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|  | **THEMATIC OVERVIEW** |
| Year Group: 6 |
| Term and Duration: Autumn 1 |
| Theme: Victorians |
| Celebration: Victorian Day |
| **English Objectives** |
| **Reading** – Our whole class text is ‘Cogheart’ written by Peter Bunzl. It is an adventure story set during the Victorian period.The children will be taught to:* Understand the meaning of new **vocabulary** in texts
* **Predict** what might happen from details stated and implied
* Draw **inference** such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with **evidence.**
* Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
* **Summarise** the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

**Writing** All focus writing tasks will link to our Victorian theme. The children will produce writing based on the following genres:* Mystery - Narrative
* Victorian Non-chronological Report/Research Writing
* Victorian Poetry: The Jabberwocky

**Grammar*** Word Classes
* Conjunctions – FANBOYS (main clause)
* Fronted Adverbials
* Adjectives – expanded noun phrases
* Past progressive tense
* Direct Speech punctuation
* Ellipsis (cohesive devices)
* Synonyms and Antonyms
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| **Mathematics Objectives** |
| * Read, write, order and compare numbers to 10, 000, 000 and determine the value of each digit
* Round any whole number to a required degree of accuracy
* Use negative numbers in context, and calculate intervals across zero
* Solve addition and subtraction multi step problems in contexts, deciding which operations to use and why
* Use long and short multiplication and compare methods
* Use long and short division and compare methods
* Use knowledge of factors and multiples to find prime numbers
* Understand what BODMAS is and apply it
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| **Science Objectives - Electricity** |
| * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
* Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
* Use recognised symbols when representing a simple circuit in a diagram
* Pupils might work scientifically by systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
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| **Computing Objectives** | **RE Objectives** | **History Objectives** |
| The children will use ‘Code Studio’’ to enhance their learning in code and programming. Internet Safety. | **What difference does it make to believe in Ahimsa****(harmlessness), Grace (the generosity of God), and Ummah (community)?*** Make connections between beliefs and behaviour in different religions
* Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
* Outline the challenges of being a Hindu, Christian or Muslim in Britain today
* Consider similarities and differences between beliefs and behaviour in different faiths
 | **The Victorians**To develop an understanding of key figures, events and aspects of daily life from the Victorian era. Including:* To place key events from Victorian times on a timeline
* To identify the Victorian period within British History
* To know some key facts about Queen Victoria and

 to map out Queen  Victoria’s family tree* To compare and contrast Victorian schooling with modern day schooling
* Victorian Life: Rich and Poor. To draw out information from photographs on the divide between rich and poor
* To compare what Victorians did for fun with modern day activities
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| **Geography Objectives** | **Art Objectives** | **DT Objectives** |
| Next half-term. | * Sketch and produce a variety of Victorian buildings, increasing in accuracy and detail to produce a sketch piece of a Victorian street with a vanishing point.
 | Next half-term. |
| **PE Objectives** | **Music Objectives** | **French Objectives** |
| To develop fitness and netball skills:* Passing
* Footwork
* Attacking and defending
* Shooting
* Learn ‘High Five’ netball rules
* To pass and move with the ball with increasing accuracy
 | **Romantic Period Music**To listen, appraise and appreciate a variety of music by different composers from the Romantic Period (Victorian era). Including:* Tchaikovsky
* Brahms
* To extend knowledge and understanding of standard notation, including identifying note names on a staff.

**Ukulele**To learn the chord Em on the ukulele. | **Travel*** To learn the names of some Francophone countries and towns in France.
* To learn the days of the week and some phrases about the weather.
* To learn different modes of transport in French and say how they travel to school.
* How would the children travel to a French-speaking country.
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| **PSHCE Objectives** | **Global Dimensions** | **Enrichment Activities** |
| Develop an awareness of my own and others’ feelings. Appreciate the different qualities individuals have. | * Heroes
* Feelings and Managing Change
 | * Victorian Day
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