Half Term Overview Spring Term 1/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English** | **‘The Hidden Forest’ by Jeannie Baker**  To write, edit and redraft a balanced argument | **‘The Invention of Hugo Cabret’ by Brian Selznick**  To create informal questions using question tags  To make inferences based on images from the text  To use the passive voice to create changes in perspective | **‘The Invention of Hugo Cabret’ by Brian Selznick**  To write a diary entry in role  To explore and analyse a character through description  To explore a characterisation through drama  To write a flashback narrative  To write a persuasive speech | **‘The Invention of Hugo Cabret’ by Brian Selznick**  To discuss the key themes in a text  To form a written response to an open-ended question To use a range of adverbials  To use the subjunctive mood  To identify strategies to express opinions | **‘The Invention of Hugo Cabret’ by Brian Selznick**  To express opinions  To distinguish between fact and opinion  To plan a biography  To write statements using a range of past tense verbs To write a biography  To edit for adverbials of time | **‘Suffragette, The Battle for Equality’ by David Roberts**  To use imperative verbs to create laws  To write formally with historical language  To use bullet points to take notes, summarise sentences and extract relevant information  To use the subjunctive mood to create a formal speech |
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| **Maths** | **Block 1**  **Ratio**  Introducing the language of ratio. | **Block 1**  **Ratio**  Writing ratio as a fraction.  Recognising and using scale factors to solve problems.  To use ratio and proportion to solve mathematical problems. | **Block & 2**  **Ratio & Algebra**  To represent mathematical problems as functions.  To represent mathematical problems as expressions. | **Block 2**  **Algebra**  To understand the difference between an expression and an equation.  Writing algebraic equations. | **Block 2**  **Algebra**  Solving problems using algebraic equations.  Understanding place value between 0 and 1. | **Block 3**  **Decimals**  Rounding decimals.  Adding and subtracting decimals.  Multiplying and dividing decimals by 10, 100 and 1,000. |
| **RE** | **Local Church: Community - Sources**  We will know and understand about a wide variety of books and the purpose for which they were written  We will know and understand the Bible as the story of God’s love, told by the People of God.   * About the Bible * Types of books in the Bible * The Old Testament, Hebrew Scriptures * New Testament Books: Gospels * New Testament Books: Acts/Letters/Revelation * Bible in daily life | | | | **Sacrament: Eucharist - Unity**  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 | |
| **PSHE** | **Digital Safety**  To describe how things shared privately online can have unintended  consequences for others. | **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. | **Safer Internet Day**  Positive and negative influences online. |
| **History -** |  | **The Census**  To use the census to make inferences about people from the past. | **The Census**  To use the census to investigate how the lives of people in the past changed. | **The Census**  To use primary sources to find out about the working conditions of children in factories. | **The Census**  To reconstruct the lives of people in a household using the census. | **The Census**  To compare census returns and identify continuities and changes in a household. |
| **Computing** | **Digital Safety**  To understand how to respect others’ boundaries online, particularly  regarding sharing information about them. | **Coding - Scratch**  To recognise variables and identify that variables can hold numbers or letters.  e.g. score, timer | **Coding - Scratch**  To recognise that the value of a variable can be changed.  e.g. score, timer | **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, debug and improve the code that they have written. |
| **PE** |  | **Real PE - Unit 3:**  Hi Baby! warm up  Beanbag Raid  Stance Skills | **Real PE - Unit 3:**  Hi Baby! warm up  Beanbag Raid  Footwork Skills | **Real PE - Unit 3:**  Pass It On warm up  Dodgeball  Stance Skills | **Real PE - Unit 3:**  Pass It On warm up  Dodgeball  Footwork Skills | **Real PE - Unit 3:**  Pass It On warm up  Dodgeball  Stance Skills |
| **Sport Specific - Gymnastics**  Develop and apply different partner balances and link these to create a sequence. | **Sport Specific - Gymnastics**  Develop and apply different partner balances and link these to create a sequence, incorporating a variety of transitions, jumps and rotations. | **Sport Specific - Gymnastics**  Develop and apply different partner balances and link these to create a sequence, incorporating a variety of transitions, jumps and rotations. | **Sport Specific - Gymnastics**  Develop and apply flight using large apparatus and begin to link these to develop a group sequence. | **Sport Specific - Gymnastics**  Develop sequences by incorporating a variety of ways to use apparatus and a variety of timing. | **Sport Specific - Gymnastics**  Develop and apply gymnastic skills using large apparatus and begin to link these to create a whole class performance. |
| **Science** | **Living things & their habitats.**  To understand how living things are classified into broad groups according to common observable characteristics and based on  similarities and differences, including micro-organisms, plants and animals.  To explore the work of Aristotle and Carl Linnaeus. | | **Living things & their habitats.**  STEM Enrichment activity with a visiting expert. | **Living things & their habitats.**  To understand how all living things can be classified into one of ‘The 5 Kingdoms of Nature.’ | **Living things & their habitats.**  To investigate the similarities and differences of micro-organisms including viruses, fungi and bacteria. | **Living things & their habitats.**  To give reasons for classifying plants based on specific characteristics. |
| **French** | **Let’s Visit a French Town**  Who Lives Where?  • I can show how verbs change depending on the subject.  • I can join in a song with familiar structures. | **Let’s Visit a French Town**  I Go to School to Learn  • I can explain to someone why I do something. | **Let’s Visit a French Town**  Where Is the Library?  • I can locate new vocabulary in a bilingual dictionary.  • I can describe the position of places in French towns. | **Let’s Visit a French Town**  Maths  • I can use French terms for mathematical activities. | **Let’s Visit a French Town**  Welcome to My Home!  • I can follow and respond to an audio presentation. | **Let’s Visit a French Town**  Ordinal Numbers  • I can identify and apply spelling patterns. |
| **Music** | **‘You’ve Got a Friend’ by Carole King**  Listen and appraise the song  Sing the song | **‘You’ve Got a Friend’ by Carole King**  Sing the song and play instrumental parts within the song | **‘You’ve Got a Friend’ by Carole King**  Sing the song and improvise using voices and/or instruments within the song | **‘You’ve Got a Friend’ by Carole King**  Sing the song and perform composition(s) within the song | **‘You’ve Got a Friend’ by Carole King**  Start to prepare for the end-of-unit performance | **‘You’ve Got a Friend’ by Carole King**  Record the end-of-unit performance |
| **Art/**DT |  | **Art: Craft & Design- Photo opportunity**  **1. Photomontage**  To apply an understanding of composition to create an effective photomontage advertising poster. | **Art: Craft & Design- Photo opportunity**  **2. Macro photography**  To apply an understanding of abstract art through photography. | **Art: Craft & Design- Photo opportunity**  **3.Digital art**  To demonstrate an understanding of design choices using digital photography techniques. | **Art: Craft & Design- Photo opportunity**  **4.Recreating paintings**  To apply an understanding of photography to design and recreate a famous painting | **Art: Craft & Design- Photo opportunity**  **5.Photorealistic self-portraits**  To demonstrate observation and proportion to create art in a photorealistic style. |