
















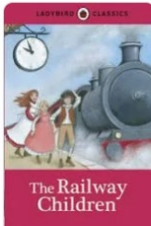
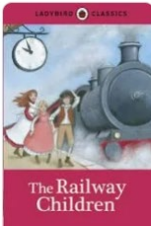
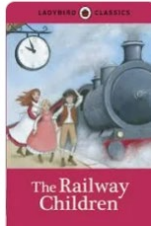
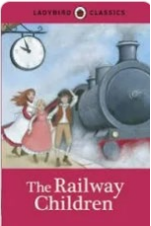
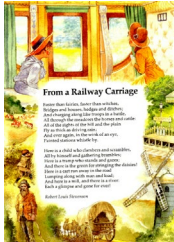


Thematic Blocked Curriculum Half-termly Overview

Year group: 6_ Half term/year: Autumn 1 Theme: Keighley and Proud Keighley Born and Bred

Teachers: RS/ HR and KR








		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SUBJECT BLOCK			Geography 			History 		
English Learning Journey	Class Novel/s	Michael Morpurgo  	Michael Morpurgo  	Michael Morpurgo  	Michael Morpurgo  	Michael Morpurgo  	Michael Morpurgo  	Michael Morpurgo  
	Text English 		Classic Fiction/ Adaptations of Classics 	Classic Fiction/ Adaptations of Classics 	Classic Fiction/ Adaptations of Classics 	Classic Fiction/ Adaptations of Classics 	From a railway carriage By Robert Louis Stevenson POETRY 	
Phonics / Spelling - SCHOFIELD AND SIMS		Spell the commonly misspelt words from the Y5/6 word list	Spell the commonly misspelt words from the Y5/6 word list	Use a range of spelling strategies	Use a range of spelling strategies	Understand the rules for adding prefixes and suffixes.		
Reading		Make predictions based on what is stated and also what is implied. Retrieve, record and present information from texts. Explain clearly my understanding of what I have read.	Draw inferences from the text and use evidence to justify my answer. Identify how the author uses language (including figurative language) and can consider the effect and impact it has on the reader.			Make predictions based on what is stated and also what is implied. Retrieve, record and present information from texts. Explain clearly my understanding of what I have read.		







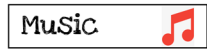


English

						<p>Draw inferences from the text and use evidence to justify my answer.</p> <p>Identify how the author uses language (including figurative language) and can consider the effect and impact it has on the reader.</p> <p>Identify the key points in a text, making comparisons within and across texts.</p>	
Grammar				<p>Use commas to mark fronted adverbials, phrases and clauses (Year 4,5,6)</p> <p>Use a range of sentence starters to create specific effects.</p>	<p>Use subordination and co-ordination.</p> <p>Use brackets, dashes and commas to indicate parenthesis. (Year 5)</p> <p>Use character, dialogue and action to advance events in narrative writing.</p>		
Writing		Writing a blurb	Summary of text		<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>Assess the effectiveness of my own writing and that of others, proposing changes where appropriate (with a range of independence).</p> <p>Proof-read their writing accurately and independently to check for spelling/grammar errors.</p> <p>Classic Fiction/ Adaptations of Classics</p>		<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recite a range of poems by heart.</p>

<p>Maths Number and Place Value (including decimals)</p>		<p>Read, write, order and compare numbers up to 10,000,000.</p> <p>Determine the value of each digit in numbers up to 10,000,000.</p> <p>Solve number problems and practical problems</p>	<p>Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.</p> <p>Solve number problems and practical problems.</p>	<p>Round any whole number to a required degree of accuracy.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Round decimals with up to 3 decimal places to the required degree of accuracy</p>	<p>Use negative numbers in context, and calculate intervals across zero.</p>	<p>Solve number problems and practical problems.</p> <p>Read and write Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p>
<p>ICT (Computing)</p> <p>ICT </p>					<p>Digital literacy</p> <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>Digital literacy</p> <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>Digital literacy</p> <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>RE</p> <p>RE </p>		<p>How does growing up bring responsibilities?</p> <p>As part of investigating how religions and other world views influence morality, identity and diversity, pupils should be taught to:</p>	<p>D How does growing up bring responsibilities?</p> <p>discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions; #</p>	<p>How does growing up bring responsibilities?</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect</p>			
<p>PE (Personal) REAL PE</p> <p>PE </p>	<p>See all new challenges as opportunities to learn and develop I know where I am with my learning</p> <p>.</p>	<p>Persevere with a task and improve my performance through regular practice.</p>	<p>S all new challenges as opportunities to learn and develop I know where I am with my learning</p> <p>.</p>	<p>Persevere with a task and improve my performance through regular practice.</p>	<p>Cope well and react positively when things become difficult.</p>	<p>Cope well and react positively when things become difficult.</p>	<p>Identify possible dangers when planning an activity.</p>

<p>PSHCE SCARF Me and MY relationships</p> <p>PHSCE </p>	<p>Working Together and Let's negotiate</p>	<p>Solve the friendship problem</p>	<p>Assertiveness</p>	<p>Behave Yourself (Bullying)</p>	<p>Don't force me (Freedom and choice)</p>	<p>Acting Appropriately (Feelings and Body parts)</p>	<p>It's a Puzzle (Internet and Online safety)</p>
<p>Science Working Scientifically</p> <p>Science </p>		<p>Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>
		<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>What makes you tick?</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>What does a journey through your body look like?</p>	<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Finger on the pulse</p> <p>Can you eat your way to a healthy heart?</p>	<p>Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>How does exercise affect your heart?</p>	<p>Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>What types of substances have a detrimental effect on the human heart?</p>

<p>Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links)</p>		 <p>Use Ordnance Survey symbols and 6 figure grid references.</p> <p>Answer questions by using a map.</p>	 <p>Use maps, aerial photographs, plans and 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>Place features of historical events and people from the past societies and periods in a chronological framework.</p>	 <p>Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p>	 <p>Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p>
<p>Music (Charanga)</p> 		<p>Happy</p>	<p>Classroom Jazz 2</p>	<p>A New Year Carol</p>	<p>You've got a friend</p>	<p>Music and me</p>	<p>Reflect, rewind and replay</p>
<p>Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)</p>			<p>Local Area Visit Walk around Keighley</p>	<p>Bronte Waterfall Haworth</p>			
<p>Quality Outcome (writing / art / production / presentation / assembly etc...)</p>		<p>Double Page Spread</p> <p>Pic collage/ video photography of Keighley</p>		<p>PIC COLLAGE</p>		<p>Timeline of key people and events</p> <p>Research based project/ Presentations</p>	