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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 | |
| **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 | |
| **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** | **PSHCE Objectives** | **History Objectives** |
| The children will use **‘Code Studio’** to enhance their learning in code and programming.  The children will complete Course F. | **Jigsaw – Being Me in My World**  I feel welcomed and valued and know how to make others feel the same.  I understand my own wants and needs and can compare these with children in different communities.  I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.  I can contribute to the group and understand how we can function best as a whole.  I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. | **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 |
| **RE Objectives** |
| Green Religion  How and why should religious communities do more to care for the earth? |
| **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. | **Let’s Visit a French town**  Choose the correct form to go with the subject of the sentence  Talk about what there is to do in a town  Use simple prepositional phrases  Use a bilingual dictionary  Ask/answer questions about where a place is  Use appropriate words for number operations  Recognise and use ordinal numbers  Identify a spelling pattern  Join in with a song or poem to help remember new language |
| **Enrichment Activities – Victorian Day** | | |