


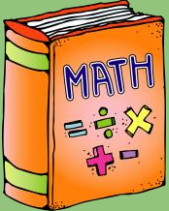






Year 6 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Reading 	Text: The British (serves 60 million), by Benjamin Zephaniah Reading Skill: Relationship	Text: The British (serves 60 million), by Benjamin Zephaniah Reading Skill: Relationship	Text: SATs - Reading Paper Reading Skill: Range of reading domains	Text: War Horse, by Michael Morpurgo Reading Skill: Inference	Text: War Horse, by Michael Morpurgo Reading Skill: Inference	Text: For the Fallen, by Laurence Binyon Reading Skill: Word Meaning	Text: For the Fallen, by Laurence Binyon Reading Skill: Word Meaning
English- Writing 	Text: The Explorer, by Katherine Rundell. Key focus: Looking at how authors develop character.	Text: The Explorer, by Katherine Rundell. Key focus: Writing a diary entry.	Text: The Explorer, by Katherine Rundell. Key focus: Analysing biographies and researching information.	Text: The Explorer, by Katherine Rundell. Key focus: Writing a biography.	Text: The Explorer, by Katherine Rundell. Key focus: Redrafting and publishing.	Text: Ada's Violin by Susan Hood. Key focus: Using speech effectively to show character or move the action on.	Text: Ada's Violin by Susan Hood. Key focus: Writing a first-person flashback narrative
English- GPS 	Grammar: Cohesive devices. Spelling rule: Homophones.	Grammar: Tenses and subject-verb agreement. Spelling rule: -cial endings.	Grammar: Revision of word classes and sentence structures. Spelling rule: -tial endings.	Grammar: Subjects and objects - active and passive voice. Spelling rule: Homophones.	Grammar: Use of semicolons. Spelling rule: -ant, -ance and -ancy endings.	Grammar: Punctuating speech accurately. Spelling rule: -ent, -ence and -ency endings.	Grammar: Perfect and continuous tenses. Spelling rule: Homophones.




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<p>Mathematics</p> 	<p>Maths unit: The Four Operations</p> <p>Key Learning: Solving multi-step problems.</p> <p>Applying the rules of the order of operations.</p> <p>Performing mental calculations efficiently.</p> <p>Reasoning from known facts.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Recognising equivalence, simplifying fractions and comparing and ordering fractions.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Adding and subtracting fractions.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Adding and subtracting mixed numbers</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Multiplying fractions by integers and multiplying fractions by fractions.</p>	<p>Maths unit: Fractions</p> <p>Key Learning: Dividing fractions by integers and completing multi-step fraction problems.</p>	<p>Maths unit: Measure - Converting units</p> <p>Key Learning: Estimating, converting and calculating with both metric and imperial units of measure.</p>
<p>Science</p> 	<p>Science unit: Living things and their habitats.</p> <p>Key Learning: Using research on Carl Linnaeus to write a scientific report.</p>	<p>Science unit: Light.</p> <p>Key Learning: Investigating how light travels.</p>	<p>Science unit: Light.</p> <p>Key Learning: Investigating reflectors.</p>	<p>Science unit: Light.</p> <p>Key Learning: How the eye works.</p>	<p>Science unit: Light.</p> <p>Key Learning: Investigating shadows.</p>	<p>Science unit: Light.</p> <p>Key Learning: Investigating refraction.</p>	<p>Science unit: Light.</p> <p>Key Learning: Using mirrors to help us see.</p>



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<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are toy makers.</p> <p>Key Learning: Completion of unit.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Finding the shortest routes on maps.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Creating a program to find the smallest number of coins to make change.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Understanding random and linear algorithms.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Understanding binary search algorithms.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Understanding a selection of sort algorithms.</p>	<p>Computing unit: We are computational thinkers</p> <p>Key Learning: Understanding quicksort algorithms.</p>
<p style="text-align: center;">Geography</p> 	<p>Geography unit: The Amazon.</p> <p>Key Learning: Researching threats to the Amazon Rainforest.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: The impact of deforestation on world climate.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: Writing a non-chronological report about the importance of and threats to the Amazon Rainforest.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: Urbanisation in Brazil.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: Comparisons of life in Rio de Janeiro in favelas and more wealthy areas.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: Human and physical geography of Chile.</p>	<p>Geography unit: The Amazon.</p> <p>Key Learning: Comparison of the UK and Chile.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Painting and Mixed media</p> <p>Key Learning: To understand that artists tell stories or show feelings in their artwork.</p>	<p>Art Focus: Painting and Mixed media</p> <p>Key Learning: To describe a picture using the formal elements.</p>	<p>Art Focus: Artist Study - David Hockney</p> <p>Key Learning: I can discuss and describe the work of another artist.</p>	<p>Art Focus: Artist Study - David Hockney</p> <p>Key Learning: I can discuss and describe the work of another artist.</p>	<p>Art Focus: Artist Study - David Hockney</p> <p>Key Learning: To use my sketchbook to collect information and develop my ideas to plan a final piece inspired by the artist.</p>	<p>Art Focus: Painting and Mixed media</p> <p>Key Learning: To demonstrate an understanding of painting techniques to make personal choices.</p>	<p>Art Focus: Painting and Mixed media</p> <p>Key Learning: To use sketchbook ideas to translate into a larger piece and to select different materials and techniques based on my experiences.</p>

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RE 	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Identifying my own commitments and understanding those of others.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Understanding how Muslim people build their community, the Ummah, by following their prophet.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Understanding how the Muslim Ummah supports Muslim people all over the world.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Understanding what Ahimsa means in the Hindu religion and identifying the values of Gandhi.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Understanding how Hindus show their commitment to Ahimsa through acts of service or Sewa.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Understanding the importance of Grace to Christians.</p>	<p>Key Question: What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p>Key Learning: Explaining why the concepts of Ummah, Ahimsa and Grace matter.</p>
PSHE/RSE 	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Pre-unit assessment.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Appreciating our similarities and differences.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Anti-Bullying week activities.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Identifying how to resolve issues arising from our differences.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Looking at cultural norms and how we can respect them.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Challenging stereotypes.</p>	<p>PSHE Unit: Valuing Difference</p> <p>Key Learning: Post-unit assessment.</p>
PE 	<p>PE Unit: Basketball</p> <p>Key Learning: Consolidating ability to use passing, dribbling and moving skills to keep possession and score.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: Consolidating pupils' understanding of the rules of the game.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: Consolidating pupils' understanding and how they can apply this knowledge to play in mini games.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: Ensuring that pupils understand that they are defending as soon as they lose possession of the ball.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: Consolidating the pupils' understanding of attacking tactics and applying them into game situations.</p>	<p>PE Unit: Football</p> <p>Key Learning: Continuing to develop attacking and defending strategies.</p>	<p>PE Unit: Basketball</p> <p>Key Learning: Consolidating the pupils' understanding of attacking and defensive tactics, applying them to game situations.</p>

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	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Running with the ball exploiting space</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Developing the ability to pass.</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Opportunities of when to pass or when to run with the ball.</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Attacking with overload to score a try.</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Attacking and defending opportunities in a small sided game 2v2 .</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Attacking and defending opportunities in a small sided game 4v4.</p>	<p>PE Unit: Tag Rugby</p> <p>Key Learning: Mini tournament with full RFU rules applied.</p>
<p>Music</p> 	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Listening and appraising the song. Learning the song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Comparing a song with a similar song. Further practise of singing the song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Introducing instruments to our song.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Improvising.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Composing.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Performing.</p>	<p>Music Unit: Classroom Jazz</p> <p>Key Learning: Evaluating.</p>
<p>MFL</p> 	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Names of countries and continents.</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Describing the weather</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Animals around the world.</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Geographical features.</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Using taught vocabulary in spoken conversations.</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Writing a postcard in French.</p>	<p>MFL Unit: Notre Monde – The World Around Us</p> <p>Key Learning: Creation of storyboard to consolidate learning.</p>