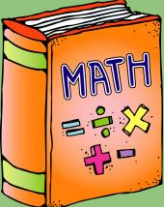


## Year 6 Half-Termly Overview - Autumn 1

| Subject                                                                                                      | Week 1                                                                                                                                                                           | Week 2                                                                                                                                  | Week 3                                                                                                                                                       | Week 4                                                                                                                                  | Week 5                                                                                                                             | Week 6                                                                                                                                                                           | Week 7                                                                                                                            |
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| <b>English- Reading</b><br> | <b>Text:</b><br>The Day You Begin by Jacqueline Woodson<br><br><b>Reading Skill:</b><br>Prediction                                                                               | <b>Text:</b><br>Who Let the Gods Out? by Maz Evans<br><br><b>Reading Skill:</b><br>Inference                                            | <b>Text:</b><br>Who Let the Gods Out? by Maz Evans<br><br><b>Reading Skill:</b><br>Inference                                                                 | <b>Text:</b><br>To Asgard! by Rachel Piercey<br><br><b>Reading Skill:</b><br>Retrieval                                                  | <b>Text:</b><br>To Asgard! by Rachel Piercey<br><br><b>Reading Skill:</b><br>Retrieval                                             | <b>Text:</b><br>Hidden Figures, by Margot Lee Shetterly<br><br><b>Reading Skill:</b><br>Summarising                                                                              | <b>Text:</b><br>Hidden Figures, by Margot Lee Shetterly<br><br><b>Reading Skill:</b><br>Summarising                               |
| <b>English- Writing</b><br> | <b>Text:</b><br>The Day You Begin by Jacqueline Woodson<br><br><b>Key focus:</b><br>Analysing core themes in texts, making predictions and empathising with character viewpoints | <b>Text:</b><br>The Day You Begin by Jacqueline Woodson<br><br><b>Key focus:</b><br>Planning, writing, editing and publishing a letter. | <b>Text:</b><br>The Explorer, by Katherine Rundell<br><br><b>Key focus:</b><br>Considering how word choice and language contribute to meaning within a text. | <b>Text:</b><br>The Explorer, by Katherine Rundell<br><br><b>Key focus:</b><br>Exploring vocabulary and descriptive writing techniques. | <b>Text:</b><br>The Explorer, by Katherine Rundell<br><br><b>Key focus:</b><br>Descriptive writing which creates powerful imagery. | <b>Text:</b><br>The Explorer, by Katherine Rundell<br><br><b>Key focus:</b><br>Features of non-chronological reports and research including the skill of making effective notes. | <b>Text:</b><br>The Explorer, by Katherine Rundell<br><br><b>Key focus:</b><br>Writing and publishing a non-chronological report. |
| <b>English- GPS</b><br>    | <b>Grammar:</b><br>Word classes<br><br><b>Spelling rule:</b><br>Revision of the year 3 and 4 statutory spellings.                                                                | <b>Grammar:</b><br>Fronted Adverbials<br><br><b>Spelling rule:</b><br>Revision of the year 3 and 4 statutory spellings.                 | <b>Grammar:</b><br>Varying sentence openers<br><br><b>Spelling rule:</b><br>Baseline assessment                                                              | <b>Grammar:</b><br>Expanded Noun Phrases<br><br><b>Spelling rule:</b><br>Vowels and consonants                                          | <b>Grammar:</b><br>Parenthesis<br><br><b>Spelling rule:</b><br>Alphabet                                                            | <b>Grammar:</b><br>Relative Clauses<br><br><b>Spelling rule:</b><br>Compound words                                                                                               | <b>Grammar:</b><br>Speech punctuation<br><br><b>Spelling rule:</b><br>Introduction to morphology                                  |

## Year 6 Half-Termly Overview - Autumn 1

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| <p style="text-align: center;"><b>Mathematics</b></p>  | <p><b>Maths unit:</b><br/>Integers and decimals</p> <p><b>Key Learning:</b><br/>Reading and writing numbers to 10,000,000.<br/>Comparing and ordering numbers to 10,000,000.</p> | <p><b>Maths unit:</b><br/>Integers and decimals</p> <p><b>Key Learning:</b><br/>Understanding place value to three decimal places.</p> <p>Rounding integers to required degree of accuracy.</p> <p>Rounding numbers to the required degree of accuracy in a range of contexts.</p> | <p><b>Maths unit:</b><br/>Integers and decimals</p> <p><b>Key Learning:</b><br/>Adding and subtracting numbers with more than 4 digits.</p> <p>Interpret addition and subtraction problems involving decimals.</p> | <p><b>Maths unit:</b><br/>Multiplication and division</p> <p><b>Key Learning:</b><br/>Identifying common factors and common multiples.</p> <p>Using equivalence to calculate (multiplication).</p> <p>Using equivalence to calculate (division).</p> <p>Multiply and divide by 10, 100 and 1,000.</p> | <p><b>Maths unit:</b><br/>Multiplication and division</p> <p><b>Key Learning:</b><br/>Solving problems using known and derived facts.</p> <p>Using short multiplication.</p> <p>Using long multiplication.</p> <p>Using the formal long division method.</p> | <p><b>Maths unit:</b><br/>Multiplication and division</p> <p><b>Key Learning:</b><br/>Generating key facts for long division.</p> <p>Using the formal long division algorithm with a 2-digit divisor.</p> <p>Interpreting whole number and decimal remainders.</p> <p>Interpret fraction remainders.</p> | <p><b>Maths unit:</b><br/>Multiplication and division</p> <p><b>Key Learning:</b><br/>Interpreting and solving problems involving separate sets.</p> <p>Interpreting and solving problems involving sets of sets.</p> <p>Choosing efficient strategies for multiplication and division.</p> |
| <p style="text-align: center;"><b>Science</b></p>     | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Pre- unit assessment and introduction to topic.</p>                                 | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Understanding the different ways in which animals can be classified.</p>                                                                                                              | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Using and applying classification processes of animals in the local environment.</p>                                  | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Understanding the different ways in which plants can be classified.</p>                                                                                                                                  | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Using and applying classification processes of plants in the local environment.</p>                                                                             | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Understanding microorganisms and how they can be classified.</p>                                                                                                                                            | <p><b>Science unit:</b><br/>Living things and their habitats</p> <p><b>Key Learning:</b><br/>Consolidation of unit learning and post-unit assessment.</p>                                                                                                                                   |

## Year 6 Half-Termly Overview - Autumn 1

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| <p style="text-align: center;"><b>Computing</b></p>  | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Pre- unit assessment and understanding there are many different types of secret codes.</p> | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Understanding the importance of having a secure password.</p> | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Explaining the importance of the history of computers and creating a well-researched presentation.</p> | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Designing a computer of the future.</p> | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Creating an audio advert for a future computer.</p> | <p><b>Computing unit:</b><br/>Computing systems and networks<br/>Bletchley Park and the history of computers.</p> <p><b>Key Learning:</b><br/>Describe online issues that give us negative feelings and know how to get help.</p> | <p><b>Computing unit:</b><br/>Online Safety<br/>Life Online</p> <p><b>Key Learning:</b><br/>Describing online issues that give us negative feelings and know how to get help.</p> |
| <p style="text-align: center;"><b>Geography</b></p>  | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>The countries of South America and its surrounding oceans.</p>                                                                                                  | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>Investigating climate zones.</p>                                                                                                   | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>The physical geography of South America</p>                                                                                                                                 | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>The water cycle and its importance.</p>                                                                      | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>How rivers are formed with a focus on The Amazon River</p>                                                               | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>Geographical features of Brazil including the Amazon Basin.</p>                                                                                          | <p><b>Geography unit:</b><br/>The Amazon</p> <p><b>Key Learning:</b><br/>The Amazon Rainforest, its biodiversity and importance at a global level.</p>                            |
| <p style="text-align: center;"><b>Art</b></p>      | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Artist Study<br/>Henri Rousseau.</p>                                                                                                                                    | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Artist Study<br/>Henri Rousseau.</p>                                                                                                       | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Understand and explore decision making.</p>                                                                                                                                         | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Explore and make suggestions on how a piece of art is created.</p>                                                   | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Use a range of processes to create drawings.</p>                                                                                 | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Develop ideas using sketchbooks.</p>                                                                                                                             | <p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b><br/>Understand the drawing process and improve on their own ideas.</p>                                                   |

## Year 6 Half-Termly Overview - Autumn 1

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| <div>DT</div> <div></div>        | <div>DT Unit: Playground Structures</div> <div>Key Learning:</div> <div>Children will design, make, evaluate and apply technical knowledge to build structures. This will include working with a range of materials and experimenting with joining techniques.</div> <div>Outcome:</div> <div>A 3D model of a playground which takes into consideration their knowledge of the real world.</div> |                                                                                                                                                                                             |                                                                                                                                                                            |                                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                       |
| <div>RE</div> <div></div>        | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Understanding the idea of a good code for living</div>                                                                                                                                                                                                                          | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Humanists and the codes of living non-religious people might follow.</div> | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>The difference between good and bad choices.</div>        | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Christian values and how values influence actions.</div> | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Identifying the key values that matter most to me and why.</div> | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Using my knowledge of values to express my own ideas of how to make a community happy.</div> | <div>Key Question:</div> <div>What matters most to Christians and Humanists?</div> <div>Key Learning:</div> <div>Reflection of learning from this unit.</div>         |
| <div>PSHE/RSE</div> <div></div> | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>Pre unit task and introduction to topic.</div>                                                                                                                                                                                                                                                            | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>Working together collaboratively.</div>                                                              | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>What is compromise and negotiation and how can it help us deal with conflict?</div> | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>Understanding the roles involved in bullying situations.</div>                     | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>The importance of assertiveness.</div>                                                     | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>Our rights to choose.</div>                                                                                            | <div>PSHE Unit:</div> <div>Me and My Relationships</div> <div>Key Learning:</div> <div>Acceptable and unacceptable behaviour and how that can impact on others.</div> |
| <div>PE</div> <div></div>      | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Introduction to orienteering.</div>                                                                                                                                                                                                                                                                                    | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>How to use a compass - the basics.</div>                                                                          | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Using a compass to navigate a standard map.</div>                                                | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Creating a presentation to explain how to use a compass.</div>                                  | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Using a compass on a point-to-point map.</div>                                                          | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Team building activities using orienteering skills.</div>                                                                           | <div>PE Unit:</div> <div>Orienteering</div> <div>Key Learning:</div> <div>Consolidation of learning from this unit.</div>                                             |

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| <p style="text-align: center;"><b>PE</b></p>     | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Developing passing, dribbling and moving skills.</p>                                                                           | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Practising key attacking skills to keep possession and score.</p>                            | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Learning the key rules (laws) of the game and applying them in mini games.</p>                                     | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Understanding the need to defend as soon as possession is lost.</p>                                                      | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Developing attacking and defending skills.</p>                                                                         | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Continuing to develop attacking and defending strategies.</p>                                                                     | <p><b>PE Unit:</b><br/>Football</p> <p><b>Key Learning:</b><br/>Applying skills taught in games.</p>                                            |
| <p style="text-align: center;"><b>Music</b></p>  | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Introducing the artist video by Madaliso which aims to contextualise the project and provide inspiration.</p> | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Creating an original drumbeat in a Hip Hop style.</p>                       | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Adding basslines to accompany our tracks, which fit with the Hip Hop style we are working in.</p> | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Learning to use audio clips to add a Rap Verse to the tracks. Mixing and arranging original tracks.</p> | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Adding melodies in a Hip Hop style.</p>                                                               | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Understanding the concept of arrangement and experimenting with structure. Adding Rap samples to tracks.</p>     | <p><b>Music Unit:</b><br/>Music Speaks (Hip Hop)</p> <p><b>Key Learning:</b><br/>Evaluating and reflecting on our progress and learning.</p>    |
| <p style="text-align: center;"><b>MFL</b></p>  | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>Pre- unit assessment and introduction to topic.</p>                                                      | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>To express playing a sport using the correct verb and preposition.</p> | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>To express sporting preferences using an opinion verb, a second verb and an adjective.</p>   | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>To express travel plans using the verb aller.</p>                                                  | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>To create sentences for a sports diary including opinion verbs, second verbs and adjectives.</p> | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>To create a description using familiar language, a wide range of vocabulary and grammatical structures.</p> | <p><b>MFL Unit:</b><br/>French sport and the Olympics</p> <p><b>Key Learning:</b><br/>Post- unit assessment and consolidation of the topic.</p> |