

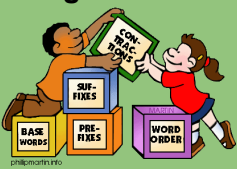
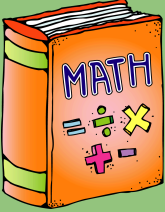






## Year 6 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English- Reading</b> 	<p><b>Text:</b> Welcome to Nowhere - Elizabeth Laird</p> <p><b>Reading Skill:</b> Inference</p>	<p><b>Text:</b> Malala Yousafazi - Guardian article</p> <p><b>Reading Skill:</b> Retrieval</p>	<p><b>Text:</b> The Crooked Sixpence - Jennifer Bell</p> <p><b>Reading Skill:</b> Inference</p>	<p><b>Text:</b> Cogheart - Peter Bunzl</p> <p><b>Reading Skill:</b> Word Meaning</p>	<p><b>Text:</b> Alice's Adventures in Wonderland</p> <p><b>Reading Skill:</b> Comparison</p>
<b>English- Writing</b> 	<p><b>Text:</b> Who Let the Gods Out - Maz Evans</p> <p><b>Key focus:</b> Character description and understanding how characterisation is developed. Making predictions about plot and character</p>	<p><b>Text:</b> Who Let the Gods Out - Maz Evans</p> <p><b>Key focus:</b> Analysing what makes a piece of writing effective and uses those skills to plan a diary</p>	<p><b>Text:</b> Who Let the Gods Out - Maz Evans</p> <p><b>Key focus:</b> Writing a diary entry and editing and proofreading</p>	<p><b>Text:</b> Who Let the Gods Out - Maz Evans</p> <p><b>Key focus:</b> Letter writing using informal language</p>	<p><b>Text:</b> Who Let the Gods Out - Maz Evans</p> <p><b>Key focus:</b> Newspapers and their key features.Planning a newspaper report</p>
<b>English- GPS</b> 	<p><b>Grammar:</b> Active and Passive voice</p> <p><b>Spelling rule:</b> -able and -ably suffixes</p>	<p><b>Grammar:</b> Sentence structure</p> <p><b>Spelling rule:</b> -ible and -ibly suffixes</p>	<p><b>Grammar:</b> Terms and word classes</p> <p><b>Spelling rule:</b> Silent letters</p>	<p><b>Grammar:</b> Phrases, clauses and combining</p> <p><b>Spelling rule:</b> Hyphenated words</p>	<p><b>Grammar:</b> Verbs and tenses</p> <p><b>Spelling rule:</b> 'i before e' rule and exceptions.</p>





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<p style="text-align: center;"><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Measure - Converting Units</p> <p><b>Key Learning:</b> Estimating, converting and calculating with metric measures.</p> <p>Understanding the use of imperial measures and being able to convert.</p>	<p><b>Maths unit:</b> Ratio</p> <p><b>Key Learning:</b> Understanding the language of ratio and the ratio symbol, making links between ratio and fractions and solving ratio problems.</p> <p>Creating scale drawings using a scale factor.</p>	<p><b>Maths unit:</b> Ratio/Algebra</p> <p><b>Key Learning:</b> Solving proportion problems and applying scaling to real life problems, eg. recipes.</p> <p>Writing algebraic expressions and using substitution.</p> <p>Representing problems using algebraic formulae and equations.</p>	<p><b>Maths unit:</b> Algebra</p> <p><b>Key Learning:</b> Solving one-step and then two-step equations.</p> <p>Finding pairs of numbers to satisfy equations.</p> <p>Finding enumerate possibilities using algebra.</p>	<p><b>Maths unit:</b> Decimals</p> <p><b>Key Learning:</b> Adding and subtracting decimals.</p> <p>Multiplying decimals by integers</p> <p>Dividing decimals by integers. Multiplying and dividing decimals in context.</p>
<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Evolution and Inheritance</p> <p><b>Key Learning:</b> Identifying how plants are adapted to their environment.</p>	<p><b>Science unit:</b> Evolution and Inheritance</p> <p><b>Key Learning:</b> Identifying how animals are adapted to their environment.</p>	<p><b>Science unit:</b> Evolution and Inheritance</p> <p><b>Key Learning:</b> Explaining natural selection and how it may lead to evolution.</p>	<p><b>Science unit:</b> Evolution and Inheritance</p> <p><b>Key Learning:</b> Explaining how adaptations may lead to evolution.</p>	<p><b>Science unit:</b> Evolution and Inheritance</p> <p><b>Key Learning:</b> Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Publishers</p> <p><b>Key Learning:</b> Planning a yearbook or a magazine as a class.</p>	<p><b>Computing unit:</b> We are Publishers</p> <p><b>Key Learning:</b> Planning a section of a yearbook or magazine and gathering/ commissioning.</p>	<p><b>Computing unit:</b> We are Publishers</p> <p><b>Key Learning:</b> Using software to create a section of the yearbook or a magazine.</p>	<p><b>Computing unit:</b> We are Publishers</p> <p><b>Key Learning:</b> Assembling the pages of the yearbook or magazine.</p>	<p><b>Computing unit:</b> We are Publishers</p> <p><b>Key Learning:</b> Assessing and reviewing the content of the yearbook or magazine.</p>

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<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> Ancient Greece</p> <p><b>Key Learning:</b> Understanding how historians find out about the past and the role archaeology plays. .</p>	<p><b>History unit:</b> Ancient Greece</p> <p><b>Key Learning:</b> Using evidence to find out more about the Minoans.</p>	<p><b>History unit:</b> Ancient Greece</p> <p><b>Key Learning:</b> Forming hypotheses about what happened to the Minoans,</p>	<p><b>History unit:</b> Ancient Greece</p> <p><b>Key Learning:</b> Comparing life in Athens and Sparta.</p>	<p><b>History unit:</b> Ancient Greece</p> <p><b>Key Learning:</b> Learning about the causes and consequences of the Persian Wars.</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> Artist study - Louise Nevelson</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To analyse how art can explore the concept of self.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore sculptural techniques.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To use creative experience to develop ideas and plan a sculpture.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To apply an understanding of materials and techniques to work in 3D.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Mechanisms</p> <p><b>Key Learning:</b> Woodwork, construction of structures and use of cams</p> <p><b>Outcome:</b> Automata toy linked with a Greek Myth</p>				
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Asking thoughtful questions and suggest some answers about life after death</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Understanding what a soul is.</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Understanding what reincarnation is and how it links to leading a good life.</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Understanding the meaning of 'judgement' in several religions.</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Understanding the Christian beliefs around life after death.</p>

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<b>PSHE/RSE</b> 	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> How our emotional needs are met.</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> The law around drugs.</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Understanding the impact of alcohol.</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Using social media safely and understanding the pitfalls.</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Online safety linked to the use of mobile phones.</p>
<b>PE</b> 	<p><b>PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Consolidating ability to use passing, dribbling and moving skills to keep possession and score.</p>	<p><b>PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Consolidating pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p>	<p><b>PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Ensuring that pupils understand that they are defending as soon as they lose possession of the ball.</p>	<p><b>PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Consolidating the pupils' understanding of attacking tactics and applying them into game situations.</p>	<p><b>PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Consolidating the pupils' understanding of defensive tactics, applying them to game situations.</p>
<b>Music</b> 	<p><b>Music Unit:</b> A New Year Carol</p> <p><b>Key Learning:</b> Listening and appraising the song. Learning the song.</p>	<p><b>Music Unit:</b> A New Year Carol</p> <p><b>Key Learning:</b> Introducing instruments to our song.</p>	<p><b>Music Unit:</b> A New Year Carol</p> <p><b>Key Learning:</b> Improvising and Composing</p>	<p><b>Music Unit:</b> A New Year Carol</p> <p><b>Key Learning:</b> Composing and Performing</p>	<p><b>Music Unit:</b> A New Year Carol</p> <p><b>Key Learning:</b> Performing and Evaluating</p>
<b>MFL</b> 	<p><b>MFL Unit:</b> Le passe et le present</p> <p><b>Key Learning:</b> Vocabulary for different shops.</p>	<p><b>MFL Unit:</b> Le passe et le present</p> <p><b>Key Learning:</b> Understanding how language changes when discussing the past or the present.</p>	<p><b>MFL Unit:</b> Le passe et le present</p> <p><b>Key Learning:</b> Writing comparison statements.</p>	<p><b>MFL Unit:</b> Le passe et le present</p> <p><b>Key Learning:</b> Asking and answering questions about items of clothing.</p>	<p><b>MFL Unit:</b> Le passe et le present</p> <p><b>Key Learning:</b> Linking words and phrases about toys and objects.</p>