Half Term Overview Advent Term 1/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
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| **Grammar** | Modal verbs  Adjectives  Verbs | Adverbial phrases | Passive voice  Expanded noun phrases | Conjunctions  Direct speech | Apostrophes for contraction | Conjunctions  Modal verbs  Relative clauses | Subjunctive mood |
| **Writing** | **‘The Arrival’ by Shaun Tan**  Convey an emotional scene in writing | **‘The Arrival’ by Shaun Tan**  Write in role from a character’s perspective | **‘The Arrival’ by Shaun Tan**  Write a script  Write a report | **‘The Arrival’ by Shaun Tan**  Plan and write a third person narrative | **‘Windrush Child’ by Benjamin Zephaniah**  Write an informal letter  Create a poem | **‘Windrush Child’ by Benjamin Zephaniah**  Write a diary entry  Write a speech in role | **‘Windrush Child’ by Benjamin Zephaniah**  Write a persuasive pitch |
| **Maths** | **Block 1**  **Place Value**  Understanding numbers to 10 million. | **Block 1**  **Place Value**  Multiplying and dividing by powers of 10.  Comparing and ordering numbers. | **Block 2**  **Number - Four Operations.**  Rounding  Negative numbers  Adding and subtracting whole numbers. | **Block 2**  **Number - Four Operations.**  Factors and multiples.  Rules of divisibility.  Prime numbers. | **Block 2**  **Number - Four Operations.**  Column multiplication.  Square and cube numbers. | **Block 2**  **Number - Four Operations.**  Short and long division. | **Block 2**  **Number - Four Operations**  Solving problems using division.  Order of mathematical operations. |
| **RE** | **Domestic Church – family: Loving**  We will know and understand ‘the love and care of people’.  We will know and understand God’s love is unconditional and never ending and understand:  God loves and cares for his people even in difficult times.  We don’t have to do anything to make God love us.  Unconditional love.  Forgiveness is an essential part of unconditional love.  Knowing that we are loved, we can grow in love.  God never stops loving. | | | | **Baptism and Confirmation – belonging: Vocation and commitment**  Pupils will know and understand about commitment in life.  Pupils will know and understand about the vocation to the priesthood and religious life including understanding:  Being called  The vocation of the priest  The Sacrament of Ordination  The call to religious life  Vows and service  That we all have a vocation | | |
| **PSHE** | **Social Media & Cyberbullying.**  Safe use of the internet.  Privacy settings.  Bullying and trolling.  reporting concerns. | **Community & Citizenship.**  Understanding how parliaments function and the roles within.  Understanding how our school pupil parliament works and the opportunities it offers the children. | **Community & Citizenship.**  Pupil Parliament speeches and elections. Providing pupil leadership opportunities, enabling children to develop valuable communication, organisation and debating skills through key roles of responsibility and new experiences.  Providing opportunities for children to voice their opinions and beliefs in a safe shared space. | **Self-Image & Identity**  Exploring issues online that might make children feel sad, worried, uncomfortable or frightened.  To understand how to get help, both on and offline. | **Community & Citizenship.**  Pupil Parliament speeches and elections. Providing pupil leadership opportunities, enabling children to develop valuable communication, organisation and debating skills through key roles of responsibility and new experiences.  Providing opportunities for children to voice their opinions and beliefs in a safe shared space. | **Black History**  To learn about different societies, and how different groups have contributed to the development of Britain, including the voices and experience of Black people. | **Black History**  To learn about different societies, and how different groups have contributed to the development of Britain, including the voices and experience of Black people. |
| **History - How did life in Britain change during WW2?** | **WW2**  Investigating the chronology of events between WW1 and WW2.  Identifying causes of WW2. | **WW2**  Exploring the course of the Battle of Britain.  Examining the aerial battle between the RAF and Luftwaffe. | **WW2**  To explore and make inferences about life during The Blitz using a range of photographic sources. | **WW2**  To understand the emotions and experiences of children during the evacuation.  To identify reasons for the evacuation of children. | **WW2**  Exploring primary sources describing evacuation.  Evaluating the reliability of primary sources. | **WW2**  Identifying the impact of WW2 on women.  Considering how women’s roles changed during the course of WW2 and the jobs undertaken by them. | **WW2**  Investigating the different reasons for migration and the contributions made by migrants to the United Kingdom. |
| **Computing** | **Online Safety**  How to keep your personal information safe online.  Creating secure passwords. | **Computing Systems & Networks.**  Internet addresses.  Understanding IP addresses and the protocols that computers have for communicating with one another. | **Computing Systems & Networks.**  Understanding the concept of data packets and how they are transferred over the internet. | **Computing Systems & Networks.**  Working together online.  Creating collaborative projects online. | **Computing Systems & Networks.**  Shared working online.  Reusing and modifying work done by someone else.  Copyright. | **Computing Systems & Networks.**  Methods of communication Internet-based communication.  Which methods of communication suit particular purposes. | **Computing Systems & Networks**  Communicating responsibly.  Privacy and information security.  Sharing online. |
| **PE** | INSET | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills.  Agility - reaction and response. | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills  Agility - reaction and response. | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills.  Agility - reaction and response. | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills.  Agility - reaction and response. | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills.  Agility - reaction and response. | **Real PE - Unit 1:**  Personal skills  Coordination - ball skills.  Agility - reaction and response. |
| **Sport Specific - Hockey**  How to hold a hockey stick safely and effectively.  Dribbling skills. | **Sport Specific - Hockey**  Practice techniques for passing, controlling and dribbling a ball.  Consistently catch/stop and control a ball. | **Sport Specific- Hockey**  Use a variety of techniques for passing, controlling, dribbling and shooting the ball.  Consistently catch/stop and control a ball | **Sport Specific - Hockey**  Play in a variety of positions (attacking and defensive) | **Sport Specific - Hockey**  Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking | **Sport Specific - Hockey**  Work collaboratively in a team to play and keep possession of the ball | **Sport Specific - Hockey**  Work collaboratively in a team to play and keep possession of the ball |
| **Science** | **Electricitry**  Revision of Year 4 learning. | **Electricitry**  Drawing circuit diagrams accurately using appropriate symbols. | **Electricitry**  Investigate effects of changing components in a simple series circuit. | **Electricitry**  Using step by step approach to plan a scientific investigation.  What is voltage? | **Electricitry**  To design and make a switch for a purpose. | **Electricitry**  Investigating how static electricity is formed and the effects of it. | **Electricitry**  Revision & Assessment. |
| **French** |  | **This is France!**  Using the correct form of ‘de’ | **This is France!**  Ask and answer questions about distance | **This is France!**  Compass points | **This is France!**  The landmarks of Paris | **This is France!**  Using the correct form of ‘être’ | **This is France!**  Using the correct form of adjectives |
| **Music** |  | **‘Happy’ by Pharrell Williams**  Listen and appraise the song  Sing the song | **‘Happy’ by Pharrell Williams**  Sing the song and play instrumental parts within the song | **‘Happy’ by Pharrell Williams**  Sing the song and improvise using voices and/or instruments within the song | **‘Happy’ by Pharrell Williams**  Sing the song and perform composition(s) within the song | **‘Happy’ by Pharrell Williams**  Start to prepare for the end-of-unit performance | **‘Happy’ by Pharrell Williams**  Record the end-of-unit performance |
| **Art/**DT | INSET | **Drawing: Make my voice heard**  Experimental mark making | **Drawing: Make my voice heard**  Symbolic imagery | **Drawing: Make my voice heard**  Chiaroscuro | **Drawing: Make my voice heard**  Street art | **Drawing: Make my voice heard**  Powerful imagery | **DT: Playgrounds**  Designing a new playground |