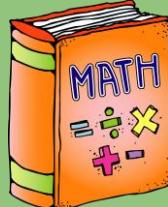


## Year 6 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Reading</b> 	<b>Text:</b> Tin by Padraig Kenny.  <b>Reading Skill:</b> Inference.	<b>Text:</b> Tin by Padraig Kenny.	<b>Text:</b> The Wonderful Wizard of Oz by L. Frank Baum.	<b>Text:</b> The Wonderful Wizard of Oz by L. Frank Baum.	<b>Text:</b> Welcome to Nowhere by Elizabeth Laird.	<b>Text:</b> Welcome to Nowhere by Elizabeth Laird.
<b>English- Writing</b> 	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Making predictions about a text, analysing a character and making comparisons between characters.	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Focus on the emotional journey of a character as they experience different events in preparation for diary writing.	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Analysing good diary writing and the features we expect to find. Planning to write diary entries from a character's perspective.	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Writing diary entries ensuring that we convey the thoughts and feelings of the character we are writing as.	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Evaluating, editing and redrafting.	<b>Text:</b> Who Let the Gods Out - Maz Evans  <b>Key focus:</b> Incorporating dialogue within narratives to show character and move the action on.
<b>English- GPS</b> 	<b>Grammar:</b> Word classes - adjectives and conjunctions.  <b>Spelling rule:</b> -able and -ably suffixes	<b>Grammar:</b> Sentence structure - sentence openers.  <b>Spelling rule:</b> -ible and -ibly suffixes	<b>Grammar:</b> Word classes - verb forms.  <b>Spelling rule:</b> Silent letters	<b>Grammar:</b> Phrases, clauses and combining.  <b>Spelling rule:</b> Hyphenated words	<b>Grammar:</b> Verbs and tenses.  <b>Spelling rule:</b> 'i before e' rule and exceptions.	<b>Grammar:</b> Punctuation for dialogue.  <b>Spelling rule:</b> The 'i before e' rule and exceptions

## Year 6 Half-Termly Overview - Spring 1

<b>Mathematics</b> 	<b>Maths unit:</b> Fractions and Decimals  <b>Key Learning:</b> Dividing fractions by an integer. Solving problems involving fractions. Using fraction and decimal equivalence.	<b>Maths unit:</b> Percentages  <b>Key Learning:</b> Converting percentages into decimals and fractions. Converting fractions into decimals and percentages. Solving problems involving fractions, decimals and percentages.	<b>Maths unit:</b> Percentages  <b>Key Learning:</b> Calculating percentages of amounts. Using the most efficient strategy to calculate a percentage of an amount. Solving problems involving percentages.	<b>Maths unit:</b> Decimals and Measures  <b>Key Learning:</b> Generating and describing linear sequences with decimals. Using, reading and writing standard units of measure. Interpreting problems involving mass and money. Reasoning about the area and perimeter of rectangles	<b>Maths unit:</b> Decimals and Measures  <b>Key Learning:</b> Calculating the area of triangles and parallelograms. Solving missing side lengths of rectilinear shapes. Reasoning about the area and perimeter of rectilinear shapes.	<b>Maths unit:</b> Decimals and Measures  <b>Key Learning:</b> Calculating the volume of cubes and cuboids. Converting between miles and kilometres. Converting between metric and imperial units of measure.
	<b>Science</b>  <b>Science unit:</b> Light  <b>Key Learning:</b> Post unit assessment	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Pre unit task and topic introduction	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Identifying how plants are adapted to their environment.	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Identifying how animals are adapted to their environment.	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Explaining natural selection and how it may lead to evolution.	<b>Science unit:</b> Evolution and Inheritance  <b>Key Learning:</b> Explaining how adaptations may lead to evolution.

## Year 6 Half-Termly Overview - Spring 1

<b>Computing</b> 	<b>Computing unit:</b> Data Handling 1 - Big Data  <b>Key Learning:</b> Identifying how barcodes and QR codes work.	<b>Computing unit:</b> Data Handling 1 - Big Data  <b>Key Learning:</b> Knowing how infrared waves transmit data.	<b>Computing unit:</b> Data Handling 1 - Big Data  <b>Key Learning:</b> Recognising how RFID is used.	<b>Computing unit:</b> Data Handling 1 - Big Data  <b>Key Learning:</b> Inputing and analysing real-world data.	<b>Computing unit:</b> Data Handling 1 - Big Data  <b>Key Learning:</b> Analysing and evaluating data.	<b>Computing unit:</b> Online Safety  <b>Key Learning:</b> Knowing how to create a positive online reputation.
<b>History</b> 	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Introduction to topic including pre-unit task and workshop.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Understanding how historians find out about the past and the role archaeology plays.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Using evidence to find out more about the Minoans.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Forming hypotheses about what happened to the Minoans,	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Comparing life in Athens and Sparta.	<b>History unit:</b> Ancient Greece  <b>Key Learning:</b> Learning about the causes and consequences of the Persian Wars.
<b>Art</b> 	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Artist study - Louise Nevelson	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Analysing how art can explore the concept of self.	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Exploring sculptural techniques.	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Building an understanding of materials and techniques used when creating a sculpture.	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Developing ideas into a finished sculpture using appropriate materials and techniques.	<b>Art Focus:</b> Sculpture and 3D  <b>Key Learning:</b> Discussing and evaluating one's own and others' sculptures, considering strengths and improvements.

## Year 6 Half-Termly Overview - Spring 1

<p><b>DT</b></p> 	<p><b>DT Unit:</b> Mechanisms  <b>Key Learning:</b>          Woodwork, construction of structures and use of cams  <b>Outcome:</b> Automata toy linked with a Greek Myth</p>					
<p><b>RE</b></p> 	<p><b>Key Question:</b>          What do religions say to us when life gets hard?   <b>Key Learning:</b>          Asking thoughtful questions and suggesting 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 Question:</b>          What do religions say to us when life gets hard?</p>	<p><b>Key Question:</b>          What do religions say to us when life gets hard?</p>	<p><b>Key Question:</b>          What do religions say to us when life gets hard?</p>	<p><b>Key Question:</b>          What do religions say to us when life gets hard?</p>
<p><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          How our emotional needs are met.</p>	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          The law around drugs.</p>	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          Understanding the impact of alcohol.</p>	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          Using social media safely and understanding the pitfalls.</p>	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          Online safety linked to the use of mobile phones.</p>	<p><b>PSHE Unit:</b>          Keeping Safe   <b>Key Learning:</b>          Post unit review and consolidation.</p>

## Year 6 Half-Termly Overview - Spring 1

 <p><b>PE</b></p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Leading an activity for small groups of their peers.</p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Understanding why it is important to communicate clearly as a leader.</p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Understanding the different factors that will determine and affect the size of the space.</p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Understanding when and why we might need to make a decision about adapting a task.</p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Understanding different ways of organising people fairly into small groups or teams, making sure that everyone is included.</p>	<p><b>PE Unit:</b> Outdoor Adventure Activities: Leadership</p> <p><b>Key Learning:</b> Understanding that the equipment used will have an effect on the task as a whole.</p>
	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to continue to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to continue to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to continue to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to continue to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to create one final sequence designed by themselves.</p>



## Year 6 Half-Termly Overview - Spring 1



<b>Music</b> A graphic of musical notes including a treble clef and several note heads.	<b>Music Unit:</b> Music Reimagined  <b>Key Learning:</b> Listening and appraising the song. Vivaldi four seasons - focus on Spring	<b>Music Unit:</b> A New Year Carol  <b>Key Learning:</b> Making comparisons between Vivaldi version of Spring and Regenerate Seasons for Change.	<b>Music Unit:</b> Music Reimagined  <b>Key Learning:</b> Using YuStudio to organise loops and arrangements and refining to get preferred placement.	<b>Music Unit:</b> Music Reimagined  <b>Key Learning:</b> Adding sounds in YuStudio using the soundbank and mixing and balancing to control volume for effect.	<b>Music Unit:</b> Music Reimagined  <b>Key Learning:</b> Adding FX through YuStudio as part of finalising the composition.	<b>Music Unit:</b> Music Reimagined  <b>Key Learning:</b> Preparing and saving a finished piece to share and appraise.
<b>MFL</b> A graphic of the flag of France, showing the blue, white, and red horizontal stripes.	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Pre task and introduction of vocabulary for types of houses and the rooms within them..	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Using writing frames to describe a house in French.	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Describing the position of items within a room (prepositional phrases).	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Speaking skills - describing the position of things using prepositions accurately.	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Writing a letter in French that describes a house, the rooms within it and who lives there.	<b>MFL Unit:</b> In my French house  <b>Key Learning:</b> Consolidation of learning from this unit and post task.