Half Term Overview Summer Term 2/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English** | **Alma** -  writing to create mood and atmosphere  Describe a setting | **Alma** -  writing to create mood and atmosphere  Describe a character | **Alma** -  writing to create mood and atmosphere  Plan and write a story | **Drama**  Rehearsals for Year 6 Production | **Drama**  Rehearsals for Year 6 Production | **Drama**  Rehearsals for Year 6 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 is available? | **Financial Maths**  What priorities might people have when deciding  how to spend money?  How can money affect our emotional wellbeing? | **Financial Maths**  What is the impact of spending choices?  How can this affect  the environment? |
| **RE** | **Healing**  When people become sick and need care  The Sacrament of the Anointing of the Sick | | | **Islam**  The Five Pillars  Zakat | **The Common Good**  We will know and understand how to work for justice for the good of all.  We will know and understand the work which Christians do for the common good of all. | |
| **PSHE** | **Transition to Secondary School**   * Developing a healthy attitude. * Fixed versus growth mindset. * Fear of failure and how to overcome it. * Feeling ‘lost’ - physically and emotionally. * Bouncebackability - developing resilience. * What is normal anyway? * Managing friendships and fallouts. * Look after yourself and live well. | | | **Relationships Education - Life to the Full. (Ten:Ten)**   * Body image - how to cope with pressures around body image. * Peculiar Feelings - how feelings and emotions affect our behaviour. * Emotional Changes - changes in mood and how to manage powerful emotions. * Seeing stuff online - the emotional and mental impact that videos and images of an adult nature can have on children and young people. * Making babies (part 1) - how a baby grows and develops in its mother’s womb. * Build others up - bullying, discrimination and the protected characteristics. | | |
| **Geography**  &  History | **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 **judgements** 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. |
| **Computing** | **Google Sheets -**  Event planning using spreadsheets.  Creating charts and graphs to present data. | **Coding - Scratch**  To recognise variables and identify that variables can hold numbers or letters. | **Coding - Scratch**  To recognise that the value of a variable can be changed. | **Coding - Scratch**  To make use of an event in a program to set a variable. | **Coding - Scratch**  To design artwork and algorithms for a project. | **Coding - Scratch**  To test the code that they have written. |
| **PE** | **Forest School**  To understand the structure and ethos of Forest School and incorporate it into the ethos of the school.  To work together, talk positively about ourselves and others and improve our self-esteem.  To discuss and understand risk and to self-risk assess.  To understand that we can continue to learn new ideas and strive for new qualifications, no matter what age we are  To take part in new activities and evaluate them. | | | | | |
| **Athletics**  Sprinting and relay skills.  Throwing skills - discus, javelin and shot putt.  Long jump. | **Athletics**  Sprinting and relay skills.  Throwing skills - discus, javelin and shot putt.  Long jump. | **Athletics**  Sprinting and relay skills.  Throwing skills - discus, javelin and shot putt.  Long jump. | **Cricket/Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Cricket/Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Cricket/Rounders**  Bowling and striking  Throwing and catching  Teamwork |
| **Science** | **Healthy Living**  **- diet, exercise and drugs**  How regular exercise  helps the body. | **Healthy Living**  **- diet, exercise and drugs**  What is needed for a healthy diet.  Components and how the body uses them.  Lifestyle choices.  Balanced diet.  Effects of being  overweight. | **Healthy Living**  **-diet, exercise and drugs**  What is a drug?  Recognise the impact of drugs and lifestyleon the way the body functions – smoking  and vaping. | **Healthy Living**  **-diet, exercise and drugs**  Science Assessments. | **Healthy Living**  **-diet, exercise and drugs**  Working Scientifically. | **Healthy Living**  **-diet, exercise and drugs**  Working Scientifically. |
| **French** | No French due to transition and rehearsals | | | | | |
| **Music** | Rehearsals for Year 6 Production -  ‘I’m an 11 Year Old - Get Me Out of Here!’ | | | | | |
| **Art/DT** | **No Art or Dt.** | **ART**  Making clay tiles, inscribing patterns in a malleable material & creating a printing block. | **ART**  Painting clay tiles to recreate a geometric pattern.  Printing a repeating pattern using a printing block and ink. | **DT - Food & Nutrition.**  What constitutes a balanced diet?  The main food groups and their properties.  The benefits of breakfast. | **DT - Food & Nutrition.**  Tasting and evaluating a dish.  Using market research.  Planning a bespoke version of the example dish. | **DT - Food & Nutrition.**  Cooking their planned dish and evaluating the result. |