Half Term Overview Pentecost Term 2/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
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| **English** | **‘The Wind in the Wall’ by Sally Gardner**  To use a range of noun phrases to create a warning  To use a range of noun phrases to describe  To use figurative techniques to describe setting  To use figurative techniques to describe character | **‘The Wind in the Wall by Sally Gardner’**  To use the subjunctive to give formal advice  To use old English to write a letter of advice  To use a range of adverbials to write an action scene  To use the passive voice to build tension | **‘The Wind in the Wall by Sally Gardner’**  To plan dialogue  To integrate dialogue in narrative  To plan a Gothic narrative  To write the start a narrative in present tense. | **‘The Wind in the Wall by Sally Gardner’**  To use past tense in narrative  To use passive voice to build tension  To integrate dialogue in a narrative | **Oracy and drama focus - Production** | | |
| **Maths** | **Financial Maths**  What are financial risks?  How can they be avoided? | **Financial Maths**  How do manufacturers and retailers try to influence the way we spend our money?  How can we be ‘critical  consumers’? | **Financial Maths**  What choices do we have when spending money?  What is the impact  of our spending  choices? | **Financial Maths**  Why is it helpful to budget?  How do you know what spending  budget available? | **Financial Maths**  What priorities might people have when deciding how to spend money?  How can money affect our emotional wellbeing? |  |  |
| **RE** | **To the Ends of the Earth**  Saints as witnesses to the Faith | **To the Ends of the Earth**  How acts of charity witness to the faith today | **Dialogue and Encounter**  The dialogue of life – what it means to be a good neighbour | **Dialogue and Encounter**  The dialogue of religious experience – how people share their spiritual riches | **Dialogue and Encounter**  The dialogue of action – how Christians and others collaborate for justice and freedom for all people | **Dialogue and Encounter**  Our worldview can be influenced by our Faith  Encountering people who follow a Dharmic Pathway | **Dialogue and Encounter**  Examples of Creative Expressions of Faith from a Dharmic Pathway |
| **PSHE** | **Transition**  To problem-solving strategies for dealing  with emotions, challenges and change,  including the transition to new schools | **Knife Crime Workshop** | **Transition**  To identify personal strengths, skills,  achievements and interests and how these contribute to a sense of self-worth. | **Transition**  To consider the positive ways in which starting  secondary school is a new chapter in my life. | **Ten:Ten**  To learn about the principles of Catholic Social Teaching | **Ten:Ten**  To explore how we can apply the principles of Catholic Social Teaching to current issues.  To find ways in which they can spread God’s love in their community. |  |
| **Geography** | **Climate Change**  **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people. | **Climate Change**  **Evaluate** a range of evidence, reach a **conclusion** and make **judgments** as to the impact on people of changing weather patterns in Victoria in Southeast Australia. | **Climate Change**  **Understand** why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** aboutwhat should be included in them. | **Climate Change**  **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland. | **Climate Change**  **Understand** how and why countries around the world have acted to reduce global warming and reacha **judgement** about how effective this might be. | **Climate Change**  **Understand** how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions. |  |
| **History** | **No History lesson for the first three weeks of term.**  **History will be taught twice a week from week 4 (23rd June) onwards.** | | | **Unheard Histories**  British banknotes - exploring the significance of people who appear on a British banknote.  **Unheard Histories**  To apply appropriate criteria when deciding on the historical significance of a person. | **Unheard Histories**  To evaluate the significance of historical figures.  To evaluate a person’s achievements to decide if they are significant.  **Unheard Histories**  To make inferences about Mary Seacole from primary sources.  To explain why Mary Seacole could be considered remarkable. | **Unheard Histories**  To research important aspects of a person’s life.  To evaluate the significance of sporting people.  **Unheard Histories**  To evaluate and explain which historical figure should be on a banknote. |  |
| **Computing** | **Computing - Data & Information.**  To choose suitable ways to present data - tables, graphs & charts. | **Webpage Creation**  To explore and review existing websites and evaluate their content. To have some understanding that websites are created by using HTML code. | **Webpage Creation**  To look at the different layout features available in Google Sites and plan their own web page on paper. | **Webpage Creation**  To gain an understanding of the terms ‘fair use’ and ‘copyright’.  Tounderstand how to search, reuse and reference images under creative commons to enable them to be respectful and responsible online users. | **Webpage Creation**  To use plans from previous lessons to create their own web page/home page.  To preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device. | **Webpage Creation**  To plan the structure of a website carefully.  To create multiple web pages and use hyperlinks to link them together. | **Webpage Creation**  To evaluate the user experience of a website. |
| **PE** | **Athletics**  Sprinting and relay skills.  Throwing skills - discus, javelin and shot putt. | **Athletics**  Sprinting and relay skills.  Throwing skills - discus, javelin and shot putt. | **Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Rounders**  Bowling and striking  Throwing and catching  Teamwork |  |
| **Tennis**  To perform a one-handed forehand shot with control. | **Tennis**  To communicate clearly with a partner to maintain a rally. | **Tennis**  To communicate clearly with a partner to score points in doubles play | **Tennis**  To attempt a two-handed backhand shot with control | **Tennis**  To perform a lob shot to hit the ball over the opponent’s head | **Tennis**  To apply the correct rules and scoring system in games |  |
| **Science** | **End of Topic Test** | **Evolution & Inheritance**  Fossils - to recognise that fossils provide information about living things which have changed over time.  The life and work of Mary Anning. | **Evolution & Inheritance**  To recognise that living things produce offspring of the same kind.  To identify similarities and differences between family members.  To understand genetic traits that can be shared. | **Evolution & Inheritance**  To identify how plants and animals are adapted to suit their environment.  Give examples of how plants and animals have adapted over time as a consequence of environmental pollution. | **Evolution & Inheritance**  To identify that adaptations may lead to evolution.  Evolution of the ‘Finch’. | **Evolution & Inheritance**  To know about Charles Darwin and how he developed his ideas on Evolution. |  |
| **Music** | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Rehearsals** for Year 6 Production - ‘School of Pop’ | **Performance** of Year 6 Production - |
| **French** | **Our Precious Planet**  What Challenges Can I See?    To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live. | **Our Precious Planet**  A Helping Hand  To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of taking positive environmental actions. | **Our Precious Planet**  The Bigger Picture    To listen attentively to spoken language and show understanding by joining in and responding in the context of positive environmental actions that some groups of people are going to take. | **Our Precious Planet**  Let’s Work Together  To describe people, places, things and actions orally and in writing in the context of environmental challenges and positive actions to address them. | **Our Precious Planet**  Let’s Make a Plan  To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of environmental challenges and positive actions to address them. | **Our Precious Planet**  Let’s Make a Plan  To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them. |  |
| **Art/DT** | **Art -Sculpture & 3D: Making memories (5 lessons)**   * To analyse how art can explore the concept of self. * To explore sculptural techniques. * To problem solve, evaluate and refine artwork to achieve a chosen outcome. * To use creative experience to develop ideas and plan a sculpture * To apply an understanding of materials and techniques to work in 3D. * To problem solve, evaluate and refine artwork to achieve a chosen outcome.   **Will be taught as a full day Art session.** | | | | **DT - Cooking and nutrition: Come dine with me (4 lessons)**  **Three ingredients; three courses**   * To research and design a three-course meal * To prepare a meal using a recipe; * To understand where their food comes from; * To write up a recipe\* * To evaluate their completed meal.   **Will be taught as a full day DT session** | | |