Half Term Overview Pentecost Term 1 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **Spelling** | **ough** pattern  . | All spelling patterns have now been covered and children will continue to revise spellings prior to SATS week. | | | | |
| **Class Novel** | No class novel this half term due to SATS preparation. | | | | | |
| **English** | SATs revision:  Reading Comprehension  SPaG | SATs revision:  Reading Comprehension  SPaG | SATs revision:  Reading Comprehension  SPaG | SATs Week | Writing Assessments | Writing Assessments  RESIDENTIAL |
| **Maths** | **Shape** -  Measuring and classifying angles.  Calculating angles. Angles in a triangle. | **Shape** -  Angles in quadrilaterals and polygons.  Drawing shapes and nets. | **Postion and Direction** -  Coordinates in the four quadrants.  Translation and reflection of shapes on a coordinate grid. | SATS Week | No Maths due to Writing Assessments. | No Maths due to Writing Assessments.  RESIDENTIAL |
| **RE** | **Witnesses**  • The courage to be a witness  • Pentecost: The Holy Spirit enables people to witness to the Easter message | | | | **Healing**  • When people become sick and need care  • The Sacrament of the Anointing of the Sick | |
| **PSHE** | There will be no formal PSHE lessons this half term as in Summer 2 Year 6 will focus on three different topics - Transition to Secondary School  Relationships Education (RSE)  Financial Literacy. | | | | | RESIDENTIAL |
| **Geography**  **&**  **History** | **Trade**  Investigating the fairness of trade around the world. | **Trade**  Why is fair trade fair? | No Geography Lesson due to SATS prep. | SATS Week | **Ancient Baghdad** (History Topic) -  1. How different was Baghdad to London around 900AD?  2. What was in the House of Wisdom?  3. Who was Ibn Battuta and how did his Rihla help us?  4. Who was Al-Zahrawi and what could we learn from Muslim medicine?  5. What did early Islamic civilisation leave behind? | |
| **Computing** | **Google Sheets** -  Collecting and entering data into a spreadsheet. | **Google Sheets** -  Choosing and applying formatting to spreadsheet cells. | **Google Sheets** -  Using formulae. | **Google Sheets** -  Performing calculations in a spreadsheet. | **Google Sheets** -  Event planning using spreadsheets. | **Google Sheets** -  Creating charts and graphs to present data. |
| **PE** | **Real PE - Unit 5**  Dynamic balance - jumping and landing  Game - Jumpball | INSET DAY | BANK HOLIDAY | BANK HOLIDAY | **Real PE - Unit 5**  Static balance - one leg  Game - Jumpball | **Real PE - Unit 5**  Dymamic and static balance  Game - Jumpball |
| **Rounders/Cricket**   * Striking and fielding skills. | **Rounders/Cricket**   * Striking and fielding skills. | **Rounders/Cricket**   * Striking and fielding skills. | **Rounders/Cricket**   * Striking and fielding skills. | **Rounders/Cricket**   * Striking and fielding skills. | RESIDENTIAL |
| **Science** | **Evolution and Inheritance** -   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | | | | |
| **French** | No Lesson | **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. |
| **Music** | **Music and Me**  **Step 1**  To learn about some inspirational female musicians  To begin to compose an identity-themed piece of music | **Music and Me**  **Step 2**  To learn about Anna Meredith  To continue to compose an identity-themed piece of music | **Music and Me**  **Step 3**  To learn about Shiva Feshareki  To continue to compose an identity-themed piece of music | **Music and Me**  **Step 4**  To learn about Eska  To finish composing an identity-themed piece of music | **Music and Me**  **Step 5**  To learn about Afrodeutsche  To rehearse for a performance of own compositions | RESIDENTIAL |
| **Art/**DT | **Geomteric Pattern** -  Designing a printing block. | INSET DAY | BANK HOLIDAY | BANK HOLIDAY | The remaining Art activities will take place in Summer 2 after SATS and the residential are over.  (Making clay tiles and printing) | |