


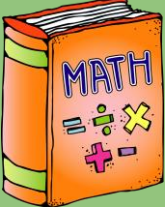










## Year 6 Half-Termly Overview – Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Reading</b> 	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Word Meaning	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Summarising	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Inference	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Prediction	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Range of reading texts  <b>Reading Skill:</b> Comparison
<b>English- Writing</b> 	<b>Text:</b> Macbeth William Shakespeare  <b>Key focus:</b> Persuasive Letter from Lady Macbeth.	<b>Text:</b> Macbeth William Shakespeare  <b>Key focus:</b> Soliloquy by Macbeth.	<b>Text:</b> Carrie's War Nina Bawden  <b>Key focus:</b> Character analysis.	<b>Text:</b> Carrie's War Nina Bawden  <b>Key focus:</b> Writing a letter in character.	<b>Text:</b> Carrie's War Nina Bawden  <b>Key focus:</b> Writing a diary entry in character.	<b>Text:</b> Carrie's War Nina Bawden  <b>Key focus:</b> Development of character and plot within narratives.
<b>English- GPS</b> 	<b>Grammar:</b> Subjunctive form  <b>Spelling rule:</b> -cial suffix	<b>Grammar:</b> Word Classes revision  <b>Spelling rule:</b> -tial suffix	<b>Grammar:</b> Phrases and Clauses revision  <b>Spelling rule:</b> -cious suffix	<b>Grammar:</b> SATs style questions revision  <b>Spelling rule:</b> -tious suffix	<b>Grammar:</b> Punctuation – commas for clarity and to avoid ambiguity  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Punctuation – colons and semicolons  <b>Spelling rule:</b> Homophones
<b>Mathematics</b> 	<b>Maths unit:</b> Geometry – Shape  <b>Key Learning:</b> Angles on a straight line, angles around a point, vertically opposite angles and angles in triangles.	<b>Maths unit:</b> Geometry – Shape  <b>Key Learning:</b> Angles in quadrilaterals, angles in any polygon, calculating missing angles in given shapes.	<b>Maths unit:</b> Geometry – Position and Direction  <b>Key Learning:</b> Reading and writing coordinates, describing translations, translation of shapes in four quadrants.	<b>Maths unit:</b> Geometry – Position and Direction  <b>Key Learning:</b> Reflection of shapes in a given axis, drawing 2D shapes from given properties and recognising and being able to draw nets of 3D shapes.	<b>Maths unit:</b> SATs – Revision and tests.  <b>Key Learning:</b> Preparation for SATs including efficient arithmetic methods and practise of reasoning and problem-solving techniques.	<b>Maths unit:</b> Investigative maths to consolidate learning.  <b>Key Learning:</b> NRich investigations to deepen understanding or key mathematical concepts



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<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Pre-unit assessment and introduction to the topic.</p>	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Using symbols to draw simple circuits.</p>	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Investigating how voltage influences the brightness of a bulb.</p>	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Planning a fair test to investigate how different components work.</p>	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Conclusion writing.</p>	<p><b>Science unit:</b> Electricity</p> <p><b>Key Learning:</b> Renewable and non-renewable energy sources.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Keeping safe online and an introduction to blogging.</p>	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Researching a topic for a blog.</p>	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Creating a blog with a focus on presenting a particular point of view.</p>	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Responding to peers' blogs with a counter view but presenting my views respectfully.</p>	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Considering the reliability of information on the internet and understanding bias.</p>	<p><b>Computing unit:</b> We are connected</p> <p><b>Key Learning:</b> Using the internet to debate online bullying.</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> Pre unit assessment and introduction.</p>	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> How Europe was ruled prior to World War II</p>	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> How Hitler came to power – timeline.</p>	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> Causes and consequences of World War II.</p>	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> How the lives of civilians changed during World War II.</p>	<p><b>History unit:</b> World War II</p> <p><b>Key Learning:</b> Coping strategies adopted during World War II.</p>
<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 Hannah Hoch</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist Study Hannah Hoch</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply an understanding of composition to create an effective photomontage. To discuss the features of a design and reflect on the effect.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To select appropriate images and experiment with composition to create an interesting layout.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To select appropriate images and experiment with composition to create an interesting layout.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To work in the style of an artist to meet a design brief and create a poster.</p>

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<b>DT</b>  	<b>DT Unit: Steady Hand Game</b>  <b>Key Learning:</b> <ul style="list-style-type: none"> <li>- I can research and analyse a range of children’s toys.               <ul style="list-style-type: none"> <li>- I can design a steady hand game.</li> <li>- I can construct a stable base.</li> </ul> </li> <li>- I can assemble the electronics for my steady hand game.</li> </ul> <b>Outcome:</b> <ul style="list-style-type: none"> <li>- Steady hand game which incorporates electrical systems.</li> </ul>					
<b>RE</b>  	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Understanding what makes places sacred or special.	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Understanding how mosques express Islamic beliefs and values.	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Exploring Muslim calligraphy, art and poetry.	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Understanding how Christians use art within their worship.	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Exploring Christian places of worship.	<b>Key Question:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>Key Learning:</b> Understanding how Muslim charities try to change the world.
<b>PSHE/RSE</b>  	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Pre- unit assessment Aspirations and goal setting.	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Media influence on health and well-being.	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Understanding risks.	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Being risk aware.	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Basic First Aid.	<b>PSHE Unit:</b> Being My Best  <b>Key Learning:</b> Five ways to wellbeing.
<b>PE</b>  	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> The rules of rounders	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> Striking skills when playing the game of rounders	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> Catching skills and applying these to the game of rounds	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> Tactical application when playing the game of rounds	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> Application of skills learned to a game of rounders	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> Application of skills learned to a game of rounders

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	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> The focus of learning is to refine pupils' ability to think tactically in game, considering which shot to play.</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> The focus of the learning is to extend and challenge pupils' tactical application into different situations that occur within the game</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> The focus of the learning is to look at how the game changes when we play in pairs (doubles).</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> Pupils organise, umpire and manage round robin doubles games successfully in their groups.</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> The focus of the learning is to extend and challenge pupils' tactical application into different situations that occur within doubles games.</p>	<p><b>PE Unit:</b> Tennis</p> <p><b>Key Learning:</b> The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>
<p><b>Music</b></p> 	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Listening and appraising the song. Learning the song.</p>	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Learning the song and comparing with other similar songs</p>	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Introducing instruments to our song.</p>	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Improvising and Composing</p>	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Composing and Performing</p>	<p><b>Music Unit:</b> Music and Me</p> <p><b>Key Learning:</b> Performing and Evaluating</p>
<p><b>MFL</b></p> 	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Ordering snacks at a café – vocabulary for food and drink.</p>	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Packaging and numbers vocabulary.</p>	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Useful café phrases.</p>	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Preparation of role play of café scene.</p>	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Letter strings that rhyme – writing a song.</p>	<p><b>MFL Unit:</b> Monter un café (Setting up a café)</p> <p><b>Key Learning:</b> Performance of role play and song.</p>