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|  | **THEMATIC OVERVIEW** |
| Year Group: 6 |
| Term and Duration: Autumn 2 |
| Theme: Victorians |
| Celebration: Victorian Christmas |
| **English Objectives** | |
| **Reading** – Whole class reading will continue to be based on ‘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.   In addition, the children will be reading and discussing extracts from a range of genres. This will increase the children’s understanding of texts relating to weekly themes.  **Writing**- All focus writing tasks will link to our Victorian/Electricity theme. The children will produce writing based on the following genres:   * Electrical Explanations – Non-Fiction * Biography of a key Victorian figure   **Grammar**   * Conjunctions – subordinating (subordinate clause) * Active/Passive Voice * Relative pronouns/clauses * Modal verbs * Parenthesis * Subjunctive * Bullet points | |
| **Mathematics Objectives** | |
| **Fractions**   * Equivalent fractions and simplifying * Mixed and improper fractions * Comparing and ordering * Adding and subtracting * Multiplying and Dividing * Fractions of amounts   **Position and Direction**   * The first quadrant * Four quadrants * Translations * Reflections | |
| **Science Objectives - Light** | |
| * Explain how light travels to enable us to see * Understand that all objects reflect light * Identify the angles of incidence and reflection * Understand refraction as light bending or changing direction * Explain how a prism allows us to see the visible spectrum * Understand that colours are a result of light reflecting off an object * Understand how shadows change size * Understand that shadows are the same shape as the object casts on them * Make observations and conclusions | |

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| **Computing Objectives** | **RE Objectives** | **History Objectives** |
| Studio Code – Course F  -Can predict code and adapt it to a chosen purpose  -Can begin to use debugging to improve a programmes efficiency  -Recognises that different solutions exist for the same problem | Green Religion  How and why should religious communities do more to care for the earth? | **The Victorians**  To develop an understanding of key figures, events and aspects of daily life from the Victorian era. Including:   * To use maps to understand the impact of the arrival of the railway in York * To understand what the industrial revolution was * To name some key inventions from the Victorian era * To identify key people in the Victorian era and the impact they had on society. |
| **Geography Objectives** | **Art/DT Objectives** | **PE Objectives** |
| **Settlements & Raw Materials**  Describe a settlement and identify its features.  To identify and name main deserts in the world.  Identify the Prime/Greenwich. Meridian and time zones on a world atlas. | **All the fun at the fair**  This unit enables children to gain understanding of an important mechanism, using belts and pulleys, and to learn more about control using electricity and an electric motor. The focus of the unit is to design and make a model of a fairground ride in which an electric motor produces a rotating movement. | To develop fitness and hockey skills:   * Passing * Footwork * Attacking and defending * Shooting * To apply hockey skills to a game |
| **Music Objectives** | **PSHCE Objectives** | **French** |
| **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. | **Jigsaw - Celebrating Difference**  -I understand there are different perceptions about what normal means. I can empathise with people who are different.  -I understand how being different can affect someone’s life. I am aware of my attitude towards people who are different  -I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.  -I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I am part of one.  -I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are.  -I can explain in which differences can be a source of conflict and a cause for celebration. I can show empathy with people in either situation. | **Let’s Go Shopping**  • Listen and respond to topic vocabulary;  • Answer questions using the topic vocabulary;  • Take part in role play as a shopper/shopkeeper, speaking in French;  • Greet and respond;  • Use the preposition entre;  • Write money amounts in French, up to 500 € in multiples of 50. |
| **Enrichment Activities** |
| Celebrating a Victorian Christmas |