







Thematic Blocked Curriculum Half-termly Overview





Year group: 6 (RS/DH/DP)

Half term/year : Autumn 1 2021





Theme: We're all Wonders (Emotions)

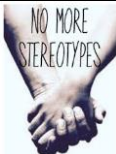


		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
WORDS OF THE WEEK		Readers	Charitable	Environmentalists	Poets	Explorers	Forgiving	Peaceful	
SUBJECT BLOCK		Geography 	PSHCE 		ART 		Science 		
English Learning Journey	Text / Class Novel	 						Evolution and Inheritance	
	Phonics / Spelling	See Spelling LTP						Assessment Week?	
	Reading	<ul style="list-style-type: none">• Make predictions based on what is stated and also what is implied.• Explain clearly my understanding of what I have read.• Draw inferences from the text and use evidence to justify my answer• Read accurately and ask questions about a text to improve my understanding• Evaluate how effectively texts are structured and presented.• Recommend books to others and give reasons for my recommendation.							<p>Make predictions based on what is stated and also what is implied.</p> <p>Explain clearly my understanding of what I have read.</p> <p>Draw inferences from the text and use evidence to justify my answer</p>
	Grammar	<ul style="list-style-type: none">• Use commas to mark phrases and clauses. (relative clauses)• Use relative clauses with a degree of accuracy. (Year 5)• Use brackets, dashes and commas to indicate parenthesis. (Year 5)• Use grammar and vocabulary (Year 5 specifically) to create an impact on the reader.• Use a range of organisational devices in my writing.-Sentence functions – simple, compound and complex)							Use a variety of organisational and presentational devices correct to the text type (including bullet-points when necessary).
	Writing	<ul style="list-style-type: none">• Plan ideas for their writing, using those collected from reading or research.• Use a range of organisational devices in my writing.• Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence).• Proof-read their writing accurately and independently to check for spelling/grammar errors.	<ul style="list-style-type: none">• Plan ideas for their writing, using those collected from reading or research.• Use a range of organisational devices in my writing.• Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence).• Proof-read their writing accurately and independently to check for spelling/grammar errors.	<ul style="list-style-type: none">• Plan ideas for their writing, using those collected from reading or research.• Use a range of organisational devices in my writing.• Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence).• Proof-read their writing accurately and independently to check for spelling/grammar errors.	<ul style="list-style-type: none">• Plan ideas for their writing, using those collected from reading or research.• Use a range of organisational devices in my writing.• Assess the effectiveness of my	<p>Plan ideas for their writing, using those collected from reading or research.</p> <p>Use a range of organisational devices in my writing.</p>			

				<p>own writing and that of others, proposing changes where appropriate (with a range of independence).</p> <ul style="list-style-type: none"> Proof-read their writing accurately and independently to check for spelling/grammar errors. 		
	Writing Outcome	<p>Write a letter (end of week 2)</p> 	<p>Write a diary entry</p> 	<p>Setting description</p> 	<p>Non-Chron report</p> 	
Maths	<p>Place Value and Number</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000. Determine the value of each digit in numbers up to 10,000,000. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Read and write Roman numerals to 1,000 (M) and recognise years written in Roman numerals. Solve number problems and practical problems with the above. 			<p>Calculations</p> <ul style="list-style-type: none"> Use estimation to check answers to calculations and determine an appropriate degree of accuracy. Add and subtract whole numbers beyond 5 digit numbers using the formal written methods. Solve addition and subtraction multi-step problems deciding which operations/methods to use and why. Identify common factors, common multiples and prime numbers. Perform mental calculations, including mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division. Interpret remainders as whole number remainders, fractions, or by rounding as appropriate. Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division. Solve problems involving the four operations. 		<p>Use the inverse operation to find missing numbers (trio triangle). Use multiplication and division facts to solve problems which involve the relative size of quantities. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Use my knowledge of the order of operations to carry out calculations involving the four operations.</p>

			<ul style="list-style-type: none">Use written division methods in cases where the answer has up to 2 decimal places.			
ICT/Computing		<p>Discuss the risks of online use of technology including bullying (trolling), gaming addictions and grooming and identify how to minimise these risks.</p> <p>Identify the advantages and disadvantages of downloading materials.</p>			<p>Select, use and combine software on a range of digital devices.</p> <p>Use a range of technology for a specific project.</p>	
PE	<p>DANCE</p> <p>Knowledge and understanding of fitness and health</p> <p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Understand why physical activity is good for their health</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Knowledge and skills</p> <p>Develop sequences in a specific style.</p> <p>Choose my own music and style.</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p> <p>Evaluating and developing work</p> <p>Choose and use information and basic criteria to evaluate their own and others' work</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> <p>Know why warming up and cooling down are important</p> <p>Use of digital cameras, video recorders to record and evaluate performance</p> <p>Videos of professional teams, training videos, to improve understanding of team play and tactics</p>			<p>Vocabulary</p> <p>compose</p> <p>creative</p> <p>grace</p> <p>stamina</p> <p>measurable</p> <p>body posture</p> <p>expressively precise</p> <p>complex</p> <p>sequences</p> <p>imaginative</p> <p>high energy</p> <p>slow</p>		

<p>PHSCE Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL</p> <p>Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)</p>	<p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features.</p>	<p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>To think about the lives of people living in other places and times, and people with different values and customs; Name different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive recognise and challenge stereotypes</p> <p>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;</p> <p>Discover that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Explain why I have used different tools and materials to create art and evaluate their effectiveness.</p> <p>Explain why I have chosen specific techniques to create my art.</p> <p>Explain and evaluate the style of my work and how it has been influenced by a famous artist, historical periods and cultures.</p>	<p>Over print to create different patterns.</p> <p>Use a range of e-resources to create art.</p>	<p><u>Evolution and inheritance</u></p> <p>Working Scientifically Report findings from enquiries in a range of ways. Explain a conclusion from an enquiry. Explain causal relationships in an enquiry. Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Read, spell and pronounce scientific vocabulary accurately</p> <p>Describe how the earth and living things have changed over time. Explain how fossils can be used to find out about the past. Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). Explain how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Explain evolution.</p>
<p>Quality Outcome (writing / art / production / presentation / assembly etc...)</p>	<p>Presentation about New York/America /Manhattan</p> 	<p>Debate Write a letter to say the impact stereotypes have.</p>	<p>Role play/ drama</p> 	<p>Creative Art Art Critics Evaluation</p> 	<p>Explain how animals are adapted to survive in the environment.</p> 	

	School environment, houses and location.				
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