


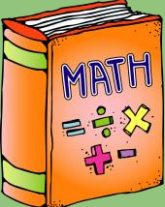










Year 6 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	Text: The Final Year Matt Goodfellow Reading Skill: Consolidation of all reading skills.	Text: The Final Year Matt Goodfellow Reading Skill: Consolidation of all reading skills.	Text: The Final Year Matt Goodfellow Reading Skill: Consolidation of all reading skills.	Text: Oranges in No Man's Land - Elizabeth Laird Reading Skill: Consolidation of all reading skills.	Text: Oranges in No Man's Land - Elizabeth Laird Reading Skill: Consolidation of all reading skills.	Text: Oranges in No Man's Land - Elizabeth Laird Reading Skill: Consolidation of all reading skills.
English- Writing 	Text: Carrie's War Nina Bawden Key focus: Understanding how authors develop characters.	Text: Carrie's War Nina Bawden Key focus: Descriptive writing	Text: Carrie's War Nina Bawden Key focus: Using dialogue to convey character and advance action.	Text: Carrie's War Nina Bawden Key focus: Evaluating themes and conventions in books.	Text: Francis Literacy Shed Clip Key focus: How authors create tension and suspense in narratives.	Text: Francis Literacy Shed Clip Key focus: Writing a narrative.
English- GPS 	Grammar: Varying sentence structures and openers. Spelling rule: Suffixes -ate, -ise, -ify	Grammar: Precise vocabulary and effective expanded noun phrases. Spelling rule: Suffixes -ate, -ise, -ify	Grammar: Punctuation for direct speech including split speech. Spelling rule: Suffixes with words ending in 'fer'	Grammar: Using higher level punctuation including colons and semi-colons. Spelling rule: Suffixes with words ending in 'fer'	Grammar: Using parenthesis effectively. Spelling rule: Homophones	Grammar: Selecting vocabulary for impact on reader. Spelling rule: Homophones
Mathematics 	Maths unit: The Bakery Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.	Maths unit: The Bakery Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.	Maths unit: Holiday Planning Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.	Maths unit: Holiday Planning Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.	Maths unit: Futures - Financial Education link Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.	Maths unit: Futures - Financial Education link Key Learning: Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics covered.



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Science 	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Identifying and naming the main parts of the circulatory system.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Identifying and naming the main parts of the heart.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Investigating which activities increase my heart rate.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Describing how water and nutrients are transported around the human body.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Understanding how humans can live a healthy lifestyle.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: Understanding what can damage our health.</p>
Computing 	<p>Computing unit: We are AI developers</p> <p>Key Learning: Creating, training and refining decision tree classifiers.</p>	<p>Computing unit: We are AI developers</p> <p>Key Learning: Experimenting with speech recognition software.</p>	<p>Computing unit: We are AI developers</p> <p>Key Learning: Understanding how a neural net operates.</p>	<p>Computing unit: We are AI developers</p> <p>Key Learning: Training a neural net to recognise images</p>	<p>Computing unit: We are AI developers</p> <p>Key Learning: Exploring sentiment analysis.</p>	<p>Computing unit: We are AI developers</p> <p>Key Learning: Considering the ethical implications of AI.</p>
History 	<p>History unit: World War II</p> <p>Key Learning: How the war affected civilians - rationing</p>	<p>History unit: World War II</p> <p>Key Learning: How the war affected civilians - evacuation</p>	<p>History unit: World War II</p> <p>Key Learning: Using a range of sources to explore the impact of World War II in the local area.</p>	<p>History unit: World War II</p> <p>Key Learning: The role of the Royal Air Force as a defender of Britain.</p>	<p>History unit: World War II</p> <p>Key Learning: What major victories led to Britain winning the war?</p>	<p>History unit: World War II</p> <p>Key Learning: Post unit reflection and assessment.</p>
Art 	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Chuck Close</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Chuck Close</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To demonstrate an understanding of design choices using digital photography techniques.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To discuss the features of a design and reflect on the effect.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To use the grid drawing method to translate a photo into a drawing using careful observation.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To understand how the grid method helps me to retain the same proportions as an original image.</p>

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DT 	<p>DT Unit: Come Dine with Me – Cooking and Nutrition</p> <p>Key Learning:</p> <ul style="list-style-type: none"> - Research and design a three-course meal - Understanding where food comes from <ul style="list-style-type: none"> - Preparing food using a recipe - Writing up a recipe - Evaluating the outcome of the cooking. <p>Outcome: Children will have researched, designed, made, written up and evaluated recipes which contribute to a three-course meal.</p>					
RE 	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: Who or what is Brahman?</p>	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: What can we learn about atman through Hindu stories?</p>	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: What is samsara and why is atman important?</p>	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: How might dharma affect the way someone lives their life?</p>	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: How does ahimsa affect the lives of Hindu people?</p>	<p>Key Question: Why do Hindus want to be good?</p> <p>Key Learning: Answering the key question of why Hindus want to be good.</p>
PSHE/RSE 	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Identifying qualities that people have as well as their appearance.</p>	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Identifying how the media can manipulate and create stereotypes and the impact this can have on body image.</p>	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Identifying the impact of online influences and how this might lead people to take unsafe risks.</p>	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Identifying different emotional responses and strategies to help with coping with change.</p>	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Identifying the physical and emotional challenges faced during puberty.</p>	<p>PSHE Unit: Growing and Changing</p> <p>Key Learning: Understanding how babies are conceived.</p>
PE 	<p>PE Unit: Cricket</p> <p>Key Learning: Consolidate batting skills.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: Consolidate fielding skills.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: Consolidate bowling skills.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: Create, understand and apply attacking tactics in game situations.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: Create, understand and apply defensive tactics in game situations.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: Bringing together the suggested sequence of learning into a full game.</p>

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	<p>PE Unit: Athletics</p> <p>Key Learning: Running for speed and culminate this into a competition.</p>	<p>PE Unit: Athletics</p> <p>Key Learning: Running for distance and culminating this into a competition.</p>	<p>PE Unit: Athletics</p> <p>Key Learning: Bring together the suggested sequence of learning for throwing into a competition.</p>	<p>PE Unit: Athletics</p> <p>Key Learning: Bring together the suggested sequence of learning for jumping, into a competition.</p>	<p>PE Unit: Athletics</p> <p>Key Learning: Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>	<p>PE Unit: Athletics</p> <p>Key Learning: Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>
<p>Music</p> 	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>
<p>MFL</p> 	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Expressing my opinion verbally about different television programmes.</p>	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Asking and answering questions about magazine content.</p>	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Using knowledge of time to ask and answer questions about television schedules.</p>	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Writing sentences that express opinions about television programmes.</p>	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Presenting written information on a chosen topic.</p>	<p>MFL Unit: Quoi de neuf (What's new?)</p> <p>Key Learning: Presenting information on a chosen topic verbally.</p>