



CLASS HALF TERM OVERVIEW OF PLANNING

Year 6 - Beech Class

Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.6 For Christians, what kind of King is Jesus?	In Jesus' parables, who is invited into God's kingdom?	According to Jesus' teachings, how important is forgiveness in God's kingdom?	How does Christian Aid try to make the world more like God's kingdom?	How do Christians see God's kingdom as being now and in the future?	For Christians, what are the features of God's kingdom and Jesus' kingship?	How do Christians try to live in God's kingdom?
PSHE Growing and changing	I look great! Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.	Media manipulation Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.	Pressure online Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.	Helpful or unhelpful? Managing change Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.	Is this normal? Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.	Making babies Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. RSE workshop
Maths	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division	Focus area: Year 6 - Autumn Block 2 - Addition, subtraction, multiplication and division Step 14 Solve multi-step problems	Focus area: Year 6 - Autumn Block 3 - Fractions Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line	Focus area: Year 6 - Autumn Block 3 - Fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers	Focus area: Year 6 - Autumn Block 4 - Fractions Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer	Focus area: Year 6 - Autumn Block 4 - Fractions Step 5 Mixed questions with fractions Step 6 Fraction of an amount



CLASS HALF TERM OVERVIEW OF PLANNING

Year 6 - Beech Class

Autumn 2

	<p>Step 12 Long division with remainders</p> <p>Step 13 Solve problems with division</p>	<p>Step 15 Order of operations</p> <p>Step 16 Mental calculations and estimation</p> <p>Step 17 Reason from known facts</p>	<p>Step 3 Compare and order (denominator)</p> <p>Step 4 Compare and order (numerator)</p> <p>Step 5 Add and subtract simple fractions</p>	<p>Step 9 Multi-step problems</p>	<p>Step 4 Divide any fraction by an integer</p>	<p>Step 7 Fraction of an amount - find the whole</p>
No Nonsense Number	<p>Using multiplication facts and understanding of place value to multiply and divide</p>	<p>Using multiplication facts and understanding of place value to multiply and divide</p>	<p>Applying understanding of properties of numbers</p>	<p>Applying understanding of the order of operations</p>	<p>Applying understanding of properties of numbers and the order of operations</p>	<p>Applying understanding of the order of operations</p>
English	<p>Genre: Fiction Text: The Princess's Blankets by Carol Ann Duffy</p> <p>Key learning outcome: To write a traditional tale Collect examples of the ways that Duffy uses semi-colons. Using different situations, try and use the same sentence structure but change the content</p> <p>Look at the speech in the story. How, where and why is it used? Role-play the characters, using their speech. Notice how the speech is punctuated.</p>	<p>Genre: Fiction Text: The Princess's Blankets by Carol Ann Duffy</p> <p>From the list of ideas, pupils choose the story they want to write. Pupils record their ideas in the Text structure chart and then draw a map to retell the story.</p> <p>They should use cards with different ways to open sentences and use them to help retell the story.</p> <p>Support pupils in planning the text through oral rehearsal, improving and editing.</p>	<p>Genre: Fiction Text: The Princess's Blankets by Carol Ann Duffy</p> <p>Children to plan and write own traditional tale using the features, language structures and vocabulary studied during this unit.</p>	<p>Genre: narrative poetry Text: The Lady of Shallot</p> <p>To understand the historical and literary context of "The Lady of Shallott" and to begin exploring its themes and language.</p> <p>Discussion: Introduce Alfred Lord Tennyson and the Victorian era. Discuss what students know about this period and how poetry was a popular form of storytelling. Reading: Read the poem "The Lady of Shallott" aloud as a class. Vocabulary: Identify and discuss challenging vocabulary from the poem. Discuss the initial</p>	<p>Genre: narrative poetry Text: The Lady of Shallot</p> <p>To analyse the main themes and characters of "The Lady of Shalott."</p> <p>Discussion: Recap the poem and ask students to share their thoughts from the previous lesson. Introduce the themes of isolation, art vs. reality, and destiny. Character Analysis: Divide students into small groups. Assign each group a character (The Lady of Shalott, Sir Lancelot, the townspeople). Children to create character profiles including</p>	<p>Genre: narrative poetry Text: The Lady of Shallot</p> <p>To understand and analyse the use of imagery and symbolism in "The Lady of Shalott."</p> <p>Discussion: Introduce the concept of imagery and symbolism. Discuss how Tennyson uses these literary devices to enhance the poem's meaning.</p> <p>Children write an alternative ending to The Lady of Shalott; What if the curse had not fallen upon her? What if she had met Lancelot? How might the story have changed?</p>



CLASS HALF TERM OVERVIEW OF PLANNING
Year 6 - Beech Class
Autumn 2

				<p>impressions of the poem. What do they think the poem is about? What images or ideas stood out to them?</p>	<p>descriptions, motivations, and their role in the poem.</p> <p>Children write a diary entry from the point of view of the Lady of Shalott, focusing on her feelings of isolation and longing as she remains trapped in her tower. They can describe her emotions as she watches the world through her mirror and her eventual decision to leave the tower.</p>	
Spelling	<p>Step 7 Challenge words ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety</p>	<p>Step 8 Challenge words apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable</p>	<p>Step 9 Challenge words appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle</p>	<p>Step 10 Challenge words attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht</p>	<p>Step 11 Challenge words antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical</p>	<p>Step 12 Challenge words apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply</p>
Phonics/Grammar	<p>Commas to clarify. Using different sentence types for different reasons.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing (Y5).</p> <p>Terminology: dash, parenthesis, ambiguity (Y5)</p>	<p>Use dashes to indicate parenthesis (Y5). Use expanded noun phrases to convey complicated information concisely (Y5/6).</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing (Y5).</p>	<p>Use dashes to indicate parenthesis (Y5). Use expanded noun phrases to convey complicated information concisely (Y5/6).</p>	<p>Use commas to clarify meaning (Y5). Use semi-colons to mark boundaries (Y6).</p> <p>Terminology: Y5 Comma, ambiguity, clause, inverted commas Y6: semi-colon Revise dialogue (Y4/6). Revise sentences with more</p>



CLASS HALF TERM OVERVIEW OF PLANNING

Year 6 - Beech Class

Autumn 2

						than one clause (Y4/6).
Science Physics Electricity	How do I draw a scientific diagram of a circuit?	How does voltage in a circuit affect the brightness of a bulb?	How do I plan a fair test experiment to investigate variations in how components function?	How do I write a conclusion for my investigation?	What is renewable and non-renewable energy?	
PE	<p>Make up longer more complex sequences, including changes of direction, level and speed</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles</p> <p>Combine and perform gymnastic actions, shapes and balances</p> <p>Show clarity, fluency, accuracy and consistency in their movements</p> <p>Prepare a sequence in small groups to be performed to an audience</p> <p>Understand the importance of warming up and cooling down</p> <p>Say in simple terms why activity is good for their health, fitness and wellbeing</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>					
PE Gymnastics	<p>Travelling</p> <p>Link skills to make actions and sequences of movement. 2. Explore, improvise and combine movement ideas fluently and effectively.</p>	<p>Shapes and Balances</p> <p>Develop communication and teamwork skills, such as sharing own ideas and valuing ideas of others. 2. Create large group balances, up to 8 people.</p>	<p>Rolls</p> <p>Describe the key technical points of a variety of different gymnastic rolls. 2. Cooperate and share ideas with others.</p>	<p>Jumps</p> <p>Begin to develop an understanding of vaulting in gymnastics. 2. Develop jumping as a progressive activity.</p>	<p>Apparatus</p> <p>Perform movements accurately with a sense of rhythm. 2. Work in a group to build sequences using apparatus.</p>	<p>Group Performance</p> <p>Evaluate performance, recognising what is successful and what could be improved. 2. Perform in front of an audience showing confidence and fluency of movement.</p>
Computing Creating media – Web page creation (CS and DL)	To review an existing website and consider its structure	To plan the features of a web page	To consider the ownership and use of images (copyright)	To recognise the need to preview pages	To outline the need for a navigation path	To recognise the implications of linking to content owned by other people
Internet Safety	Unit 01: Check it's for real – Activity 6 Be Internet Legend Curriculum					



CLASS HALF TERM OVERVIEW OF PLANNING
Year 6 - Beech Class
Autumn 2

History Crime and punishment - How has crime and punishment changed in Britain through time?	What is crime and punishment?	What was crime and punishment like in Roman Britain? What was crime and punishment like in the Anglo-Saxon period?	What was crime and punishment like in the Tudor period? What was crime and punishment like in the Stuart period?	What was crime and punishment like in Georgian Britain? What was crime and punishment like in the Victorian period?	How did the police force develop through the 20 th Century?	What are crime and punishment like today compared with the past? -
DT Construction - Gothic Glow: Electrifying Creations - How can we combine electricity and design to create a spooky gothic-themed model?					Famous Artist Study-Lowry	Famous Artist Study-Lowry
Music Charanga Classroom Jazz	Bacharach Anorak Listen and appraise	Speaking My Peace Listen and appraise Learn the song	Take The A train Listen and appraise Learn the song Add percussion	Meet the Blues Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Back O' Town Blues Listen and Appraise Learn to sing the song Add percussion Improvise Christmas singing	One O' Clock Jump Listen and Appraise Warm up Add percussion Improvise Christmas singing
Spanish Do you have a pet?	Lesson 1: Learn 8 nouns and gender articles for pets; extend using adjectives with gender agreement	Lesson 2: Begin to learn Tienes Una Mascota song; Ask and answer "Do you have a pet?" using the verb tener; introduce irregular verb "querer"	Lesson 3: Learn "I have a pet called..."; practice song; writing exercise; play "mentira o verdad" game	Lesson 4: Learn "I don't have..." using negative form of tener; listening exercise; extend using colour adjectives	Lesson 5: The word "pero"; extending sentences by using the word "but"; make puppets and describe different scenarios.	"Dear Santa" book (in Spanish) – what pet is perfect for Christmas?
Educational visits/visitors		Heatree residential				