



# Year 6 Medium Term Plan – Frozen Kingdom Spring 1

| Subject  | Week beginning:<br>5/1/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Week beginning<br>12/1/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Week beginning<br>19/1/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week beginning<br>26/1/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week beginning<br>2/2/26                                                                                                                          | Week beginning<br>9/2/26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|          | Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment week                                                                                                                                   | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| English  | <p><b>Genre: Narrative Writing</b></p> <p><b>Overview:</b> using film clips and the Turner painting, Shipwrecked. Children will write their own shipwrecked narrative over a week.</p> <p><b>Text:</b> Shackleton's Adventure</p> <p><b>Phase of writing:</b> speaking and listening, planning and writing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- I can describe settings and character using a range of descriptive and figurative language</li> <li>- I can include a balance of speech, dialogue and action</li> <li>- I can vary the formality of my writing using speech and passive voice</li> <li>- I can use correct speech punctuation</li> <li>- I can include a range of high level punctuation</li> <li>- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> | <p><b>Genre: Narrative Writing</b></p> <p><b>Overview:</b> using film clips and the Turner painting, Shipwrecked. Children will write their own shipwrecked narrative over a week.</p> <p><b>Text:</b> Shackleton's Adventure</p> <p><b>Phase of writing:</b> writing and editing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- I can describe settings and character using a range of descriptive and figurative language</li> <li>- I can include a balance of speech, dialogue and action</li> <li>- I can vary the formality of my writing using speech and passive voice</li> <li>- I can use correct speech punctuation</li> <li>- I can include a range of high level punctuation</li> <li>- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> | <p><b>Genre: Discussion</b></p> <p><b>Overview:</b> children will write a discussion: "Who was to blame for the Titanic disaster?"</p> <p><b>Text:</b> Shackleton's Adventure and range of other sources</p> <p><b>Phase of writing:</b> speaking and listening, planning and writing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- I can skim and scan to collect key information for note taking</li> <li>- I can plan a biography</li> <li>- I can use cohesive devices</li> <li>- I can include a range of high level punctuation</li> <li>- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</li> </ul> | <p><b>Genre: Discussion</b></p> <p><b>Overview:</b> children will write a discussion: "Who was to blame for the Titanic disaster?"</p> <p><b>Text:</b> Shackleton's Adventure and range of other sources</p> <p><b>Phase of writing:</b> writing, editing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- I can skim and scan to collect key information for note taking</li> <li>- I can plan a biography</li> <li>- I can use cohesive devices</li> <li>- I can include a range of high level punctuation</li> <li>- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</li> </ul> | <p>Revision of reading skills</p> <p>Reading paper 2023</p> <p>Revision of grammar, punctuation and spelling paper 2023</p> <p>GPS paper 2023</p> | <p><b>Genre: Discussion</b></p> <p><b>Overview:</b> children will write a discussion: "Who was to blame for the Titanic disaster?"</p> <p><b>Text:</b> Shackleton's Adventure and range of other sources</p> <p><b>Phase of writing:</b> writing, editing and publishing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- I can skim and scan to collect key information for note taking</li> <li>- I can plan a biography</li> <li>- I can use cohesive devices</li> <li>- I can include a range of high level punctuation</li> <li>- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</li> </ul> |
| Spelling | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Revisit previous knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Teach, model and define</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Teach, model and define</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Practise, explore and investigate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Practise, explore and investigate</p>                                    | <p><b>Unstressed vowels and consonants in polysyllabic words.</b></p> <p>Apply, assess and reflect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Reading | <p><b><u>Shackleton's Journey – William Gill</u></b></p> <p><b><u>Specific skills:</u></b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, nonfiction and reference books.</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> | <p><b><u>Shackleton's Journey – William Gill</u></b></p> <p><b><u>Specific 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| Maths   | <p><b><u>Ratio</u></b></p> <ul style="list-style-type: none"> <li>• Understand ratio and represent using a bar model</li> <li>• Represent ratio using the symbol for ratio</li> <li>• Solve problems involving ratio</li> <li>• Solve ratio and proportion problems including scale factor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b><u>Ratio</u></b></p> <ul style="list-style-type: none"> <li>• Understand 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missing number problems algebraically.</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• Enumerate possibilities of combinations of two variables.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Assessment Week</u></b></p> <ul style="list-style-type: none"> <li>• Maths 2022 Paper 1 – Arithmetic</li> <li>• Maths 2022 paper 2 – Reasoning</li> <li>• Maths 2022 Paper 3 – Reasoning</li> </ul> <p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Represent and compare number up to 3 d.p.</li> <li>• Multiply a number by 10, 100 and 1, 000.</li> <li>• Divide a number by 10, 100 and 1, 000.</li> <li>• Multiply a decimal number by an integer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Divide a decimal by an integer.</li> <li>• Recognise decimal and fraction equivalences.</li> <li>• Convert a fraction to a decimal.</li> </ul>                                                                                                                                                                                                                                                 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| Science                             | <u>Evolution and Inheritance</u><br><br>Explain how adaptations help animals and plants survive.                                                                                                                                                                                                          | <u>Evolution and Inheritance</u><br><br>Explain what fossils can tell us.                                                                                                                                                                                                           | <u>Evolution and Inheritance</u><br><br>Describe the process of genetic modification.                                                                                                                                                                                                                                                                                                                                                                                   | <u>Evolution and Inheritance</u><br><br>Explain how animals can be bred for a specific purpose.                                                                                                                                         | <u>Evolution and Inheritance</u><br><br>Describe the process of natural selection.                                                                                                                                             | <u>Evolution and Inheritance</u><br><br>Explore the work of palaeontologist Mary Anning.                                                                                                                                                                                         |
| Computing<br>Kapow!<br>Exploring AI | To explore the basics of AI.                                                                                                                                                                                                                                                                              | To recognise how AI processes and responds to text prompts.                                                                                                                                                                                                                         | To recognise how AI can be used to explore and generate images.                                                                                                                                                                                                                                                                                                                                                                                                         | To apply AI-generated HTML code to the website Trinket.                                                                                                                                                                                 | To debate the ethical implications of AI.                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                  |
| Geography                           | Use compass points and 4 and 6 grid references, symbols and keys<br><br>Memorable experience – mapping school ground                                                                                                                                                                                      | Use geographical vocabulary.<br><br>Use maps, atlases and digital mapping to locate countries<br><br>To identify the position of Earth's continents and oceans.<br><br>Continents song                                                                                              | Use geographical vocabulary.<br><br>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the topics of Cancer and Capricorn, Arctic and Antarctica<br><br>To identify the position and significance of 'invisible' lines which mark the Earth. (Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle) using degrees of longitude and latitude to locate these and major cities. | Use geographical vocabulary.<br><br>Locate the world's countries using maps and make comparisons.<br><br>To understand why we have time zones.<br><br>Russia, USA, Canada...                                                            | Use geographical vocabulary<br><br>Key physical and human characteristics of countries and major cities<br><br>To investigate and compare the arctic and Antarctic to the UK.<br><br>Compare day light hours.                  | Use geographical vocabulary<br><br>How humans use land in different places: trade, natural resources, energy food etc.<br><br>To know how humans interact with a harsh environment                                                                                               |
| PE                                  | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                                                                                                  | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                                                                            | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                                                                                                                                                                                                                                                                | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                                | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                       | Outdoor: Hockey<br><br>Indoor: Badminton                                                                                                                                                                                                                                         |
| PSHE / JIGSAW                       | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out of school goal)</li> <li>To understand why it is important to stretch the boundary of my current learning</li> </ul> | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>To set success criteria so that I will know whether I have reached my goal</li> </ul> | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To identify problems in the world that concern me and talk to other people about them</li> <li>To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</li> </ul>                                                                                                                                                                 | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To work with other people to help make the world a better place</li> <li>To empathise with people who are suffering or who are living in difficult situations</li> </ul> | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To describe some ways in which I can work with other people to help make the world a better place</li> <li>To identify why I am motivated to do this</li> </ul> | <u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>To know what some people in my class like or admire about me and can accept their praise</li> <li>To give praise and compliments to other people when I recognise their contributions and achievements</li> </ul> |
| MFL                                 | Shapes                                                                                                                                                                                                                                                                                                    | Shapes                                                                                                                                                                                                                                                                              | Shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Shapes                                                                                                                                                                                                                                  | Shapes                                                                                                                                                                                                                         | Shapes                                                                                                                                                                                                                                                                           |
| Other Details<br>e.g. visits        |                                                                                                                                                                                                                                                                                                           | Local church visit 15/1/24                                                                                                                                                                                                                                                          | Ignition Arts 29/1                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ignition Arts 5/2                                                                                                                                                                                                                       | Assessment week<br>Ignition Arts 12/2                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                  |