Half Term Overview Spring Term 2/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English** | **Suffragette: The Battle for Equality**  To write formally using the passive voice  To write a balanced argument, using appropriate language for offering an opinion  To write a newspaper report in the style of the time  To explain the effect of events in history, ensuring writing is cohesive  To use persuasive language | **Practice SATs Tests**  SPaG Test  Reading Test  No More Marking writing task  To write a newspaper headline with bias | **The Three Little Pigs Project**  To use the passive voice to create a journalistic tone  To write a newspaper article with bias  To use formal relative clauses to provide more information about a noun  To imagine an event from the perspective of one character | **The Three Little Pigs Project**  To use adverbials to create cohesion  To add parentheses into sentences, indicated with appropriate punctuation  To write  a diary entry  from one  character’s  perspective  To express and justify different opinions about an issue | **The Three Little Pigs Project**  To plan for a series of letters written from different perspectives  To use the passive voice to write from different points of view  To use formal relative clauses when writing from different points of view  SATs revision | **The Three Little Pigs Project**  To mark parenthesis appropriately when writing from different points of view  To edit my letters  To publish my letters in the form of a newspaper letters page  SATs revision |
| **Maths** | **Fractions, decimals & percentages**  Understanding how fractions, decimals and percentages link and exploring equivalence. | **Fractions, decimals & percentages**  Calculating percentages of amounts. | **Area, perimeter & volume**  Calculating the area and perimeter of 2D shapes including triangles. | **Area, perimeter & volume**  Calculating the volume of 3D shapes. | **Statistics**  Reading and interpreting charts, graphs and pie charts. | **Position & Direction**  Coordinates in the four quadrants.  Reflection and translation in a coordinate plane. |
| **RE** | **Unity: Eucharist**  We will know and understand what nourishes and what spoils friendship and unity.  We will know and understand that the Eucharist challenges and enables the Christian family to live and grow in common every day.  • In communion with Jesus.  • The Eucharist challenges Christians to live in communion.  • The Our Father.  • Prayer for peace and unity and sign of peace.  • Holy Communion. | | | **Death and New Life: Lent and Easter**  We will know and understand that loss and death bring about change for people.  We will know and understand the Church’s seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life.  • Lent, a time to remember the suffering and death of Jesus.  • What life is really like.  • Unless a grain of wheat dies.  • The raising of Lazarus.  • Good Friday, the Passion of the Lord.  • The Easter Vigil; celebrating the new life of Easter. | | |
| **PSHE** |  | **Online Bullying**  To identify routes for reporting bullying and harmful behaviours witnessed or experienced online. | **Ten:Ten**  How a baby grows and develops in its mother's womb Pregnancy and childbirth are God’s way of giving the gift of life: He creates new life, but entrusts parents with the job of making us | **Ten:Ten**  Basic scientific facts about sexual intercourse between a man and woman  The physical, emotional, moral and spiritual implications of sexual intercourse.  The Christian viewpoint that sexual intercourse should be saved for marriage. | **Ten:Ten**  About the nature and role of menstruation in the fertility cycle, and  that fertility is involved in the start of life  Some practical ways to manage the onset of menstruation | **Ten:Ten**  What ‘death’ means  Some feelings are often connected with grief.  Some ways to support themselves and others when they are |
| **Geography -** | **Global Trade**  The importance of the Silk Road to trade.  Analysing photographic sources to discuss the physical geography of the Silk Road. | **Global Trade**  The travels of Marco Polo.  Analysing maps to locate countries through which the Silk Road passed. | **Global Trade**  Investigating the import of commodities from China.  Analysing OS maps and satellite images.  Using 4 and 6 figure grid references. | **Global Trade**  Investigating the export of commodities to China.  Comparing the imports/exports between the UK and China. | **Global Trade**  Investigating the fairness of trade around the world.  Describing the difficulties faced by banana farmers in St Lucia.  Analysing the financial breakdown of a banana farmer's income. | **Global Trade**  Why is fair trade fair?  Comparing and contrasting the lives of FairTrade and non-FairTrade farmers. |
| **Computing** | **Coding - Scratch**  To test, debug and improve the code that they have written. | **Coding - Micro:bit**  To create a program to run on a controllable device | **Coding - Micro:bit**  To explain that selection can control the flow of a program | **Coding - Micro:bit**  To update a variable with a user input | **Coding - Micro:bit**  To use an conditional statement to compare a variable to a value | **Good Friday** |
| **PE** | **Real PE Unit 4**  **Seated Balance**  To maintain stability without strain.  To balance with hands and feet off the floor throughout.  To balance with repeatable performance. | **Real PE Unit 4**  **Seated Balance**  To balance with good posture, for example, straight back..  To hold balance without strain.  To balance with control, for example, while transferring objects. | **Real PE Unit 4**  **Seated Balance**  To balance with good posture.  To balance with control while rotating. | **Real PE Unit 5**  **Jumping & Landing**  To achieve good take off and height.  I can land with balance and control.  I can land softly and quietly. | **Real PE Unit 5**  **Jumping & Landing**  To balance with stability and control.  Keep my tummy (core muscles) tight.  To balance and move with smooth, controlled movements.  To repeat balances with consistent performance. | **Real PE Unit 5**  **Jumping & Landing**  To achieve good take off and height.  I can land with balance and control.  To balance and move with smooth, controlled movements.  To repeat balances with consistent performance. |
| **Dance**  Flight  • To learn the technique of stag leap and rebound jump | **Dance**  Lifts  •To explore relationships through dance and perform partner lifts | **Dance**  The Haka  •To compose a dance phrase based on the Haka | **Dance**  The Haka  •To choose and use suitable dynamics for the Haka | **Dance**  Street Dance  •To link freeze frames in a street dance style to create a short movement phrase | **Dance**  Street Dance  •To perform a Top Rock and Side Step and perform confidently with a partner |
| **Science** | **Living things & their habitats.**  To use branching diagrams to classify living things.  End of topic assessment. | **The Big Science Event**  Planning a scientific investigation. | **The Big Science Event**  Designing a poster and presentation about a scientific investigation. | **The Big Science Event**  Undertaking a science investigation and collecting results.  Completing a poster and presentation about a scientific investigation. | **No Science**  Double lesson previous week. | **Animals including humans.**  Identify and name the main part of the human circulatory system as the heart. |
| **French** | **All in a Day**  O'Clock, Half Past, Quarter Past, Quarter To  • I can say and write a sentence to tell the time. | **All in a Day**  a.m. and p.m.  •I can tell the time using French phrases to describe a.m.  and p.m. times.  • I can follow a pattern to conjugate verbs | **All in a Day**  5-Minute Intervals  • I can say and write a sentence to tell the time. | **All in a Day**  24-Hour Times  • I can say and write a sentence to tell the time. | **All in a Day**  At the Airport  • I can read and interpret information charts written in French. | **All in a Day**  The School Week  • I can read and interpret a school’s weekly timetable. |
| **Music** | **Music and Me**  To learn about some inspirational female musicians  To begin to compose an identity-themed piece of music | **Music and Me**  To learn about Anna Meredith  To continue to compose an identity-themed piece of music | **Music and Me**  To learn about Shiva Feshareki  To continue to compose an identity-themed piece of music | **Music and Me**  To learn about Eska  To finish composing an identity-themed piece of music | **Music and Me**  To learn about Afrodeutsche  To rehearse and perform own compositions | **Good Friday** |
| Art**/DT** | **Electrical systems: Steady hand game**  **1.Game plan**  To design a steady hand game | **Electrical systems: Steady hand game**  **2.Base building**  To construct a stable base | **Electrical systems: Steady hand game**  **3.Electronics and assembly**  To assemble electronics and complete an electronic game | **Digital world: Navigating the world**  **1.Navigating the world**  To write a design brief and criteria based on a client request. | **Digital world: Navigating the world**  **2.Programming a navigation tool**  To write a program to include multiple functions as part of a navigation device**.** | **Digital world: Navigating the world**  **3.Product concept**  To develop a sustainable product concept. |