Bugle School

Medium Term Overview 2026-2027

Term: **Autumn 2** **Class:** **6**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	**Grammarsaurus unit** Non-Chronological report Galapagos Flying Lizard *Analysing similar texts and planning*	**Grammarsaurus unit** Non-Chronological report Galapagos Flying Lizard *Learning new skills, writing and revising*	**Grammarsaurus unit** Non-Chronological report Galapagos Flying Lizard *Learning new skills, writing and revising*	**Grammarsaurus unit** Non-Chronological report Galapagos Flying Lizard *Revising, editing, publishing*	**Grammarsaurus unit** Letter Frankenstein *Analysing similar texts and planning*	**Grammarsaurus unit** Letter Frankenstein *Learning new skills, writing and revising*	**Grammarsaurus unit** Letter Frankenstein *Learning new skills, writing and revising*
Maths	**Addition, subtraction, multiplication and division -** White Rose Units of Learning.	**Addition, subtraction, multiplication and division -** White Rose Units of Learning.	**Fractions A -** White Rose Units of Learning.	**Fractions A -** White Rose Units of Learning.	**Fractions B -** White Rose Units of Learning.	**Fractions B -** White Rose Units of Learning.	**Converting units -** White Rose Units of Learning.
Science	**Living things and their habitats –** Why do we classify animals? Are germs always bad? Classifying animals	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Exploring how living things are classified using the Linnean System*	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Classifying a creature based on characteristics*	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Investigating helpful and harmful microorganisms*	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Investigating helpful and harmful microorganisms*	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Identifying the characteristics of different types of microorganisms*	**Living things and their habitats –** Why do we classify animals? Are germs always bad? *Assessing what I have learnt*

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Computing	**Digital literacy**: Touch typing *Exploring hand placement on the keyboard*	**Digital literacy**: Touch typing *Exploring hand placement on the keyboard*	**Digital literacy**: Touch typing *Practising typing letters*	**Digital literacy**: Touch typing Practising typing letters	**Digital literacy**: Touch typing Practising typing words	**Digital literacy**: Touch typing Practising typing words	**Digital literacy**: Touch typing Improving typing speed and fluency
History	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *What was Nazi Germany like?* *How did Hitler come into power?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *How did the Second World War begin?* *What were Britain's reactions to the Second World War?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *How were the lives of civilians in the Second World War changed?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *How was Britain under attack?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *How did the Second World War impact Cornwall?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *Why was the RAF so important?* *What major events led to Britain's victory?*	**World war II -** What role did Britain play in World War II, and how did this impact the outcome of the war? *What would life have been like for a war-time child? Exploring the Second World War as an evacuee.*
Geography							
Art							
DT Cooking						Links with history – Immersive day cooking with rations. Cooking a war-time main, side and dessert. Looking at substituting for rations. *Chopping, cutting, mixing, cooking, baking.*	

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RE	Why do Hindus want to be good? *What is Brahman?*	Why do Hindus want to be good? *What is Atman?*	Why do Hindus want to be good? *What is Samsara?*	Why do Hindus want to be good? *How might Dharma affect the way someone lives their lives?*	Why do Hindus want to be good? *What is Ahimsa and how does it affect the lives of Hindu people?*	Why do Hindus want to be good? *Why do Hindus want to be good?*	Why do Hindus want to be good?
PE	Gymnastics *Exploring a range of balances*	Gymnastics *Exploring a range of balances*	Gymnastics *Exploring ways of moving*	Gymnastics *Exploring ways of moving*	Gymnastics *Building a sequence*	Gymnastics *Performing a sequence*	Gymnastics *Evaluating a sequence*
PSHE	SCARF – Valuing differences *It is ok to be different*	SCARF – Valuing differences *We have more in common than not*	SCARF – Valuing differences *Respecting differences*	SCARF – Valuing differences *Tolerance and respect for others*	SCARF – Valuing differences *Advertising friendships*	SCARF – Valuing differences *Boys will be boys – challenging gender stereotypes*	SCARF – Valuing differences
MFL							