



CLASS HALF TERM OVERVIEW OF PLANNING
Year 6 - Beech Class
Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.7 Why do Hindus want to be good?	LSQ – World religions and beliefs What do we know about Hinduism already? Sort statements about Hinduism into True, False, and I don't know yet. What are the main beliefs of Hinduism? Learn about Brahman, atman, dharma, karma, samsara, moksha	What are Karma and Moksha? Write an explanation of each. Begin to devise a Snakes and Ladders board to show Karma and the achievement of Moksha. Which behaviours lead to good and bad karma according to Hindu beliefs?	LSQ – vocab so far What is Samsara? Write an explanation. How do you feel about Samsara? Play your version of Snakes and Ladders Reflect on how Karma, Moksha and Samsara offer reasons why a Hindu might try to be good	Explore Hindu ideas about the four aims of life (punusharthas): dharma: artha: kama: moksha: Compare these with pupils' goals for living.	LSQ – Hinduism Explore the Hindu story from the Mahabharata, the 'man in the well'. Can you identify the metaphors in the story, and relate them to the main beliefs we have been learning about. Retell the story, explaining the meaning. Possible: Listen to the Hindu story of Creation.	LSQ – World religions and beliefs What do we know about Hinduism already? Sort statements about Hinduism into True, False, and I don't know yet. What are the main beliefs of Hinduism? Learn about Brahman, atman, dharma, karma, samsara, moksha
PSHE Me and my relationships	WORKING TOGETHER Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this	SOLVE THE FRIENDSHIP PROBLEM Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	BEHAVE YOURSELF Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	ASSERTIVENESS SKILLS List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	DON'T FORCE ME Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.	ACTING APPROPRIATELY Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
Maths	Focus Area: Year 6 - Autumn Block 1 - Place Value Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3	Focus Area: Year 6 - Autumn Block 1 - Place Value Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 1 Add and subtract integers Step	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 5 Primes to 100 Step 6 Square	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 9 Short division Step 10 Division	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 14 Solve multi-step problems



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	Read and write numbers to 10,000,000 Step 4 Powers of 10	Round any integer Step 8 Negative numbers	2 Common factors Step 3 Common Step 4 Rules of	and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication	using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division	Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts
No Nonsense Number	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 1: Using understanding of the additive composition of 100 for adding and subtracting hundredths Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 2: Adding and subtracting ones, tenths and hundredths	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 3: Using understanding of additive composition of ten for large numbers and decimal numbers in the context of measures	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 4: Applying understanding of adding and subtracting with decimal numbers	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 5: Applying understanding of adding and subtracting with decimal numbers	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 6: Applying understanding of adding and subtracting with large numbers and decimal numbers	Block 1: Using understanding of addition and subtraction facts with whole and decimal numbers Week 7: Applying understanding of adding and subtracting with large numbers and decimal numbers
English	Genre: fiction Text: The Chronicles of Harris Burdick Key learning outcome: To write a story based upon an image from the text. Familiarise children with the text and its origins. Spend time generating vocabulary relevant to the images	Genre: fiction Text: The Chronicles of Harris Burdick Use the text and images to explore the use of expanded noun phrases in different ways. Examine various ways in which detail is added to aid the reader. Explore the use	Genre: fiction Text: The Chronicles of Harris Burdick Children plan and write their own story to accompany an image from the book. Share the other images from Harris Burdick (especially the ones with a character in). Allow children to	Genre: Non-Fiction Text: A Drove of Bullocks Key learning outcome: To write a page from a book of collective nouns. Explore the text, sentence structures, themes, vocabulary and grammar.	Genre: Non-Fiction Text: A Drove of Bullocks In several places (but not in all pages) the passive voice is used to create a degree of formality and authority eg The Panda and the Rhino provide good models. Use example	Genre: Non-Fiction Text: A Drove of Bullocks Children to plan and write own page for book of collective nouns using and applying language and vocabulary studied during this unit.



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	and exploring the intended purpose and audience of the text.	of commas, dashes and colons/semi-colons and relative clauses.	choose one of these images and work in pairs to build a story idea. Ensure that they decide on an overall mood/atmosphere. Tell ideas to others and refine.	Collect examples of collective nouns and combine with expanded noun phrases.	sentences to explain (or revise) the construction of the passive (the verb to be + past participle of the main verb), e.g. ...this striking animal is widely revered...	
Spelling	Step 1: Challenge Words accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	Step 2: Challenge Words accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	Step 3: Challenge Words according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	Step 4: Challenge Words achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	Step 5: Challenge Words aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	Step 6: Challenge Words amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth
Phonics/Grammar	Use colons and brackets. Choosing correct sentence lengths.	Use relative clauses. Avoid ambiguity. Look at verb tenses.	Explore the use of modal verbs in the text. Try substituting others into the sentence and discuss the effects of this	Layout devices to structure text Indicate degrees of possibility, using adverbs or modal verbs And how to punctuate bullet points	Identify and collect the adverbial phrases used in the text. Identify the role of the adverbials	Pattern some of the complex sentences Classifying verb tense
Science Evolution Biology	How are plants adapted to their environment?	How have animals adapted to their environment?	What is natural selection, how does this lead to evolution?	How do adaptations lead to evolution?	What characteristics can you inherit from your parents?	How can fossils help us explain evolution?
PE	Use maps and diagrams to orientate themselves and to travel around a simple course Respond when the task or environment changes and the challenge increases Start to plan sensible responses to physical challenges or problems, talking and working with others in their group Recognise some of the physical demands that activities make on them Identify parts of the work that were successful Respond to feedback on how to go about their work differently			Use forehand, back hand and overhead shots increasingly well in games Use the volley in games where it is important Use the skills they prefer with competency and consistency Understand the need for tactics Start to choose and use some tactics effectively Play cooperatively with a partner Apply rules consistently and fairly Identify appropriate exercises and activities for warming up Recognise how these games make their bodies work Pick out what they and others do well and suggest ideas for practices		
PE Outdoor Net wall	Orienteering- Problem Solving	Orienteering- Picture Orienteering	Single Control Event Complete an adapted	Tennis- Introduction Play shots on the	Tennis- Court Targets Direct the ball towards	Tennis- Competitive mini-games



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	<p>Work cooperatively and successfully as part of a team. •Build confidence during team activities. Plan strategies to complete tasks.</p> <p>Teamwork</p> <p>Work cooperatively and successfully as part of a team. Develop Speed. Develop physical fitness and be able to describe its importance in orienteering.</p>	<p>Understand and follow safety rules and procedures for taking part in orienteering events. Takes part in a picture orienteering event with success.</p> <p>Indoor Mapping</p> <p>Develop map reading and map building skills. To understand elements on a map and use scaling confidently. Use a map to confidently orientate yourself around.</p>	<p>control orienteering event.</p> <p>Use previous knowledge to navigate and design a route to the controls. Use features on a map to find controls.</p> <p>Control Plotting</p> <p>Choose sensible skills and approaches for the challenge. Identify what they have done well and adapt plans for future challenges. Work as a team to decide what approach to use to meet the challenge set.</p>	<p>forehand and backhand side of body.</p> <p>2. Hit the ball with purpose, varying speed, height, and direction.</p> <p>3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</p> <p>Cooperative Rallies</p> <p>Adopt a good ready position.</p> <p>2. Show good position on court.</p>	<p>the opponent's court or target area.</p> <p>2. Identify spaces and understand the tactic of hitting into gaps.</p> <p>Single games</p> <p>Perform skills with accuracy, confidence, and control.</p> <p>2. Hit the ball with purpose, varying speed, height, and direction.</p>	<p>Apply basic principles suitable for attacking.</p> <p>2. Identify spaces and understand the tactic of hitting into gaps. 3. Learn how to evaluate and recognise their own success.</p> <p>Play shots on the forehand and backhand side of body.</p> <p>2. Hit the ball with purpose, varying speed, height, and direction.</p> <p>3. Identify parts of the game where they are performing well.</p>
<p>Computing</p> <p>Computing systems and networks – Communication and collaboration (CS and IT)</p>	<p>To explain the importance of internet addresses</p> <p>I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites</p>	<p>To recognise how data is transferred across the internet</p> <p>I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets</p>	<p>To explain how sharing information online can help people to work together</p> <p>I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared</p>	<p>To evaluate different ways of working together online</p> <p>I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration</p>	<p>To recognise how we communicate using technology</p> <p>I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purpose</p>	<p>To evaluate different methods of online communication</p> <p>I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private</p>
<p>Internet Safety</p>	<p>Unit 01: Think before you share – Activity 6 Be Internet Legend Curriculum</p>					



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