West Bridgford Junior School
Year 6 Term Autumn 2 2026-2027
Medium Term Plan

# Topic: World at War

| | 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<br>Holocaust 2.12 | Week 6<br>7.12.26 | Week 7<br>14.12.26 |
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| English Writing | **Writing to entertain**<br>**WW2 Poetry**<br><br>WALT write our own war poem using imagery | **Writing to entertain**<br>**Rose Blanche**<br><br>WALT Use a dash to mark the boundary between independent clauses<br><br>WALT use the WBJS sentence 'the more, the more' in order to write with more description<br><br>**Grammar**:hyphens and dashes | **Writing to entertain**<br>**Rose Blanche**<br>**Setting description**<br><br>WALT use complex vocabulary to plan a setting description<br><br>WALT write a setting description using more complex vocabulary and grammatical structures<br><br>**Grammar**: punctuating speech, nouns and expanded noun phrases, homophones there, their, they're | **Writing to entertain**<br>**Rose Blanche**<br><br>WALT plan a suitable story ending<br><br>WALT write a story ending using descriptive and suspense techniques<br><br>**Gramma**r: simple past, past progressive, present progressive | **Writing to inform**<br>**History balanced argument**<br><br>WALT use vocabulary and structures of balanced arguments | **Writing to inform**<br>**History balanced argument**<br><br>WALT use knowledge of WW2 evacuation to write a balanced argument | **Free write based on Holocaust visit**<br><br>WALT use knowledge from Holocaust visit to write an emotive piece of writing<br><br>WALT use vocabulary and grammatical structures in order to write with emotion<br><br>. |

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| English Reading | **Beyond the lines video**<br><br>WALT Predict what might happen from details stated and implied, using evidence to support their viewpoint<br><br>WALT Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence. | **WW2**<br>**Diary of a soldier**<br>**The Machine Gunners**<br><br>WALT Retrieve, record and present information from fiction and non-fiction<br><br>WALT Summarise the main ideas from a range of texts. | **Evolution and inheritance-**<br>**What is evolution?**<br>**Common Descent**<br><br>WALT Confidently use dictionaries to check the meaning of words that they have read.<br><br>WALT Use knowledge of synonyms, antonyms and word families to suggest what new vocabulary might mean.<br><br>WALT Scan a text to find answers to questions, re-reading the appropriate section to ensure accuracy. | **Water Tower**<br><br>WALT Infer and deduce based on evidence drawn from different points in the text and wider experiences.<br><br>WALT Predict what might happen from details stated and implied, using evidence to support their viewpoint | **The Silver Sword.**<br>**Goodnight Mr Tom**<br><br>WALT Explain a character's motives throughout a text and use evidence from the text to support opinions.<br><br>WALT Evaluate relationships between characters, referring back to the text to support thoughts and judgements.<br><br>WALT Confidently skim and scan to identify key ideas in a text and in non-fiction text to speed up research. | **Evolution and inheritance-Charles Darwin biography**<br>**Diary from the Beagle**<br><br>WALT Retrieve, record and present information from fiction and non-fiction<br><br>WALT Scan a text to find answers to questions, re-reading the appropriate section to ensure accuracy. | **Holocaust Survivor Stories:**<br>**Martin's Story**<br>**Arek's Story**<br>**Suzanne's Story**<br><br>WALT Comment on the success of a text, providing evidence that refers to the language, theme and style.<br><br>WALT Identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas. |
| Maths | **Fractions, decimals and percentages**<br><br>WALT add and subtract fractions<br>WALT add and subtract mixed numbers<br>WALT order and compare fractions | **Fractions, decimals and percentages**<br><br>WALT multiply and divide fractions<br>WALT understand fraction and percentage equivalents | **Fractions, decimals and percentages**<br><br>WALT calculate with fractions<br>WALT find fractions of amounts | **Fractions, decimals and percentages**<br><br>WALT multiply and divide decimals<br>WALT find decimal and fraction equivalents | **Fractions, decimals and percentages**<br><br>WALT understand the link between percentages and fractions<br>WALT use the language of percentages | **Fractions, decimals and percentages**<br><br>WALT find percentages and fractions of amounts | **Fractions, decimals and percentages**<br><br>WALT order percentages, decimals and fractions |

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| Science | **Evolution and inheritance**<br><br>WALT recognise that a) living things produce offspring of the same kind (K) b) normally offspring vary and are not identical to their parents. (K) | **Evolution and inheritance**<br><br>WALT understand adaptation and mutation. (K) | **Evolution and inheritance**<br><br>WALT recognise that adaptation may lead to evolution. (K)<br><br>WALT identify scientific evidence that has been used to support or refute ideas or arguments (WS) | **Evolution and inheritance**<br><br>WALT recognise that living things have changed over time (K)<br><br>WALT recognise that fossils provide information about living things that inhabited the Earth millions of years ago. (K)<br><br>WALT identify scientific evidence that has been used to support or refute ideas or arguments (WS) | **Evolution and inheritance**<br><br>WALT identify similarities and differences between apes. (WS)<br><br>WALT identify scientific evidence that has been used to support or refute ideas or arguments (WS) | **Evolution and inheritance**<br><br>WALT understand that adaptation can lead to evolution. (K)<br><br>WALT explain Darwin's ideas (K) | |
| Computing | **Teach Computing - What makes a good website?**<br>WALT explore a website, discuss the different types of media used on websites and know that websites are written in HTML | **Teach Computing - Becoming a web designer**<br>WALT recognise the common features of a web page, suggest media to include on my page and draw a web page layout that suits my purpose | **Teach Computing - Copyright or copy WRONG?**<br>WALT say why we should use copyright-free images, find copyright-free images, describe what is meant by the term 'fair use' and know how to use technology respectfully and responsibly when online | **Teach Computing - How does it look?**<br>WALT add content to my own web page, preview what my web page looks like, and evaluate what my web page looks like on different devices. | **Teach Computing - Follow the breadcrumbs**<br>WALT explain what a navigation path is, describe why navigation paths are useful and make multiple web pages link using hyperlinks | **Teach Computing - Think before you link!**<br>WALT explain the implication of linking to content owned by others, create hyperlinks to link to other people's work and evaluate the user experience of a website | |

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| History | **WW2**<br>WALT make comparisons between the British and German Home Fronts. | **WW2**<br>WALT understand VE Day and its significance in Britain. | **WW2**<br>Debate Week - Key Historical Questions | **WW2**<br>Debate Week - Key Historical Questions | **WW2**<br>Holocaust Centre | **WW2**<br>Written Outcome: Balanced Argument based on debate topic | **WW2**<br>WW2 Shelter visit |
| Art | **Perspective**<br>WALT to observe and respond to the known works of Lowry | **Perspective**<br>WALT to begin to understand Lowry as an artist and where he took his inspiration | **Perspective**<br>WALT sketch using one-point perspective and vanishing points | **Perspective**<br>WALT plan a landscape of our own inspired by our WW2 topic in the style of Lowry using perspective | **Perspective**<br>WALT draw a landscape of our own inspired by our WW2 topic in the style of Lowry using perspective (lesson 2) | **Perspective**<br>WALT evaluate our own art work against our design brief | |
| PE | **Gymnastics**<br>WALT explore the concept of matching | **Gymnastics**<br>WALT explore how apparatus can change and improve movements | **Gymnastics**<br>WALT explore the concept of mirroring | **Gymnastics**<br>WALT explore how apparatus can change and improve movements when mirroring | **Gymnastics**<br>WALT combine matching and mirroring movements to create a sequence. | **Gymnastics**<br>WALT perform our completed sequences and assess each other's work. | |
| | **Netball**<br>WALT use passing and moving skills. | **Netball**<br>WALT use knowledge of passing and moving to move the ball up the court and create an attack. | **Netball**<br>WALT understand how to defend in netball. | **Netball**<br>WALT create, understand and apply attacking and defensive tactics in game situations. | **Netball**<br>WALT create, understand and apply attacking and defensive tactics in game situations. | **Netball**<br>WALT consolidate different passing styles. | **Netball**<br>WALT consolidate skills in a tournament. |

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| RE | | **Judaism**<br><br>WALT the significance of the Kindertransport | | **Judaism**<br><br>WALT understand what life was like before WW2 for a Jew. WALT understand what life was like for Jewish people during the Holocaust. | | **Judaism**<br><br>WAL how we can be upstanders today | |
| Music | **Hey Mr Miller!**<br>WALT sing a known song using music notation | **Hey Mr Miller!**<br>WALT understand and appreciate swing music | **Hey Mr Miller!**<br>WALT perform in front of an audience | **Hey Mr Miller!**<br>WAL about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington. | **Hey Mr Miller!**<br>WALT Improvise syncopated melodies using notes of the C major scale. | **Hey Mr Miller!**<br>WALT sing and play a class arrangement with a good sense of ensemble. | **Hey Mr Miller!**<br>Consolidation week |