



St Andrew's Southgate Half Termly Overview

Year:6

Term:A2

Planned trips: St Andrew's Church (All Saint's Day 01.11.23) and The Imperial War Museum (09.11.23) **Teacher: Mrs S Erskine**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>Predictions on the new text: - The Highwayman- narrative poetry / visual imagery</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>To understand the key features and uses of a balanced argument</p> <p>To write a balanced argument on whether or not Bess should help the Highwayman.</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>To understand the key features and uses of a diary.</p> <p>To write an entry of a diary based on the Highwayman</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>To understand the key features of an information text</p> <p>To write an information text LINKED TO SCIENCE</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>Assessment Week- practice SATs week for Y6</p> <p>Grammar, punctuation and spellings SATs</p> <p>Reading comprehension SATs</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>To understand the key features of an information text</p> <p>To write an information text LINKED TO SCIENCE</p>	<p>Grammar and Spellings using Y6 spellings program- Oxford Reading Tree</p> <p>To understand the key features and uses of a haiku and other stylistic poems</p> <p>To write a poem based on World War 2 poems.</p>
Maths	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions less than 1</p> <p>Recall and use equivalences between simple fractions, decimals and percentages including in different context</p>	<p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]</p> <p>Solve problems involving the calculation of percentages [for example, of measures, and such as 15 % of 360] and the use of percentages for comparison.</p>	<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts (scaling quantities up and down to retain proportions)</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Compare and classify geometric shapes based on their priorities and sizes and unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise, describe and build simple 3-D shapes, including making nets</p>	<p>Assessment Week- practice SATs week for Y6</p> <p>Maths Mental arithmetic</p> <p>X2 Reasoning papers</p>	<p>Calculate the area of parallelograms and triangles.</p> <p>Recognise that shapes with the same areas can have different perimeters</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p>	<p>Use, read write and convert between standard units, converting measurements of length, mass and volume.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p>

<p>Science</p>	<p>Assessment of prior knowledge on Electricity- mind map and concept cartoon</p> <p>Circuit Symbols and Diagrams.</p>	<p>Investigation involving: Switches Children to understand how switches function and use them within circuits.</p>	<p>Investigation involving: Voltage</p> <p>The Scientists involved in the discovery and usage of electricity.</p>	<p>Will this circuit work?</p> <p>Children to test how arranging circuits differently- in parallel or series affects the flow of the current.</p>	<p>How is electricity made?</p> <p>Children to explore ways of generating electricity and technologies invented to make electricity</p>	<p>Use of electricity in the future.</p>	<p>Assessment of the unit on Electricity</p>
<p>Geography/ History</p>	<p>Time line of the key events of WW2.</p> <p>What were the causes of the war? Who was involved? Which leaders were in power?</p>	<p>What was rationing?</p> <p>Explore how families would ration provisions during WW2 and create weekly meal planners to experience how food shortages and food alternatives.</p> <p>TRIP TO THE IMPERIAL WAR MUSEUM WITH WORKSHOP 09.11.23</p>	<p>Children to explore the WW2 galleries and learn from the guided tours.</p>	<p>What was it like to live in Britain during the 1930s and 1940s? Children to explore what life/ education/ leisure/ work was like during wartime</p>	<p>Propaganda – The Art work of WW2 – linked to art and design: children to explore wartime posters and the messages they conveyed. Children to create their own posters using different media.</p>		<p>What have I learnt from the WW2 topic? Assessment and reflection of knowledge and skills.</p>
<p>RE</p>	<p>Develop an understanding of the importance of saints and ALL Saints Day to Christians, suggesting reasons why saints are important to Christianity.</p> <p>Use the right religious words to describe and compare the practices and experiences of pilgrimage for a Christian and those of other faiths;</p> <p>Think about how taking part in a pilgrimage helps a Christian on their faith journey.</p> <p>Think about journeys which have inspired and influenced themselves and others.</p>	<p>Deepen their awareness about Christian pilgrimage, understanding that on pilgrimage, the journey is just as important as the destination for some Christians as it is for members of other faiths;</p> <p>Share their understanding of the physical journey and the spiritual journey and what pilgrimage means for a person of faith.</p>	<p>How would Christians advertise Christmas?</p> <p>Consider how the meaning of Christmas is expressed in a variety of advertisements, using a wide religious vocabulary to discuss reasons for the similarities and differences.</p> <p>Express their own views and the views of others as to what the main purpose and message being portrayed in the advert is.</p>	<p>How would Christians advertise Christmas?</p> <p>Identify similarities and differences in the Gospel accounts and the reasons for these differences. Know and understand the authors intentions when writing the Gospels. Express their own views of what they believe the meaning of Christmas to be. Give a personal view as to how they understand the key concepts identified in the Christmas narrative and how these concepts help a Christian understand the meaning of life.</p>	<p>How would Christians advertise Christmas?</p> <p>Understand why the church advertises Christmas.</p> <p>Express their own views about what Christmas might mean for a believer and non-believer.</p>	<p>How would Christians advertise Christmas?</p> <p>Explore the central beliefs of Christmas.</p> <p>Use religious language accurately and consistently.</p> <p>Express their own views as to what they perceive the main meaning of Christmas to be from a Christian perspective.</p> <p>Promote the central beliefs of Christmas accurately taking into consideration time, place and culture.</p>	<p>How would Christians advertise Christmas?</p> <p>Explore the central beliefs of Christmas.</p> <p>Use religious language accurately and consistently.</p> <p>Express their own views as to what they perceive the main meaning of Christmas to be from a Christian perspective.</p> <p>Promote the central beliefs of Christmas accurately taking into consideration time, place and culture.</p> 

ICT	<p>This topic focuses on creating art using the programming language Python, which is used in business and industry (e.g. Instagram is built using Python) and children often like the connection that it is a 'real' programming language.</p> <p>The first two lessons use a simpler text-based language called Logo to prepare the children for the Python style commands.</p>	<p>This topic focuses on creating art using the programming language Python, which is used in business and industry (e.g. Instagram is built using Python) and children often like the connection that it is a 'real' programming language.</p> <p>The first two lessons use a simpler text-based language called Logo to prepare the children for the Python style commands.</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence, selection, and repetition in programs</p>	<p>Solve problems by decomposing them into smaller parts</p> <p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence, selection, and repetition in programs</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Solve problems by decomposing them into smaller parts</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	
PE	<p>To make and perform sequences.</p> <p>Focus: Cartwheel, jumping and landing.</p>	<p>To perform movement phrases with control and accuracy.</p>	<p>To support body weight on different large parts of the body (patches) and hold still for a short period of time.</p>	<p>To support body weight on different large body parts showing control and accuracy.</p>	<p>To create and link movement ideas in short sequences that have a clear start middle and end.</p>	<p>To copy a partner's sequence of movement.</p>	<p>To watch and describe accurately a short sequence of actions using appropriate language.</p>
ART/DT	<p>Who was Henry Moore?</p> <p>ART LINKED TO HISTORY THIS TERM- WW2 and Dada the artist.</p>	<p>Can use a range of drawing media (pencil including different grades) and other drawing media – Henry Moore shelters.</p> <p>Plan and do initial sketches</p>	<p>Can use a range of drawing media (pencil including different grades) and other drawing media – Henry Moore shelters.</p> <p>First attempt of sketching the shelters using pencils</p>	<p>Can use a range of drawing media (pencil including different grades) and other drawing media – Henry Moore shelters.</p> <p>Recreate the shelters with water colour.</p>	<p>Can use a range of drawing media (pencil including different grades) and other drawing media – Henry Moore shelters.</p> <p>Recreate the shelters again using collage with newspapers</p>	<p>Can use a range of drawing media (pencil including different grades) and other drawing media – Henry Moore shelters.</p>	<p>Christmas</p>

REMINDERS:

PE:

PE for Y6 is every Tuesday and Thursday. Ensure you have the correct kit. Trainers and school approved tracksuit/shorts and t-shirt.

HOMEWORK:

Homework will be set on a Thursday and due back to school the following Tuesday. It will consist of MyMaths, reading, grammar, spellings and topic work. In Year 6 this children should also study their grammar glossary and maths facts in addition to their homework in preparation for the SATs in May 2024.

Spelling homework will also be given on a Thursday and tested the following Thursday before new ones are sent home.

Children are expected to read for 15-20 minutes each evening – they are welcome to choose whatever they would like to read: their school library book, anything borrowed from our book corner, or anything else from home.

MyMaths is always available for extra maths activities to do independent of what is set as homework.