


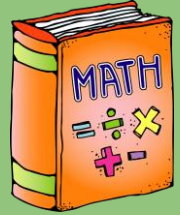








Year 6 Half-Termly Overview – Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	Text: Range of reading texts Reading Skill: Retrieval	Text: Range of reading texts Reading Skill: Inference	Text: Range of reading texts Reading Skill: Impression and evidence	Text: Range of reading texts Reading Skill: Word Meaning	Text: Range of reading texts Reading Skill: Prediction & Comparison	Text: Range of reading texts Reading Skill: Summarising
English- Writing 	Text: Macbeth William Shakespeare Key focus: To write a character description of the three witches.	Text: Macbeth William Shakespeare Key focus: To write a persuasive Letter from Lady Macbeth.	Text: Macbeth William Shakespeare Key focus: To write and perform a soliloquy by Macbeth	Text: Macbeth William Shakespeare Key focus: To write a section of narrative incorporating dialogue.	Text: Key focus:	Text: Key focus:
English- GPS 	Grammar: Word Classes revision Spelling rule: -cial suffix	Grammar: Tenses revision Spelling rule: -tial suffix	Grammar: Phrases and Clauses revision Spelling rule: -cious suffix	Grammar: SATs style questions revision Spelling rule: -tious suffix	Grammar: SATs style questions revision Spelling rule: Homophones	Grammar: Punctuation – commas for clarity and to avoid ambiguity Spelling rule: Homophones
Mathematics 	Maths unit: Statistics Key Learning: To learn how to interpret and draw line graphs; to be able to interpret and construct pie charts; and to be able to calculate the mean.	Maths unit: Ratio and Proportion Key Learning: To understand and apply the language of ratio and proportion and apply this to ratio and proportion problems.	Maths unit: Ratio and Proportion Key Learning: To show an understanding of scale factors including scaling recipes to serve more or less people and scaling drawings to both enlarge and reduce them.	Maths unit: SATs – Revision and tests. Key Learning: Preparation for SATs including efficient arithmetic methods and practise of reasoning and problem solving techniques.	Maths unit: SATs – Revision and tests. Key Learning: Preparation for SATs including efficient arithmetic methods and practise of reasoning and problem solving techniques.	Maths unit: Investigative maths to consolidate learning. Key Learning: To apply maths in real life contexts.



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<p style="text-align: center;">Science</p> 	<p>Science unit: Electricity</p> <p>Key Learning: To complete a pre unit assessment and introduction to the topic.</p>	<p>Science unit: Electricity</p> <p>Key Learning: To use symbols to draw simple circuits.</p>	<p>Science unit: Electricity</p> <p>Key Learning: To investigate how voltage influences the brightness of a bulb.</p>	<p>Science unit: Electricity</p> <p>Key Learning: To plan a fair test to investigate how different components work.</p>	<p>Science unit: Electricity</p> <p>Key Learning: To investigate renewable and non-renewable energy sources.</p>	<p>Science unit: Electricity</p> <p>Key Learning: To complete the post unit task and assessment.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: Data Handling: Big Data 2</p> <p>Key Learning: To complete a pre-unit assessment and understand how to transfer data safely.</p>	<p>Computing unit: Data Handling: Big Data 2</p> <p>Key Learning: To investigate the data usage of different online activities.</p>	<p>Computing unit: Data Handling: Big Data 2</p> <p>Key Learning: To identify how data collection can improve city life.</p>	<p>Computing unit: Data Handling: Big Data 2</p> <p>Key Learning: To design a system which turns the school into a smart school.</p>	<p>Computing unit: Data Handling: Big Data 2</p> <p>Key Learning: To present ideas about how to turn the school into a smart school</p>	<p>Computing unit: Online Safety</p> <p>Key Learning: To know how to manage personal passwords effectively.</p>
<p style="text-align: center;">History</p> 	<p>History unit: World War II</p> <p>Key Learning: Pre unit assessment and introduction.</p>	<p>History unit: World War II</p> <p>Key Learning: To know how Europe was ruled prior to World War II</p>	<p>History unit: World War II</p> <p>Key Learning: To know how Hitler came to power – timeline.</p>	<p>History unit: World War II</p> <p>Key Learning: To understand the causes and consequences of World War II.</p>	<p>History unit: World War II</p> <p>Key Learning: To know Britain's response upon the outbreak of war.</p>	<p>History unit: World War II</p> <p>Key Learning: To know how the lives of civilians changed during World War II.</p>



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<p style="text-align: center;">Art</p> 	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist study - Hannah Höch</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To understand propaganda and message in images.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To experiment with combining images to create meaning.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To apply our knowledge of propaganda and composition to plan a photomontage.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To create a final piece: a World War 2 Photomontage</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To create a final piece: a World War 2 Photomontage</p>
<p style="text-align: center;">DT</p> 	<p>DT Unit: Steady Hand Game</p> <p>Key Learning:</p> <ul style="list-style-type: none"> - I can research and analyse a range of children's toys. <ul style="list-style-type: none"> - I can design a steady hand game. - I can construct a stable base. - I can assemble the electronics for my steady hand game. <p>Outcome:</p> <ul style="list-style-type: none"> - Steady hand game which incorporates electrical systems. 					
<p style="text-align: center;">RE</p> 	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To understand what makes places sacred or special.</p>	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To understand how mosques express Islamic beliefs and values.</p>	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To explore Muslim calligraphy, art and poetry.</p>	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To understand how Christians use art within their worship.</p>	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To explore Christian places of worship.</p>	<p>Key Question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Key Learning: To explore the importance of charity to Muslims</p>

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PSHE/RSE 	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To complete the pre-unit assessment including identifying aspirations and goal setting.</p>	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To be aware of the media influence on health and well-being.</p>	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To understand risks and the importance of being risk aware.</p>	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To learn some basic First Aid.</p>	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To learn about the five ways to wellbeing.</p>	<p>PSHE Unit: Being My Best</p> <p>Key Learning: To complete the post-unit review and assessment.</p>
PE 	<p>PE Unit: Rounders</p> <p>Key Learning: To develop an understanding of the rules of rounders.</p>	<p>PE Unit: Rounders</p> <p>Key Learning: To develop striking skills when playing the game of rounders.</p>	<p>PE Unit: Rounders</p> <p>Key Learning: To develop catching skills and apply these to the game of rounders.</p>	<p>PE Unit: Rounders</p> <p>Key Learning: To understand and apply tactics when playing the game of rounders.</p>	<p>PE Unit: Rounders</p> <p>Key Learning: To apply the skills learned within a game of rounders.</p>	<p>PE Unit: Rounders</p> <p>Key Learning: To apply the skills learned within a game of rounders.</p>
	<p>PE Unit: Cricket</p> <p>Key Learning: To consolidate pupils' understanding of batting.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: To consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills</p>	<p>PE Unit: Cricket</p> <p>Key Learning: To consolidate pupils' knowledge, understanding and ability to effectively apply a range of bowling skill</p>	<p>PE Unit: Cricket</p> <p>Key Learning: To consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: To bring together the suggested sequence of learning into a mini game.</p>	<p>PE Unit: Cricket</p> <p>Key Learning: To bring together the suggested sequence of learning into a mini game.</p>

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<p>Music</p> 	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To listen to and respond to The Dragon Song.</p>	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To begin creating a remix of The Dragon Song using YuStudio.</p>	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To learn how to add and extend loops within a remix.</p>	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To create a remix arrangement of The Dragon Song.</p>	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To finalise the remix by making creative changes.</p>	<p>Music Unit: Music Remixed: Dragon Beats.</p> <p>Key Learning: To share completed remixes and give and receive feedback.</p>
<p>MFL</p> 	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To complete the pre-unit task and introduce the topic.</p>	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To describe a route to school in French.</p>	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To be able to understand, ask for and speak directions to places in a town.</p>	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To use different modes of transport when constructing sentences about going to places.</p>	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To express and justify opinions of where to visit within a town.</p>	<p>MFL Unit: Visiting a town in France</p> <p>Key Learning: To analyse a text and write a description of a place.</p>