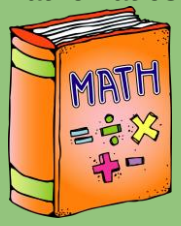
# Year 6 Half-Termly Overview – Summer 2

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|---|
| **English- Reading** | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. | **Text:** The Final Year Matt Goodfellow<br><br>**Reading Skill:** Consolidation of all reading skills. |
| **English- Writing** | **Text:** Carrie's War Nina Bawden<br><br>**Key focus:** Understanding how authors develop characters. | **Text:** Carrie's War Nina Bawden<br><br>**Key focus:** Descriptive writing | **Text:** Carrie's War Nina Bawden<br><br>**Key focus:** Using dialogue to convey character and advance action. | **Text:** Carrie's War Nina Bawden<br><br>**Key focus:** Evaluating themes and conventions in books. | **Text:** Francis Literacy Shed Clip<br><br>**Key focus:** How authors create tension and suspense in narratives. | **Text:** Francis Literacy Shed Clip<br><br>**Key focus:** Writing a narrative. | **Text:** Francis Literacy Shed Clip<br><br>**Key focus:** Writing a narrative. |
| **English- GPS** | **Grammar:** Varying sentence structures and openers.<br><br>**Spelling rule:** Suffixes -ate, -ise, -ify | **Grammar:** Precise vocabulary and effective expanded noun phrases.<br><br>**Spelling rule:** Suffixes -ate, -ise, -ify | **Grammar:** Punctuation for direct speech including split speech.<br><br>**Spelling rule:** Suffixes with words ending in 'fer' | **Grammar:** Using higher level punctuation including colons and semi-colons.<br><br>**Spelling rule:** Suffixes with words ending in 'fer' | **Grammar:** Using parenthesis effectively.<br><br>**Spelling rule:** Homophones | **Grammar:** Selecting vocabulary for impact on reader.<br><br>**Spelling rule:** Homophones | **Grammar:** Selecting vocabulary for impact on reader.<br><br>**Spelling rule:** Homophones |
| **Mathematics**   | **Maths unit:** The Bakery<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths | **Maths unit:** The Bakery<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics | **Maths unit:** Holiday Planning<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics | **Maths unit:** Holiday Planning<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics | **Maths unit:** Futures - Financial Education link<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics | **Maths unit:** Futures - Financial Education link<br><br>**Key Learning:** Consolidation of maths learning from key stage 2 in form of projects. Range of maths topics | **Maths unit:** Transition focus<br><br>**Key Learning:** How our maths learning will help us in our secondary school journey. |

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

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| | | | using digital photography techniques. | effect. | into a drawing using careful observation. | the same proportions as an original image. | |
| **DT** | **DT Unit:** Come Dine With Me – Cooking and Nutrition<br><br>**Key Learning:**<br>- Research and design dish using ingredients that would be available during rationing in WW2<br>- Understanding where food comes from<br>- Preparing food using a recipe<br>- Writing up a recipe<br>- Evaluating the outcome of the cooking.<br><br>**Outcome:**<br>Children will have researched, designed, made, written up and evaluated recipes as well as making connections with their learning about World War II. | | | | | | |
| **RE** | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** Who or what is Brahman? | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** What can we learn about atman through Hindu stories? | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** What is samsara and why is atman important? | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** How might dharma affect the way someone lives their life? | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** How does ahimsa affect the lives of Hindu people? | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** Answering the key question of why Hindus want to be good. | **Key Question:** Why do Hindus want to be good?<br><br>**Key Learning:** Answering the key question of why Hindus want to be good. |
| **PSHE/RSE** | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Identifying qualities that people have as well as their appearance. | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Identifying how the media can manipulate and create stereotypes and the impact this can have on body image. | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Identifying the impact of online influences and how this might lead people to take unsafe risks. | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Identifying different emotional responses and strategies to help with coping with change. | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Transition workshops around the move to secondary school | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Identifying the physical and emotional challenges faced during puberty. | **PSHE Unit:** Growing and Changing<br><br>**Key Learning:** Understanding how babies are conceived. |

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| **PE** | **PE Unit:** Cricket<br><br>**Key Learning:** Consolidate batting skills.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Running for speed and culminate this into a competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Consolidate fielding skills.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Running for distance and culminating this into a competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Consolidate bowling skills.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Bring together the suggested sequence of learning for throwing into a competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Create, understand and apply attacking tactics in game situations.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Bring together the suggested sequence of learning for jumping, into a competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Create, understand and apply defensive tactics in game situations.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Bringing together the suggested sequence of learning into a full game.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. | **PE Unit:** Cricket<br><br>**Key Learning:** Bringing together the suggested sequence of learning into a full game.<br><br>**PE Unit:** Athletics<br><br>**Key Learning:** Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. |
| **Music** | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. | **Music Unit:** Reflect, Rewind and Replay<br><br>**Key Learning:** Listening, appraising and performing prior songs in a consolidation of learning unit. |
| **MFL** | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Expressing my | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Asking and | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Using knowledge of | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Writing sentences | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Presenting written | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Presenting written | **MFL Unit:** Quoi de neuf (What's new?)<br><br>**Key Learning:** Presenting |

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| | opinion verbally about different television programmes. | answering questions about magazine content. | time to ask and answer questions about television schedules. | that express opinions about television programmes. | information on a chosen topic. | information on a chosen topic. | information on a chosen topic verbally. |