

Thematic Blocked Curriculum Half-termly Overview

Year group: 6_ Half term/year: Autumn 2 Theme: Protect the Planet/ Pollution Solutions

Teachers: RS/ HR and KR



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Dates		30.10.23	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23
Word of Week		Welcoming & inclusive	Thoughtful	Tolerant	Safe	Ecological	Hopeful	Celebrating
CLASS NOVEL								
SUBJECT BLOCK		Geography	Geography	Geography	Geography	Progress check ART	DT	DT
Art								
Design Tech								
Design Tech								
Class Novel/s								
English Learning Journey	Text English					MOCK SATS WEEK ASSESSMENT		
	Guided Reading 	Prediction WALT: Make predictions based on what is stated and also what is implied.	Reading Fluency WALT: Use combined knowledge of phonemes and word derivations to pronounce words correctly. WALT: Read fluently using punctuation to inform meaning.	Comprehension (Vocabulary) WALT: Identify how the author uses language and consider the effect and impact it has on the reader.	Comprehension (Retrieval) WALT: Retrieve and record information from texts. WALT: Explain clearly an understanding of what has been read.		Comprehension (Inference) WALT: Draw inferences from the text and use evidence to justify their answer.	Summary WALT: Identify the main points of a text and can summarise this information. OR WALT: Identify the key points in a text, making comparisons within and across texts.
	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	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.					MOCK SATS	



English

Explain clearly my understanding of what I have read.

Draw inferences from the txt 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.

Grammar

Identify the subject/object in a sentence.

Use the passive voice.

Vary sentence structures depending whether they are formal or informal.

Use brackets, dashes and commas to indicate parenthesis.

Use the semi-colon, colon and dash.

Use the colon to introduce a list.

Use semi-colons where appropriate and with a degree of accuracy.

Writing

Use a variety of organisational and presentational devices correct to the text type (including bullet-points when necessary).

Write in paragraphs which can clearly signal a change in subject, time, place or event.

Plan ideas for their writing, using those collected from reading or research.



Use the passive voice to present information with a different emphasis.




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.

Use a variety of organisational and presentational devices correct to the text type (including bullet-points when necessary).

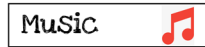
NON FICTION WRITING FEATURES

<p>Maths Calculations Addition and Subtraction Multiplication and Division</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>Round decimals with up to 3 decimal places to the required degree of accuracy</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Starter: Read and write Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p>	<ul style="list-style-type: none"> • 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. • Perform mental calculations, including mixed operations and large numbers • Use estimation to check answers to calculations and determine an appropriate degree of accuracy. • Solve problems involving the four operations. • Use the inverse operation to find missing numbers (trio triangle). 	<p>Identify common factors, common multiples and prime numbers.</p> <p>Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Use the inverse operation to find missing numbers (trio triangle).</p>		<ul style="list-style-type: none"> • Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division. • 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. 	<ul style="list-style-type: none"> • 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>Use my knowledge of the order of operations to carry out calculations involving the four operations</p> <ul style="list-style-type: none"> •
<p>ICT (Information Technology)</p> 	<p><u>Information technology</u> Modify layout on a word document including using columns and centering/aligning text.</p>	<p>Understand the function of spell check and use to correct documents.</p>	<p>Use Excel to present data selecting the most appropriate type of graph/chart.</p>	<p>Use Excel to present data selecting the most appropriate type of graph/chart.</p>		<p>Insert a hyperlink or link into a PowerPoint presentation.</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 (SOCIAL) REAL PE</p> <p>PE </p>	<p>Dynamic Balance Counter Balance</p>	<p>Cooperate well with others and give helpful feedback.</p>	<p>Give and receive sensitive feedback to improve myself and others.</p>	<p>Help organise roles and responsibilities and can guide a small group through a task.</p>		<p>Involve others and motivate those around me to perform better</p>	<p>Negotiate and collaborate appropriately</p>
<p>PSHCE SCARF Valuing Difference</p> <p>PHSCE </p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p>	<p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied .</p>	<p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>	<p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>		<p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative</p>	<p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
<p>Science Working Scientifically</p> <p>Science </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</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</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>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Living Things and Their Habitats</p> <p>Give reasons for classifying plants and animals based on specific characteristics and microorganisms!</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>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</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>Explain how animals and plants are adapted to suit their environment.</p>

	a healthy heart?		What types of substances have a detrimental effect on the human heart?	Group, classify and identify them, using keys or other methods.		Classify living things into broad groups according to observable characteristics and based on similarities & differences.	
<p>Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links)</p>	 <p>Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Physical and Human Features</p> <p>Compare Keighley to Haworth</p>	 <p>Explain how people affect the environment</p> <p>Pollution -noise, air, water</p> <p>Littering</p> <p>Parking</p> <p>Wastage - food</p> <p>Building</p>	 <p>Explain how people can help to protect the environment</p> <p>-Reduce, reuse, recycle, - Cooking Swap shop</p>	 <p>Explain how people can help to protect the environment</p>	 <p>Explain why I have used different tools and materials to create art and evaluate their effectiveness Over print to create different patterns. Evaluate my artwork and the artwork of others using subject specific vocabulary such as tone, texture, shade, shadow. Use feedback to make amendments and improvement to my art</p> <p>(TRASH WALL – DESIGN A LOGO PRINTING)</p>	<p><u>Year 6 Construction</u></p>  <ul style="list-style-type: none"> Use market research to inform my plans and ideas. Produce a detailed step by step plan which I can follow and refine. 	 <ul style="list-style-type: none"> Consider culture and society in my plans and designs. Show that I can test and evaluate my products. Evaluate my product against clear criteria

Music (Charanga)



Listen and Appraise the two main tunes and other supporting tunes

B. Musical Activities

- learn about the interrelated dimensions of music through

1. Playing instruments and 2. Improvising

C. Perform and share

Step	Section A Listen and Appraise	Section B Musical Activities	Section C Perform/Share
1.	Bacharach Anorak	1. Learn to play the tune/head 2. Learn to play the middle 8	Play the tune/head and middle 8
2.	Speaking My Peace Bacharach Anorak	1. Learn to play the whole tune/head 2. Improvise using instruments	Play the whole tune/head including improvisation
3.	Take The A train Bacharach Anorak	1. Learn to play the whole tune/head 2. Improvise using instruments	Play the whole tune/head including improvisation
4.	Meet the Blues	1. Compose your own tune/head 2. Improvise using the notes of the tune/head	Play the composed tune/head, improvise then tune/head to finish
5.	Back O' Town Blues Meet the Blues	1. Continue to compose your own tune/head 2. Improvise using the notes of the tune/head	Play the composed tune/head, improvise then tune/head to finish
6.	One O' Clock Jump Meet the Blues	1. Secure your compositions 2. Improvise using the notes of the tune/head	Play the composed tune/head, improvise then tune/head to finish

Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)

Quality Outcome (writing / art / production / presentation / assembly etc...)	Notes from videos/ Presentation TRIP KEIGHLEY PICTURE HOUSE RAILWAY CHILDREN	Public Notices/ Information SPEEDING/ PARKING TICKETS SPEED AWARENESS/ SURVEY TRIP TO RECYCLING TIP/ CLOTHING BANKS / BRING IN ITEMS TO RECYCLE SWAP SHOP – LETTER IDEAS	Formal Letter Future Generations Public Notice/ Information Raise awareness following on from the trip	ART COLLAGE	DT – Turn Junk into Funk Use recycled materials FUNDRAISING DESIGN AND PROTOTYPE FOR WASTE	Non-fiction report about Adaptation Non fiction report about Climate Change
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Spring 1 Verbs tense consistency / commas to clarify meaning/ apostrophes/ hyphens/ determiners/ possessive pronouns / relative clauses, dashes, standard English/ synonyms/antonyms