


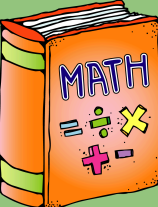









## Year 6 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Reading</b> 	<b>Text:</b> The Hunting of the Snark – Lewis Carroll  <b>Reading Skill:</b> Mixture – Progress Check	<b>Text:</b> What’s So Special about Shakespeare? – Michael Rosen  <b>Reading Skill:</b> Summarising	<b>Text:</b> Macbeth – William Shakespeare  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Reading paper revision  <b>Reading Skill:</b> All skills and test techniques	<b>Text:</b> Reading paper revision  <b>Reading Skill:</b> All skills and test techniques	<b>Text:</b> Deforestation for Palm Oil – Rainforest Rescue  <b>Reading Skill:</b> Word Meaning
<b>English- Writing</b> 	<b>Text:</b> I Don’t Like Books. Never. Ever. The End. – Emma Perry and Sharon Davey  <b>Key focus:</b> Narrative Writing (Book Week)	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Newspaper Report	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Newspaper Report	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Newspaper Report	<b>Text:</b> Macbeth - William Shakespeare  <b>Key focus:</b> Setting description including figurative language	<b>Text:</b> Macbeth - William Shakespeare  <b>Key focus:</b> Persuasive Letter
<b>English- GPS</b> 	<b>Grammar:</b> Verb Forms  <b>Spelling rule:</b> The ‘i before e’ rule and exceptions	<b>Grammar:</b> Conjunctions  <b>Spelling rule:</b> The ‘i before e’ rule and exceptions	<b>Grammar:</b> Prepositions  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Determiners  <b>Spelling rule:</b> Suffixes – ate, ise and ify	<b>Grammar:</b> Adverbs and adverbials  <b>Spelling rule:</b> Stressed and unstressed sounds - fer	<b>Grammar:</b> Active and passive voice  <b>Spelling rule:</b> Homophones
<b>Mathematics</b> 	<b>Maths unit:</b> Decimals  <b>Key Learning:</b> Rounding decimals, adding and subtracting decimals, multiplying and dividing decimals by powers of ten.	<b>Maths unit:</b> Decimals  <b>Key Learning:</b> Multiplying and dividing decimals by integers including in context, dividing to find the equivalent	<b>Maths unit:</b> Fractions, Decimals, Percentages  <b>Key Learning:</b> Finding equivalent fractions, decimals and percentages, comparing and ordering fractions,	<b>Maths unit:</b> Area, Perimeter and Volume  <b>Key Learning:</b> Finding the area and perimeter of rectilinear shapes, area of triangles, area of parallelograms and	<b>Maths unit:</b> Statistics  <b>Key Learning:</b> Reading and interpreting line graphs, two-way tables and dual bar charts	<b>Maths unit:</b> Statistics  <b>Key Learning:</b> Reading, interpreting and drawing pie charts, calculating the mean of a set of data.




## Year 6 Half-Termly Overview - Spring 2

		fraction and decimal.	decimals and percentages, finding percentages of amounts.	volume of cuboids.		
<b>Science</b> 	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Natural Selection – The Peppered Moth	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Charles Darwin	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Adaptations – Darwin’s Finches	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Inheritance	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Fossils and evolution	<b>Science unit:</b> Science Week  <b>Key Learning:</b> Observation over time
<b>Computing</b> 	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Keeping safe online and an introduction to blogging.	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Researching a topic for a blog.	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Creating a blog with a focus on presenting a particular point of view.	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Responding to peers’ blogs with a counter view but presenting my views respectfully.	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Considering the reliability of information on the internet and understanding bias.	<b>Computing unit:</b> We are connected  <b>Key Learning:</b> Using the internet to debate online bullying.
<b>History</b> 	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Causes and consequences of the Persian Invasions.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> The historical significance of the Peloponnesian Wars.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> The chronology of the reign of King Phillip II and how he grew the Macedonian Empire.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Who was Alexander the Great and what made him a significant leader?	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> The greatest achievements of Ancient Greece.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Post unit assessment and evaluation

## Year 6 Half-Termly Overview - Spring 2

<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist Study Edward Weston</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist Study Edward Weston</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply an understanding of abstract art through photography.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply an understanding of abstract art through photography.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To demonstrate an understanding of design choices using digital photography techniques.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To demonstrate an understanding of design choices using digital photography techniques.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Digital World</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>- To follow a design brief to develop a program which includes various features as part of a navigational device whilst considering sustainability.</li> <li>- The children will then use 3D CAD skills to produce a virtual model which they will then 'pitch' to sell the product to a specified client.</li> </ul>					
<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> Humanist ideas about death.</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> Comparing the ideas from different religions.</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> What might the afterlife look like? (art link).</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> What might the afterlife look like? (art link).</p>	<p><b>Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Key Learning:</b> The Easter Story</p>	<p><b>Key Question:</b> How do Christians celebrate Easter?</p> <p><b>Key Learning:</b> The Easter Story</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Pre- unit assessment</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Understanding media bias</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Social media</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Caring for the environment</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> NSPCC Workshops</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> The Big Legal Lesson -democracy and rules</p>

## Year 6 Half-Termly Overview - Spring 2

<b>PE</b> 	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> Introduction to orienteering.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To refine passing and moving to create attacking opportunities.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> How to use a compass - the basics.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To explore different situations to create 2v1 against a defender.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> Using a compass to navigate a standard map.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To explore when to pass or run using disguise.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> Creating a presentation to explain how to use a compass.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To refine defending as a team.working as a unit.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> Using a compass on a point to point map.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To create and apply attacking and defending principles in a 3v3 situation develop officiating.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> Team building activities using orienteering skills.</p> <p><b>PE Unit:</b> Invasion games:tag rugby</p> <p><b>Key Learning:</b> To participate in a tournament, applying the skills learned over</p>
<b>Music</b> 	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Listening and appraising the song. Learning the song.</p>	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Learning the song and comparing with other similar songs</p>	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Introducing instruments to our song.</p>	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Improvising and Composing</p>	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Composing and Performing</p>	<p><b>Music Unit:</b> You've Got a Friend</p> <p><b>Key Learning:</b> Performing and Evaluating</p>
<b>MFL</b> 	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Expressing likes and dislikes - fairground rides.</p>	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Using adjectives to describe.</p>	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Calculating with larger numbers.</p>	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Film genres and sports.</p>	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Rhyming pairs with different spelt letter strings.</p>	<p><b>MFL Unit:</b> Ici et la (Out and about)</p> <p><b>Key Learning:</b> Creating an advert in French.</p>