Half Term Overview Advent Term 2/2 Year 6

|  | **1**  | **2** | **3**  | **4**  | **5**  | **6**  | **7**  |
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| **Grammar** | Adverbials for cohesionNoun phrasesAbstract nouns | **Assessment Week** | SynonymsWord classesNoun phrasesConjunctionsSemicolons | Abstract nounsModal verbsFronted adverbials | Semicolons | AdjectivesAdverbial phrases | Modal verbs and adverbs to indicate degrees of possibilityAdverbials for cohesion |
| **Writing** | **‘Windrush Child’ by Benjamin Zephaniah**Write a persuasive pitch | **Assessment Week** | **‘The Promise’ by Nicola Davies**Write an extended thought bubbleWrite a diary entryWrite a letter  | **‘The Promise’ by Nicola Davies**Use similes, metaphors and personification to describeWrite a poemPlan 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 entryRetrieve, record and present information from nonfiction | **‘The Hidden Forest’ by Jeannie Baker**Plan and write a letterTo write a non chronological report using further organisational and presentational devices  |
| **Reading** | **‘Windrush Child’ by Benjamin Zephaniah** | **‘Letters from the Lighthouse’ by Emma Carroll** | **‘Letters from the Lighthouse’ by Emma Carroll** | **‘Letters from the Lighthouse’ by Emma Carroll** | **‘Beetle Boy’ by M.G. Leonard** | **‘Beetle Boy’ by M.G. Leonard** | **‘Beetle Boy’ by M.G. Leonard** |
| **Maths** | **Block 3****Fractions A**Finding equivalent fractions.Simplifying fractions.Ordering fractions by denominator.Ordering fractions by numerator. | **Assessment Week** | **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** | **Prophecy and Promise**The importance of Old Testament Women in Salvation History. | **Assessment Week** | **Prophecy and Promise**Explain why Miriam is a ‘true protagonist of salvation history.’ | **Prophecy and Promise**Understanding Mary as the fulfilment of Old Testament Promises | **Prophecy and Promise**Use theological language to describe and explain the belief that Mary became the ‘Mother of God’. | **Prophecy and Promise**Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah | **Prophecy and Promise**Show understanding of the life of women today who are responding to God’s call in their life, making relevant links to Mary’s ‘Yes’ to God’. |
|  **PSHE** | **Citizenship**Preparing a whole school Remembrance Assembly to celebrate Armistice Day 2024.To remember those around the world who have died in conflict. | **Citizenship Anti-bullying week**Pupils learn to:**Respect themselves** and others and care about other people's feelings.Positively and safely manage hurtful teasing and bullying behaviour.Understand there are people they can talk to for practical and emotional support.**Respect other people's point of view** and constructively challenge those they disagree with. | **Gifts & Talents**• Similarities and differences between people arise as they grow andmature• 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 thechanges that girls and boys will experience during puberty• About the need to respect their bodies as a gift from God to belooked 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 ofelectronic entertainment, etc | . |
| **Geography** | **History - WW2**Investigating the different reasons for migration and the contributions made by migrants to the United Kingdom. | **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** | **No Computing****Star Reading Assessment.** | **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 3:**Hi Baby! warm upDodgeballStance SkillsBasketballHandball | **Real PE - Unit 3:**Hi Baby! warm upBeanbag RaidFootwork SkillsBasketballHandball | **Real PE - Unit 3:**Pass It On warm upDodgeballStance SkillsBasketballHandball | **Real PE - Unit 3:**Pass It On warm upDodgeballFootwork SkillsBasketballHandball | **Real PE - Unit 3:**Pass It On warm upDodgeballStance SkillsBasketballHandball | **Real PE - Unit 3:**Pass It On warm upDodgeballFootwork SkillsBasketballHandball |  |
| **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** |  | **Classroom Jazz 2**To listen to and appraise Bacharach AnorakTo learn to play and perform the tune/head and the middle 8 | **Classroom Jazz 2**To listen to and appraise Speaking My Peace To perform the whole tune/head including improvisation  | **Classroom Jazz 2**To listen to and appraise Take The A train To perform the whole tune/head including improvisation | **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 | **Classroom Jazz 2**To listen to and appraise Back O’ Town Blues To perform the composed tune/head, improvise then tune/head to finish | **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 |
| **DT** | **Playgrounds**Designing a new playground | **Playgrounds**To build a range of structuresTo improve and add detail to structures(double lesson) | **Mechanical Systems: Automata toys**To prepare wood for assembly by measuring, marking and cutting each pieceTo assemble the automata frame components and supports with the help of an exploded diagramTo explore the relationship between cam profiles and follower movement to inform a design decision.To apply the housing and finishing touches to the automata frame |