



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (2) 2023 Year 6 **Skill for Success – Self Belief**

Week	1	2	3	4	5	6	7
DATE	30/10/23	06/11/23	13/11/23	20/11/23	27/11/23	4/12/23	11/12/23
Events		09/11 Remembrance assembly					End of term assembly at St Eustatius' Church 15/12/23
Visits and Visitors	1/11/Trip to The Box WW2						
English	Drove of Bullocks Patrick George  Reading and immersion in the text	Drove of Bullocks Patrick George  Gathering information on animals Rehearsing skills needed for writing	Drove of Bullocks Patrick George  Writing own version of book	Drove of Bullocks Patrick George  Writing own version of book	Drove of Bullocks Patrick George  Writing and illustrating own version of book	Personification Poetry Various Poets including Ted Hughes and Grace Nicholls Reading and immersion	Personification Poetry Various Poets including Ted Hughes and Grace Nicholls Writing own
Reading	<u>Skills specific to non-fiction (linked to English Sequence)</u> Locate information confidently and efficiently.	<u>Skills specific to non-fiction (linked to English Sequence)</u> Locate information and evaluate it for its usefulness.	<u>Understanding vocabulary and dictionary use (linked to English Sequence)</u> Use dictionaries, glossaries and other alphabetically ordered texts	<u>Understanding vocabulary and dictionary use(linked to English Sequence)</u> Define meanings of unfamiliar vocabulary they have read.	<u>Understanding vocabulary and dictionary use(linked to English Sequence)</u> Collect and define a wide range of technical vocabulary met in other subjects	<u>Themes and Conventions(linked to English Sequence)</u> Analyse how the structure and organisation of a poem supports the expression of moods, feelings or attitudes.	<u>Language for Effect</u> Identify and discuss idiomatic phrases, expressions and comparisons
Phonics/ Spellings daily	'ough' letter string	Revise and asses statutory word lists – review strategies	Homophones 'ce' and 'se' Including dictation	Personal spelling lists	'-cious' and '-tious' endings	Assess all half term's learning	Revise and asses statutory word lists

Books for Life (focus books)	Wonder by R.J Palacio					The Lost Thing by Shaun Tan	
Maths	Unit 2 Multiples of 1000  Composing, reading, writing and positioning 6 digit multiples	Unit 3 – Numbers up to ten million  Patterns in powers of 10 Common intervals Adding subtracting mentally without bridging	Unit 3 – Numbers up to ten million  Adding and subtracting crossing the millions boundary Place value in 7 digit numbers	Unit 3 – Numbers up to ten million  Rounding 7 digit numbers to the nearest 100,000 Adding and subtracting 7 digit numbers Mental strategies to solve addition and subtraction problems Exploring efficient mental and written strategies	NCETM Draw, compose and decompose shapes 2.3 Multiplicative Contexts Area and Perimeter Teaching point 1: Area of a parallelogram Teaching point 2: Area of a triangle  Accurately draw regular and irregular shapes	NCETM Draw, compose and decompose shapes 2.3 Multiplicative Contexts Area and Perimeter Teaching point 3: Area and perimeter	NCETM Draw, compose and decompose shapes 2.3 Multiplicative Contexts Area and Perimeter Teaching point 4: Scale Factors
No Nonsense Maths daily	Using multiplication fact and understanding of place value to multiply and divide  Matching calculations to arrays – multiplying decimals Matching calculations to arrays - dividing decimals	Use multiplicative understanding and understanding of the order of operations  Using an array to represent tenths	Use multiplicative understanding and understanding of the order of operations  Finding highest and lowest common multiples	Use multiplicative understanding and understanding of the order of operations  Deciding the order of operations	Use multiplicative understanding and understanding of the order of operations  Balancing calculations – using the equals sign Mathematical language – telling the story	Use multiplicative understanding and understanding of the order of operations  Factor pairs and multiplication Matching the story	Use multiplicative understanding and understanding of the order of operations  Factor pairs and division Matching the story

Science <b>Evolution and Inheritance</b>	Understanding how the earth was formed	Understand how life began on earth	Understand the concept of evolution	Understand adaption and how it effects evolution	Understand the basic concept of inheritance	Carry out a line of scientific enquiry and record measurements Darwin's finches	Present information accurately and explain a set of results
Design Technology <b>Textiles - Design, make and evaluate a Christmas decoration for a named person/pet for hanging on the tree</b>	We are learning to realise a finisehd sculptural form	We are exploring seasonal foods from different cultures	We are researching different tastes around the world	We are learning how to make and cook bread with spices	We are learning how to prepare vegetables to make soup	We are learning how to decorate Christmas biscuits	We are learning to evaluate our cooking skills and foods that we have made
Geography <b>Physical and Human Geography of the continents of the world</b>	Use maps and secondary sources to research and identify the main human and physical features of Europe.	Use maps and secondary sources to research and identify the main human and physical features of Asia.	Use maps and secondary sources to research and identify the main human and physical features of Africa.	Use maps and secondary sources to research and identify the main human and physical features of North America.	Use maps and secondary sources to research and identify the main human and physical features of South America.	Use maps and secondary sources to research and identify the main human and physical features of Oceania.	Use maps and secondary sources to research and identify the main human and physical features of Antarctica.
Computing / Online Safety	Online Safety – Knowing when online behaviours stop being fun Design/targeting online content	Online Safety – Understanding the need to balance time online and offline	Digital Literacy – Research  Using safe searches for images to locate specific information on a given topic	Digital Literacy - Research  Using a safe search for images on a given topic	Digital Literacy - Research  Using a safe search to find information to support a subject area	Digital Literacy - Research  How to filter a search using specific language	Digital Literacy - Research  Cross reference information to ensure validity
Music <b>Ukelele</b>	How fast are your fingers? Finding and playing GCEA	Composition time – playing each string 4 times	Composition time – Writing own composition using GCEA	Strumming the Uke! – strum, strum ,strum your uke	Chords – Am, A7,E7, C ,G7	Learning songs from the Ukelele playbook	Learning songs from the ukulele play book

Musician of the month –	November – Gustav Holst December – Fisherman’s Friends						
PE <b>Social</b>	Social – I can involve others and motivate those around me to perform better  River Crossing Game  Dynamic balance: on a line	I can give and receive sensitive feedback to improve myself and others.  River Crossing Game  Counter balance: with a partner	I can negotiate and collaborate appropriately.  River Crossing Game  Levelling the Playing Field	I cooperate well with others and give helpful feedback.  Kabadi  Dynamic balance: on a line	I help organise roles and responsibilities and I can guide a small group through a task.  Kabadi  Counter balance: with a partner	I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas  Kabadi  Round Robin Tournament	I can help, praise and encourage others in their learning.  Round Robin Tournament
PE <b>Basketball</b>	Assess dribbling, passing, catching and control	Learn a range of passing and catching methods	Explore how to use a variety of passing and dribbling skills in a game context.	Demonstrate the correct technique for shooting a basketball	Combine and perform skills in a mini version of basketball.	Play invasion games effectively as part of a team. Apply a range of tactics and strategies for defence and attack.	Play invasion games effectively as part of a team.  Choose and combine skills fluently and effectively in games.
Personal, Social, Health Economic and Relationships and Sex education <b>Skill for success: Self Belief</b>	<u>Skills for Success</u> Children understand the meaning of the words self belief.  Explain the meaning and provide examples in their own words.	<u>Respectful Relationships</u> To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.	<u>Anti Bullying Week ‘Reach out.’</u> How to feel empowered to do something positive to counter the harm and hurt that bullying causes	<u>Mental Wellbeing</u> Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing	<u>Money Sense</u> What affects my choices about money?  Know that the choices they make can be influenced by, and have an impact on, other people.  <u>Money Sense</u> Know that manufacturers and shops advertise to persuade them to	<u>Relationships and Sex Education</u>  We understand the physical and emotional changes to our body and how it affects us  Exploring consent and permission	<u>Relationships and Sex Education</u>  We know the story of conception and birth  We recognise the importance of permission seeking

				or ability to control their emotions (including issues arising online)	spend their money Understand why we should all be critical consumers		
RE <b>Why do some people believe in God and some people not?</b>	Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.	Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.	Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.	Give examples of reasons why people do or do not believe in God.	Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.	Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.	Make connections between belief and behaviour in their own lives, in the light of their learning.
French	Fireworks poem	Classroom commands	Classroom Commands	Places in Town (1)	Places in Town (2)	Christmas Shopping	Revisit learning from this module
Garden Days			Signalling and Communicating				