





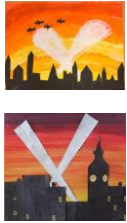


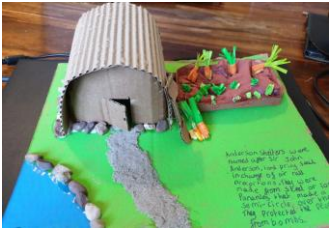
Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map - Term 3 2025 - 2026

	WEEK 1 5.1.26	WEEK 2 12.1.26	WEEK 3 19.1.26	WEEK 4 26.1.26	WEEK 5 2.2.26	WEEK 6 9.2.26
LEAD TEXT/TOPIC	Friend or Foe – Michael Morpurgo Other texts: Rose Blanche – Ian McEwan and War Horse by Michael Morpurgo WW2 Diaries, accounts & non-fiction texts.					
ENGLISH Genres	SPAG and comp focus	Explanation – How to fly a Spitfire plane – linked to WW2	Persuasive Writing Link to women of war and their role during WW2. Prepare a persuasive speech/article linked to women playing their part. Audience – women. Consider persuasive techniques and the role of women	Fiction – story continued include flashback (Friend or Foe)	D Day Newspaper/ Journalistic report writing Use knowledge and events to plan a front-page report, including the features of a newspaper.	D Day Newspaper/ Journalistic report writing Use knowledge and events to plan a front-page report, including the features of a newspaper.
MATHS Refer to Maths Hub weekly Planning	Ratio	Ratio	Algebra	Algebra	Decimals	Decimals
SCIENCE Electricity	<u>LI:</u> To introduce the topic of electricity. What I know. FRONT COVERS	LI: To be able to represent a simple circuit in a diagram.	LI: To conduct an investigation in to how the number of Batteries effect the Brightness of the Bulb.	LI: To investigate what else can Impact the brightness of a bulb in a circuit.	LI: To investigate what else can affect the function of a component in a circuit?	LI: To Use My Knowledge of Electrical Components to Make a Device?
GEOGRAPHY History-led term	History-led term	History-led term	History-led term	History-led term	Link to History topic WW2 – D Day mapwork <u>LI</u> -To be able to confidently use maps and atlases. BBC - History - World Wars: Animated Map: The D-Day Landings	Link to History topic WW2 – The end of WW2 <u>LI:</u> To be able to confidently use maps, atlases, and globes. Children identify where the last battles of WW2 were fought (Europe and in the rest of the World.)  



<p style="text-align: center;">HISTORY</p>	<p><u>What did people eat during the war? Rationing</u></p> <p><u>LI</u> – To give reasons why changes may have occurred because of the war (rationing).</p> <p>-Discuss with the children why some types of food were in short supply. Provide examples of typical foods and compare with what they eat today. Introduce the idea of rationing. Show the children ration books. Discuss and record the implications of rationing on a typical family. Prepare shopping lists and a menu.</p> <p>Also refer to DT plan for designing and making Anderson shelter</p>	<p><u>What was the role of a woman during World War II?</u></p> <p><u>What was the role of a men during World War II?</u></p> <p><u>LI</u> - To choose reliable sources to learn about women's roles during WW2.</p> <p>Link to our local area clips and radio interviews. Link to learning on propaganda and how men and women needed to play their part during the war. Look at the different roles that men and women took and focus on the land army.</p>	<p><u>How did people entertain themselves during the war? (over 2 weeks)</u></p> <p><u>LI</u> – To investigate how people entertained themselves during WW2. (lines of enquiry)</p> <p>Link to our local area clips and radio interviews. Explore through research how people would have kept themselves entertained during the war. Provide examples e.g., radio, dancing, music, toys, games etc. and ask the children to work in groups to research and prepare notes on what they find out about different forms of entertainment.</p>		<p style="text-align: center;">D Day</p> <p><u>LI</u> – To use a range of reliable sources to learn about the significant impact of D- Day.</p> <p>h and discuss the political causes for the end of the war. Discuss what D Day was and analyse different sources giving evidence about the event.</p> <p>Link to our local area clips and radio interviews.</p>	<p><u>The Impact of WWII How did the war end and what was the effect of the end of the war on British people?</u></p> <p><u>LI</u> – To use a range of primary and secondary sources to collect evidence about the end of WW2.</p> <p>Recap and discuss the political causes for the end of the war. Look at a variety of sources to understand the effect this had on British people. V.E Day etc. Write from a person's point of view about feelings at end of war. Link to our local area clips and radio interviews.</p> <p>Review end of topic.</p>
<p style="text-align: center;">COMPUTING</p>	<p style="text-align: center;"><u>Research</u></p> <p><u>LI</u>– To be able to reference online information linked to WW2 women's roles.</p>	<p style="text-align: center;"><u>Purple Mash Unit 6.5 Text Adventures</u></p> <p><u>LI</u>- To use 2Connect to plan a 'Choose your own Adventure' type story.</p>	<p style="text-align: center;"><u>Purple Mash Unit 6.5 Text Adventures</u></p> <p><u>LI</u> - To use 2Connect plans for a story adventure to make the adventure using 2Create a Story.</p>	<p style="text-align: center;"><u>Purple Mash Unit 6.5 Text Adventures</u></p> <p><u>LI</u> - To read and understand given code for a text adventure game.</p>	<p style="text-align: center;"><u>Purple Mash Unit 6.5 Text Adventures</u></p> <p><u>LI</u> - To debug a text adventure.</p> <p>To independently design and implement improvements to a text adventure game.</p>	<p style="text-align: center;"><u>Research</u></p> <p><u>LI</u>: To collect, evaluate and interpret data and information found on the internet</p> <p>What were the events which led to the end of WW2? Important facts? What were the political events surrounding the end of WW2?</p> <p>Create a table of events.</p>



<p>ART & DESIGN</p>	<p>Blitz Artwork: The bombing of Plymouth Linked to our class reader – ‘Friend or Foe’.</p> <p><u>LI</u> - To mix colour, shades and tones with confidence. <u>LI</u> - To further develop simple perspective.</p>  <p>Gallery Art</p>	<p><u>Linked to this term's DT – Projects off the Page – Structures – Anderson Shelters</u></p> <p><u>LI</u>- To explore the work of Henry Moore. <u>LI</u> - To know how to shade, blend and cross hatch using</p> <p>Shelters artwork - Henry Moore London underground shelters</p>  <p>LOTC HM's sculptures</p>	<p>The WIRE RE AWARD (TBC)</p> 			
<p>DESIGN & TECHNOLOGY</p>		<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter – research and planning (WEEKS 2 + 3)</u> <u>LI</u>- To plan a sculpture through drawing and other preparatory work. Designing of in their groups. Consider – materials, looks and purpose.</p> <p>LOTC – visit the location of the school's outside air raid shelter.</p> <p>LOTC – Children gather resources from the school grounds (twigs, grass etc to incorporate within their models.</p>	<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter models -making –</u> <u>LI</u>- To shape, form, model and construct from observation and imagination <u>LI</u>- To use recycled, natural and manmade materials to create sculptures If needed, have a D and T afternoon in order to develop the models. This will be throughout a given DT Day/afternoons x 2.</p>  <p>Eco – recycling of materials</p>			<p><u>Projects off the Page – Frame Structures</u></p> <p><u>Anderson Shelter models - Evaluating</u></p> <p><u>LI</u> - To critically evaluate their products against their design specification, intended user and purpose.</p> <p>Children evaluate and share amongst the year group... What worked well? What would you change next time?</p>



<p>MUSIC Meant to be Journeys?</p>	<p>Music Express GROWTH Lesson learning • LI - Feeling and moving to a three-beat pulse and revising rhythmic ostinato https://connect.collins.co.uk/repo1/Content/primary/MusicExpress/PDFS/LessonPlansandPrintableResources/england_and_wales/Ages10-11/lesson_plans_10-11_u3.pdf</p>	<p>Music Express GROWTH Street calls LI - To Sing and improvise. These are at the heart of this lesson. Features the song, 'Street busker'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#/home/LessonBank/years/Activity</p>	<p>Music Express GROWTH Harmony junction LI - Children sing 'Street busker' in three-part harmony and add a melodic and chordal ostinato. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#/home/LessonBank/years/Activity</p>	<p>Music Express GROWTH Flash mob Pupils learn about flash mobs and LI - To perform the 'Flash mob' song with movements and percussion. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#/home/LessonBank/years/Activity</p>	<p>Music Express GROWTH Flash mob performance In this lesson, pupils LI - To compare and contrast 'Street busker' and 'Flash mob'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#/home/LessonBank/years/Activity</p>	<p>Music Express GROWTH Busker bash Children rehearse and LI - To perform their 'Busker bash'. https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#/home/LessonBank/years/Activity</p>
<p>PE PE STAFF LEAD</p>	<p>HRF- LI: To understand heart rate and how we monitor it. RUGBY LI: To use Perseverance in Ball handling skills.</p>	<p>HRF- LI: To use Perseverance in a Boxercise class -Monitoring heart rate. RUGBY LI: To use Aspiration to Execute Passing with movement and awareness.</p>	<p>HRF- LI: To use Perseverance in a circuit class- Monitoring heart rate. RUGBY LI: To show understanding of rules and play a competitive game showing Teamwork.</p>	<p>HRF- LI: To use Perseverance in a Bounce class - Monitoring heart rate. HOCKEY LI: To use perseverance in ball control.</p>	<p>HRF- LI: To use Perseverance in a game of Marble run- Monitoring heart rate. HOCKEY LI: To Show awareness in Passing and Striking.</p>	<p>HRF- LI: To use Perseverance in a dodgeball game- Monitoring heart rate. HOCKEY LI: To play a competitive game showing Teamwork.</p>
<p>RE</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? What helps you through the journey of life? What helps Muslims? LI: To describe what people might need to help them on the journey of life.</p>	<p>Why does prayer matter to Muslims? LI: To describe how and why Muslims pray.</p>	<p>Why do Muslims fast? LI: To describe reasons for the practice of fasting in Islam.</p>	<p>Why do Muslims want to go on a pilgrimage? LI: To describe what happens on a pilgrimage to Mecca.</p>	<p>Can you think of similar commitments to the five pillars in your life? LI: To describe the five pillars of Islam and how it affects a Muslim's daily life.</p>	<p>Review / Catch up lesson. AFL – Respond to Unit Key Question.</p>
<p>PSHE</p>	<p>Marvellous mistakes – Learning Powers Lesson 3 Metacognition lesson LI: To identify different types of mistakes. To explain how mistakes can be part of the learning process. p.214</p>	<p>Lesson 1: Attitudes to money LI - To understand attitudes and feelings around money. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-1-attitudes-to-money/</p>	<p>Lesson 2: Keeping money safe LI - To understand how to keep money in bank accounts safe. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-2-keeping-money-safe/</p>	<p>Lesson 3: Gambling LI - To begin to understand the risks associated with gambling. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-3-gambling/</p>	<p>Lesson 4: What jobs are available? LI - To understand the range of jobs people might do. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-4-what-jobs-are-available/</p>	<p>Lesson 5: Career routes LI - To understand the different routes available into careers. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/economic-wellbeing/lesson-5-career-routes/</p>



PMFL	Transition UNIT Language Angels Lesson 1 LI – To learn numbers 1-10 in French.	Transition UNIT Language Angels Lesson 2 LI - To learn numbers 11-20 and be able to count from 1-20 in French.	Transition UNIT Language Angels Lesson 3 LI - To learn numbers 21-31 and be able to count from 1-31 in French.	Transition UNIT Language Angels Lesson 4 LI - To learn the multiples of 10 up to 100 in French, as well as recognise all the other numbers from 1-100 in French.	Transition UNIT Review LI – to secure my knowledge of numbers.	Transition UNIT Review LI – to secure my knowledge of numbers.
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LOTG to be indicated on Planning ECO to be indicated on planning