

Somerdale Educate Together Medium Term Overview 2024-2025 Year 6

| I hrough an enquiry | approach, our curriculum is r | responsive. We nurture, de | velop and build on children's | interests and passions; make I | links to their local environme | nt so that lea | |
|---|--|--|--|--|--------------------------------------|--------------------------------|--|
| the world ahead. W | ith an ethical focus in which c | children learn about rights, | through rights and for rights, | our children have the confide | ence to question the world a | round them, a | |
| children are steward | ds of the environment, develo | ping strong core moral valu | es which celebrates openness | s, diversity, and equity. | | | |
| This document prov | vides an overview of the plann | ed sequence of learning for | a term. Actual teaching and t | imings may differ as teachers a | adapt teaching and learning o | pportunities a | |
| Subject/Area/Focus | Week I | Week 2 | Week 3 | Week 4 | Week 5 | | |
| Key Events/ | | | 07.05.25 Mock SAT | SATs Week | Tender Relationships Works | hop | |
| Assessments | | Tues 20 th -Weds 21 st May | | | | | |
| School Values | Perseverance – Growth Mindset | | | | | | |
| Unicef Rights Respecting Schools – Main Focus <u>Click here for</u> <u>more information</u> | This term we will focus in particular at these three rights: Article 12: You have the right to give your opinion, and for adults to listen and take it seriously. Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. | | | | | | |
| Main Enguine | Article 28: You have the right to | learn. | | What have a din Durchish 2 W/ | hat was the Dattle of Duitain |) | |
| Main Enquiry Questions | | | V | Vhat happened in Dunkirk? W | nat was the Battle of Britain: | , | |
| Questions | Opening experience and asking questions. | Was Dunkirk a success? | SATs week | My Uncle's Dunkirk: writing a flashback story | What was the Battle of Br | itain V | |
| Learn Together, | | Ummah (Islam) | SATs week | | Nirvana (Buddhism) | I | |
| including RE | Ummah (Islam) | | | Nirvana (Buddhism) | | | |
| Values and Ethical | | | | | | | |
| perspectives | | | | 1 | | 1 | |
| PSHE | | | | | | <u> </u> | |
| Focus Text | | Week 2: Recap narrative | | enture story where a young bo Week 4: SATs week | | a desert islan Week 6: Reca | |
| Phase and key objectives | Writing Week 1: Highlight vocabulary | features | Week 3: Recap instructions features | Weer 4: SATS weer | Week 5: Recap persuasive features | vveer o: keca | |
| Main Grammatical Focus | Grammar Focus: Unit 1 (3 weeks) Writing to entertain <u>Narrative</u> Main outcome: To write a character description of Kensuke To describe when Michael and Kensuke meet To describe when Michael and Kensuke meet To write a journey tale/ opening/rescue scene/ narrative based on Michael Morpurgo's Kensuke's Kingdom Unit 2 (3 weeks): Writing to explain, argue and inform. <u>Non-Fiction</u> Main outcome: To write instruction on how to survive on a desert island To write a persuasive brochure on Kensuke's Island To write a letter of complaint To write an entry in Michael's logbook To write letters from Kensuke and Michael after returning home To write an information report/biography of Kensuke | | | | | | |
| Spelling | | Quiz 28.04.25 | Quiz 06.05.25 | SATs Week | Quiz 19.05.25 | | |
| | | Words with | Words with | 12.05.25 | Words beginning | | |
| | | ʻcial'/shul/ after a vowel | 'tial' | | with 'acc-' | | |
| | | antisocial | confidential | | accentuate | + | |
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learning is relevant, lifelong and builds the broad skills and k n, allowing them to be active participants to shape their con

| s as they teach to ensure teaching is responsive to c | hildren's |
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| Week 6 | |
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| What was the Blitz? | |
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| cap diary features | |

'Learn Together to Live Together'



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| | superficial | torrential | | accuse | | | |
| For more information on the focus of the steps, <u>please click here</u> . | | | | | | | |
| Latter formation | Recap on horizontal | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | Recan on | Practise joining nea |
| 5 | | Recup on nonzonital joins | Recup on nonzonital joins | Recup on alagonal joins. | Recup on alagonal joins. | | legibly. |
| | | Access Letter Join at hom | e to practice letter formation | and spelling. Available on de | sktop, laptop and tablet. | alagonal joins. | legiolg. |
| Vocabulary | Vocabulary | | | Vocabulary | | Mixed skills | |
| Prediction | Inference | Retrieval | Summarising | Inference | Summarising | | |
| T Mean W Measure and classify angles T Calculate angles F Vertically opposite angles | M Angles is a triangle T Angles in a quadrilateral W Angles in a polygon T Circles F Nets | T Read and plot points 4 quadrants W Solve probs with coords AND Mock arithmetic T Translation F Reflection | SATs Week | Transition projects | | | |
| Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 5 Year 6 Free Downloadable Workbooks for Year 1 - 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term) | | | | | | | |
| š | Light investigation | Straight or curved? | Shadow giants | Light investigation | | | |
| Develop a painting from a drawing. Experiment with different media and materials for painting. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Mix and match colours to create atmosphere and light effects Identify, mix and use primary, secondary, complimentary and contrasting colours. | | | | | | | |
| Spreadsheets | | | | | | | |
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| OA | | | | | | | |
| <u>Click here for the mapping of objectives for each unit.</u> Healthy lifestyles | | | | | | | |
| | T Mean W Measure and classify angles T Calculate angles F Vertically opposite angles Home Support: Use the link b Early Years Year 1 Ye Numbersense Home Learning What do I already know? Art: painting Hokusai Develop a painting from a Experiment with different Create imaginative work f Mix and match colours to Identify, mix and use primary, seco | beneficial crucial facial official racial social, special superficial Letter formation assessment. Vocabulary Prediction T Mean W Angles is a triangle T Calculate angles F Vertically opposite angles F Vertically opposite angles Home Support: Use the link below to access videos which Early Years Year 1 Year 2 Year 3 Year 4 Numbersense Home Learning Overviews (Year 1, Year 2 What do I already know? Light investigation Art: painting Hokusai Develop a painting from a drawing. Experiment with different media and materials for painting Create imaginative work from a variety of sources e.g. obs Mix and match colours to create atmosphere and light effect Identify, mix and use primary, secondary, complimentary and contrel | beneficial influential martial partial facial partial partial official potential, sequential, sequential social, sequential social, sequential superficial torrential superficial torrential superficial torrential superficial torrential superficial torrential sessessment. Joins Prediction Recap on horizontal assessment. No cabulary Prediction Inference Recap on horizontal poins Access Letter Join at hom Vocabulary Inference Retrieval Thead and plot points 4 quadrants W Measure and classify angles T Angles is a triangle T Angles in a quadrilateral W Cacabulary Prediction I Calculate angles F Vertically opposite angles F Nets S Year 5 Year 6 Free Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term) What do I already know? Light investigation Straight or curved? Art: painting Hokusai • Develop a painting from a drawing. Experiment with different media and materials for painting. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. Mix and match colours to create atmosphere and light effects Identify, mix and use primary, secondary, complimentary and contrasting colours. | bereficial influential martial facial partial official potential, racial sequential, racial sequential, racial sequential, social, spatial superficial torrential, racial sequential superficial torrential, racial sequential superficial torrential superficial torrential superficial torrential torrential superficial torrential torrential torrential superficial torrential torrential superficial torrential torrential sessessment. The second of the sec | beneficial influential accommodate gacial partial accompany facial partial accomplish official potential, accord official sequential accord social, spatial accurue special substantial accuracy accuracy accuracy accuracy accuracy accuracy accuracy accuracy accuracy accuracy assessment. joins Recap on horizontal secap on horizontal joins Recap on horizontal Recap on horizontal Recap on docabulary Vocabulary Vocabulary Vocabulary State Joins Prediction Inference Tradis in a quadiaterial State State I Calcular angles M Angles in a quadiaterial Tread and piot points 4 quadraterial State State Ventably opposite engles M Angles in a quadraterial Feeden on Feeden on Feeden on Ventably opposite engles M Angles in a quadraterial Feeden on Feeden on Feeden on Ventably opposite engles M Angles in a quadraterial Feeden on Feeden on State Week Wheaver and clossify angles Feeden on Feeden o | beingficial cructal gacial official official official potential, social social, special superficial cructal potential, accompany accomp | beneficial influential accompany accompany accompany facial partial accomplish accomplish accomplish accomplish accomplish accomplish accomplish accomplish accomplish accomplish accomplish social, spatial social, spatial accurredy accurredy yocobulary Nocobulary Vocobulary Nocobulary Inference Retrieval Mene Mane W Meage an acurredy Nordey accurredy Inference Retrieval Summarising Inference Theris Nordey accurredy More support. Use the line below to access vides which explain each step. These can help up to to see the methods that are being taught |

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| | diag | onal joins. | legibly. | | | |
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| s additional practice. | | | | | | |
| <u>1 Minute Maths App for all year groups</u> | | | | | | |

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