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 atmosphereDescribe a setting | **Alma** - writing to create mood and atmosphereDescribe a character | **Alma** - writing to create mood and atmospherePlan 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 andretailers try to influence the waywe spend our money?How can we be ‘criticalconsumers’? | **Financial Maths**What choices do we have when spending money?What is the impactof our spendingchoices? | **Financial Maths**Why is it helpful to budget?How do you know what spendingbudget is available? | **Financial Maths**What priorities might people have when decidinghow to spend money?How can money affect our emotional wellbeing? | **Financial Maths**What is the impact of spending choices?How can this affectthe 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.
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| **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 areTo 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 strikingThrowing and catchingTeamwork  | **Cricket/Rounders**Bowling and strikingThrowing and catchingTeamwork  | **Cricket/Rounders**Bowling and strikingThrowing and catchingTeamwork  |
| **Science**  | **Healthy Living****- diet, exercise and drugs**How regular exercisehelps 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 beingoverweight. | **Healthy Living** **-diet, exercise and drugs**What is a drug?Recognise the impact of drugs and lifestyleon the way the body functions – smokingand 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. |