Half Term Overview Advent Term 2/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **Grammar** | Subjunctive mood | Synonyms  Word classes  Noun phrases  Conjunctions  Semicolons | Abstract nouns  Modal verbs  Fronted adverbials | Semicolons | Adjectives  Adverbial phrases | Modal verbs and adverbs to indicate degrees of possibility  Adverbials for cohesion |
| **Writing** | **‘Windrush Child’ by Benjamin Zephaniah**  Write a persuasive pitch | **‘The Promise’ by Nicola Davies**  Write an extended thought bubble  Write a diary entry  Write a letter | **‘The Promise’ by Nicola Davies**  Use similes, metaphors and personification to describe  Write a poem  Plan and write a sequel to the story | **‘The Promise’ by Nicola Davies**  Plan, write, edit and perform a narrative poem | **‘The Hidden Forest’ by Jeannie Baker**  Write a diary entry  Retrieve, record and present information from nonfiction | **‘The Hidden Forest’ by Jeannie Baker**  Plan and write a letter  To write a non chronological report using further organisational and presentational devices |
| **Maths** | **Block 3**  **Fractions A**  Finding equivalent fractions.  Simplifying fractions.  Ordering fractions by denominator.  Ordering fractions by numerator. | **Block 3**  **Fractions A**  To add and subtract fractions with different denominators. | **Block 3**  **Fractions A**  To add and subtract mixed number fractions. | **Block 4**  **Fractions B**  To multiply fractions by integers and fractions.  To divide fractions by integers. | **Block 4**  **Fractions B**  Finding fractions of amounts. | **Block 5**  **To convert between metric measures.**  (millimetres, centimetres, metres & kilometres. grams and kilograms, millilitres & litres)  Imperial measures. |
| **RE** | **Baptism and Confirmation – belonging: Vocation and Commitment**  Pupils will know and understand about commitment in life.  Pupils will know and understand about the vocation to the priesthood and religious life including understanding:  Being called  The vocation of the priest  The Sacrament of Ordination  The call to religious life  Vows and service  That we all have a vocation | | **Judaism**  To know and understand the meaning of the Jewish New Year festival Rosh Hashanah.  To know and understand why Yom Kippur is the most sacred and solemn day of the Jewish calendar and what it means to atone. | **Advent and Christmas - Expectations**  To know and understand the meaning of expectation.  To know and understand that Advent is a time of joyful expectation for Christmas, when the Word became a human person, Jesus, and understand:  Advent: the time of expectation  the prophets’ expectation of the Messiah  Mary’s expectation  The Word of God becomes the human person, Jesus  John the Baptist’s expectation of Jesus  That Christ will come again | | |
| **PSHE** |  | **Anti-bullying week**  Understanding different types of bullying and the impact of bullying.  • Notice and communicate feelings and how to manage them.  • Learn the responsibilities of bystanders and how to ask for help when needed.  • Understand that there are people to reach out to and that there are a number of ways to gain access to practical and emotional support to help in a range of circumstances. | **Gifts & Talents**  • Similarities and differences between people arise as they grow and  mature  • By living and working together (‘teamwork’) we create community.  • There are many different types of family set up  • Self-confidence arises from being loved by God (not status, etc.) | **Girls Bodies/Boys Bodies**  • That human beings are different to other animals  • About the unique growth and development of humans, and the  changes that girls and boys will experience during puberty  • About the need to respect their bodies as a gift from God to be  looked after well, and dressed appropriately  • The need for modesty and appropriate boundaries | | **Spots & Sleep**  How to make good choices that have an impact on their health:  rest and sleep, exercise, personal hygiene, avoiding the overuse of  electronic entertainment, etc. |
| **Geography** | **Volcanoes & Heimaey**  To analyse photographical sources and come to an informed conclusion.  To explore European capital cities using maps and scales. | **Volcanoes & Heimaey**  Investigating key geographical features of different regions of Iceland including volcanic features. | **Volcanoes & Heimaey**  To examine the human and physical geography features of the island of Heimaey. | **Volcanoes & Heimaey**  To explore the worldwide distribution of earthquakes and volcanoes.  To understand the different ways in which volcanoes can be formed. | **Volcanoes & Heimaey**  To understand how volcanic activity has changed the environment of Heimaey.  To understand how the eruption of Eldfell affected the inhabitants of Heimaey. | **Volcanoes & Heimaey**  To understand the stages in the manufacture of an economic activity.  To explain why people continue to live on Heimaey despite the risks. |
| **Computing** | **3D Modelling**  Introduction to 3D modelling - creating a range of 3D shapes. Examining shapes from a variety of views within the 3D space. | **3D Modelling**  To manipulate 3D objects digitally. To resize objects in one, two, and three dimensions. To lift and lower 3D objects relative to the workplane, and combine two 3D objects to make a new shape. | **3D Modelling**  To rotate objects in three dimensions, duplicate objects, and then use grouping and ungrouping to manipulate many objects at once. | **3D Modelling**  To use dimensions of shapes in Tinkercad to accurately resize and move shapes. To use placeholders to create holes in objects. To duplicate and resize multiple objects to create a meaningful 3D object. | **3D Modelling**  To explore how computer-based 3D design is used in architecture to plan buildings.  To plan their own 3D building design. | **3D Modelling**  To create a computer 3D model based on their design. To then evaluate their model and that of another learner, before modifying their own model to improve it. |
| **PE** | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance | **Real PE - Unit 2**  **Social Skills**  Dynamic balance  Counter balance |
| **Basketball**  To counterattack using the fast break  To retreat dribble to maintain possession | **Basketball**  To perform a free throw with consistency  To use speed and agility to perform a v-cut to get free from a defender | **Basketball**  To drive to the basket using strength and coordination  To play the three-point shot and how different points are awarded. | **Handball**  To play in a game abiding by the double dribble rule  The concept of screening and attempting it in a game. | **Handball**  Patience around the D to find the best position to shoot  To show control of the ball when dribbling under pressure. | **Handball**  To counterattack into space with speed  To develop decision-making skills in game situations |
| **Science** | **Light & its properties**  To understand what a light source is.  Recognise that light appears to travel in straight lines.  • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  To investigate the properties of light - reflection & refraction. | | | | | |
| **French** | **Shopping conversations**  To take part in role play speaking in French | **At The Shops**  To use the correct form of positional language | **Clothes**  To use the correct form of adjectives to describe nouns | **French Money**  To ask and answer questions in French | **Shopping Lists**  To read and interpret lists written in French | **A Shopping Experience**  To take part in role play speaking in French |
| **Music** | **Charanga Classroom Jazz 2**  To listen to and appraise Bacharach Anorak  To learn to play and perform the tune/head and the middle 8 | **Charanga Classroom Jazz 2**  To listen to and appraise Speaking My Peace  To perform the whole tune/head including improvisation | **Charanga Classroom Jazz 2**  To listen to and appraise Take The A train  To perform the whole tune/head including improvisation | **Charanga Classroom Jazz 2**  To listen to and appraise Meet the Blues  To compose your own tune/head and improvise using the notes of the tune/head | **Charanga Classroom Jazz 2**  To listen to and appraise Back O’ Town Blues  To perform the composed tune/head, improvise then tune/head to finish | **Charanga Classroom Jazz 2**  To listen to and appraise One O’ Clock Jump  To secure your compositions and improvise using the notes of the tune/head |
| Art**/DT** | **Playgrounds**  To build a range of structures | **Playgrounds**  To improve and add detail to structures | **Mechanical Systems: Automata toys**  To prepare wood for assembly by measuring, marking and cutting each piece | **Mechanical Systems: Automata toys**  To assemble the automata frame components and supports with the help of an exploded diagram | **Mechanical Systems: Automata toys**  To explore the relationship between cam profiles and follower movement to inform a design decision. | **Mechanical Systems: Automata toys**  To apply the housing and finishing touches to the automata frame |