# Somerdale Educate Together

Medium Term Overview 2025-2026 Year 6 Term 3

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is re children's needs.

| Subject/Area/Focus | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Key Events/ Assessments | | | | | Children's Mental Health Week | Safer Internet Day<br>Life skills Trip 10.02.25 |
| School Values | Perseverance – Growth Mindset | | | | | |
| Unicef Rights Respecting Schools – Main Focus<br>Click here for more information | This term we will focus in particular at these three rights:<br>Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.<br><br>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.<br><br>Article 28: You have the right to learn. | | | | | |
| Main Enquiry Questions | **Is America all the same?** | | | | | |
| | Opening experience and asking questions. | Using maps to locate countries in North and South America | Climate of North and South America | Physical geography of North and South America | Human geography of North and South America | Economic activities of North and South America |
| Learn Together, including RE<br><br>**Rationalism: Atheism, Agnosticism and Humanism** | Enquire (children speculate and ask questions about concept)<br>Investigate examples of cave paintings from around the world.<br>Articulate the reasons cave dwellers made these paintings e.g., they were trying to make sense of what they experienced around them, they were trying to capture or celebrate what they experienced around them. | Contextualise (children create connections between concept and belief system)<br>Identify science as a means of interacting with the modern world.<br>Discuss the humanist belief that empirical evidence can be trusted above speculation.<br>Define atheism, agnosticism, and humanism. | Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system).<br>Debate and discuss the importance of science for humanists, atheists and agnostics. Without (from children's perspective).<br>Use powerpoint.<br>Debate and discuss the potential benefits and disadvantages of relying solely on empirical evidence. | . Communicate (children reflect on own experiences of concept)<br>Identify the ways in which they interact with the world around them (their senses). Discuss whether for them some senses are stronger than others.<br>Discuss how using their senses can help inform decision-making.<br>Reflect on factors that contribute to decision-making such as rational thought, reasoning skills and emotions. Use the information sheet on rational and irrational thought and chn fill in table for LT book. | Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) Identify sights, sounds, smells, sensations of touch and tastes that they like and dislike and discuss why.<br>Explore the difficulty of interacting with the world without the use of their senses. Discuss the effects of emotions on the decision-making process. | |

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| PSHE | | | | | | | | |
| Focus Text | Holes by Louis Sachar | | | | | | | |
| Phase and key objectives | Phase 1:<br>Opening experience<br>Teaching key vocabulary<br>Reading and immersion in text<br>Speaking and listening<br>Book talk<br>Grammar skill 1 (expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases)<br>Writing opportunities | Phase 2:<br>Writer talk<br>Analysing author's style<br>Identifying organisational features<br>Identifying language features<br>Exploring key events, themes, characters<br>Grammar skill 2 To develop cohesive devices across and within paragraphs<br><br>Writing opportunities | Phase 3:<br>Planning (mapping/boxing up)<br>Oral rehearsal<br>Modelled and shared writing<br>Drafting<br>Feedback and target setting<br>Editing and revising | | Phase 1:<br>Opening experience<br>Teaching key vocabulary<br>Reading and immersion in text<br>Speaking and listening<br>Book talk<br>Grammar skill 1 To use conjunctions<br>Writing opportunities | Phase 2:<br>Writer talk<br>Analysing author's style<br>Identifying organisational features<br>Identifying language features<br>Exploring key events, themes, characters<br>Grammar skill 2<br>Writing opportunities | Phase 3:<br>Planning (mapping/boxing up)<br>Oral rehearsal<br>Modelled and shared writing<br>Drafting<br>Feedback and target setting<br>Editing and revising | |
| Main Grammatical Focus | **Grammar Focus:**<br>Narrative<br>Week 1: Key vocabulary<br>Week 2: Speech punctuation<br>Week 3: Revise all tenses<br>Non-fiction<br>Week 4: Colons and semi colons<br>Week 5: In non-narrative writing, use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets or tablets)<br>Week 6: Active and passive voice<br>Week 7: Subjunctive form | | | | | | | |
| Spelling | | | | | | | | |
| Home Learning Support | For more information on the focus of the steps, please click here.<br>Spelling Shed Home Use (For weekly spellings including interactive games) | | | | | | | |
| Main handwriting Focus | Letter formation assessment. | Recap on horizontal joins | Recap on horizontal joins | Recap on horizontal joins | Recap on diagonal joins. | Recap on diagonal joins. | Recap on diagonal joins. | Practise joining n legibly. |
| Home Support | Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet. | | | | | | | |
| Main reading focus | Vocabulary Prediction | Vocabulary Inference | Vocabulary Retrieval | Vocabulary Summarising | Vocabulary Inference | Vocabulary Summarising | Mixed skills | |
| Mathematics *For more information on the focus of the steps, please click here.* | Ratio Preassessment A<br>Step 1 Add or multiply?<br>Step 2 Use ratio language<br>Step 3 Introduction to the ratio symbol<br>Step 4 Ratio and fractions | Step 5 Scale drawing<br>Step 6 Use scale factors<br>Step 7 Similar shapes<br>Step 8 Ratio problems | Step 9 Proportion problems<br>Step 10 Recipes<br>Ratio Assessment B<br>Step 1 1-step function machines<br>Step 2 2-step function machines | Step 3 Form expressions<br>Step 4 Substitution<br>Step 5 Formulae<br>Step 6 Form equations<br>Step 7 Solve 1-step equations | Step 8 Solve 2-step equations<br>Step 9 Find pairs of values<br>Step 10 Solve problems with two unknowns | Step 1 Place value within 1<br>Step 2 Place value – integers and decimals<br>Step 3 Round decimals<br>Step 4 Add and subtract decimals<br>Step 5 Multiply by 10, 100 and 1,000 | Step 6 Divide by 10, 100 and 1,000<br>Step 7 Multiply decimals by integers<br>Step 8 Divide decimals by integers<br>Step 9 Multiply and divide decimals in context | |
| Home Learning Support | 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.<br>Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups<br>Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term) | | | | | | | |

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| Science | What do I already know? | Inheritance detective | Mutation and adaptations | Extreme survival | Meet the evolutionary pioneers | Evolutionary trees and fossils | The tale of the giraffe's nexk |
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| Art & Design | Design Technology<br>**Cooking and nutrition**<br>This term children's learning will link to place knowledge in geography.<br>Children will learn how food is processed into ingredients that can be eaten or used in cooking.<br>Also, that recipes reflect the places and cultures from which they come and that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. | | | | | | |
| Computing | | | | | | | |
| Music | Preludes | | | | | | |
| Physical Education | For a breakdown of objectives, see our website<br>Tennis and fitness | | | | | | |
| Languages (KS2) | At school<br>Click here for the mapping of objectives for each unit. | | | | | | |