns.**<br><br>**Basketball/Netball**<br>**LI- To use Perseverance in passing using accuracy.** | **DANCE-**<br>**LI- To use Teamwork to add on your own choreography.**<br><br>**Basketball/Netball**<br>**LI- To Show Perseverance to improve ball control when aiming at a target.** | **DANCE-**<br>**LI- To use Aspiration to perform in your groups.**<br><br>**Basketball/Netball**<br><br>**LI- To use Teamwork to play a game.** | **DANCE-**<br>**LI- To use Aspiration to perform in your groups.**<br><br>**Basketball/Netball**<br><br>**LI- To use Teamwork to play a game.** | FUN GAMES |

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| **RE** | **What can be done to reduce racism?**<br><br>**L.I: To explore how people can respond to injustice and the importance of speaking up**<br><br>-Establish a safe, clear baseline of vocabulary using simple definitions.<br>-Discuss speaking up, including others, learning about, celebrating and thinking about different races and cultures.<br><br>**Tasks:**<br>-Create an 'Inclusion' poster with words and drawings to show things we can do to reduce racism. | ASSESSMENT WEEK | **What can be done to reduce racism?**<br><br>**L.I: To consider who deserves to be remembered publicly**<br><br>-Reference Bristol's Edward Colston statue removal following peaceful protest.<br>-Avoid presenting the removal simply as "right" or "wrong" and discuss why people disagreed<br><br>**Tasks:**<br>-Decide on a hero who stood up for fairness and helped make changes for the better like, Mary Seacole, Ignatius Sancho or Jack Leslie.<br>-Draw picture of statue with plaque to justify choice. | **What can be done to reduce racism?**<br><br>**L.I: To understand how to treat others with dignity, equality and respect.**<br><br>-Explain 'treat others as you would like to be treated' and similar ideas about treating others well can be found in many religious and non-religious worldviews.<br><br>**Tasks:**<br>-In small groups, discuss each scenario involving race or culture. (Scenario cards)<br>-Discuss how we could respond.<br>-Write a sentence to describe what we can do to treat others as you want to be treated and to reduce racism. | **<u>Christmas Unwrapped at St James Church</u>**<br><br>**L.I: To understand the incarnation**<br><br>-Learn that Christians believe Christmas celebrates the birth of Jesus Christ whom they view as God becoming human (the Incarnation) to guide people and offer salvation.<br><br>**L.I: To explore key teachings and symbols**<br><br>-Recognise why practices like attending church services, singing carols, nativity scenes and giving gifts mirror biblical accounts (such as the Wise Men or the angels)<br><br>**L.I: To examine core Christian values**<br><br>-Exploring Christian codes for living, such as the two great commandments (loving God and loving your neighbour), forgiveness, peace, and generosity. |

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| **PSHE** | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 1</u><br>**How can I respect myself?**<br><br>**<u>LI:</u> To recognise what self-respect is and why it is important.**<br><br><u>Task</u><br>To create a 'Museum of me', a celebration of how they can show self-respect. | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 2</u><br>What are personal boundaries?<br><br>**<u>LI:</u> To identify my personal boundaries.**<br><br><u>Task</u><br>Choose a volunteer child and act out scenarios together, then discuss. | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 3</u><br>What makes a family?<br><br>**<u>LI:</u> To identify how families can spend time together and support each other.**<br><br><u>Task</u><br>Sort action cards into three categories, as they did together in the input:<br>• Spending time together.<br>• Helping at home.<br>• Showing kindness and care. | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 4</u><br>How can I be a good friend?<br><br>**<u>LI:</u> To describe what makes a good friend.**<br><br><u>Task</u><br>Explain that they are going to practise being good friends by sharing kind words. Model by turning to the child to the right and saying, "You always speak kindly to me," (or something similar that is specific to that child). Ask them to turn to the child on their right and say one thing about why or how they are a good friend. | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 5</u><br>How can we repair a friendship after a falling-out?<br><br>**<u>LI:</u> To explore fair ways to respond after a falling-out with a friend.**<br><br><u>Task</u><br>In pairs, they will read about a friendship and choose the best option to fairly resolve the falling-out using the suggestions box at the bottom of the worksheet. | **<u>Connecting with others: What does it mean to stand up for myself and others?</u>**<br><br><u>Lesson 6</u><br>What are the different types of bullying?<br><br>**<u>LI:</u> To identify what bullying is and how it might make someone feel.**<br><br><u>Task</u><br>Ask the children to design a Bullying Awareness poster to display around the school. Their posters should include:<br>• A catchy title (e.g. 'Say NO to bullying!').<br>• The definition of bullying.<br>• Examples of different types of bullying.<br>• How bullying makes people feel.<br>• What someone should do if bullying occurs. |

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| **PMFL** | **<u>Language Angels Do you Have a Pet?</u>**<br><br>**<u>LI –</u> To recognise and use French pet names. Language Angels Lesson 1** | **<u>LI –</u> To use vocabulary and say what pets I have. Language Angels Lesson 2** | **<u>LI –</u> To describe my pet using French vocabulary. Language Angels Lesson 3** | **<u>LI -</u> to say which animals I do not have as pets. Language Angels Lesson 4** | **<u>LI –</u> To use simple French conjunctions. Language Angels Lesson 5** | **<u>LI –</u> To revise French pet vocabulary. Language Angels Lesson 6** | French Christmas traditions and vocabulary |

**LOTC to be indicated on Planning** **ECO to be indicated on planning**