Half Term Overview Lent 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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| **Reading** | **The War of the Worlds**  **Classics Illustrated** | **The Invention of Hugo Cabret by Brian Selznick** | **The Invention of Hugo Cabret by Brian Selznick** | **The Invention of Hugo Cabret by Brian Selznick** | **The Invention of Hugo Cabret by Brian Selznick** | **The Invention of Hugo Cabret by Brian Selznick** |
| **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**  **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** | **Galilee To Jerusalem**  To hear, believe, live and celebrate the prologue and the First Miracle in the Gospel of John | **Galilee To Jerusalem**  To hear, believe, live and celebrate the Second and Third Miracle in the Gospel of John | **Galilee To Jerusalem**  To hear, believe, live and celebrate the Fourth and Fifth Miracle in the Gospel of John | **Galilee To Jerusalem**  To hear, believe, live and celebrate the Sixth and Seventh Miracle in the Gospel of John | **Galilee To Jerusalem**  To hear, believe, live and celebrate the seven ‘I Am’ statements | **Galilee To Jerusalem**  To hear, believe, live and celebrate the Seven Sacraments |
| **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**  What is the census?  To explore the purpose and creation of a census. | **The Census**  What can we learn about Victorian children from the census?  To create questions about Victorian children using a range of sources. | **The Census**  What does the census suggest about the jobs available in the 1800s?  To explore the jobs available in the past using the census. | **The Census**  Why did some women refuse to fill out the census in 1911?  To make inferences about women’s lives in the 1900s using the census. | **The Census**  What changed in the 1921 Census?  To investigate how the census changed by following the life of Evelyn Dove. | **The Census**  Who lived in our local area in the past?  To conduct an enquiry about my local area using the census. |
| **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 4 :**  Like Clockwork warm-up  Seated Balance  Seated Volleyball | **Real PE - Unit 4 :**  Like Clockwork warm-up  Floor work balance  Seated Volleyball | **Real PE - Unit 4:**  Like Clockwork warm-up  Seated balance  Seated Volleyball | **Real PE - Unit 4:**  Balance Dice Frenzy  Floor work balance  Seated Volleyball | **Real PE - Unit 4:**  Balance Dice Frenzy  Seated balance  Seated Volleyball |
| **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.  Date to be confirmed. | **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** | **This is France!**  Using the correct form of ‘de’ | **This is France!**  Ask and answer questions about distance | **This is France!**  Compass points | **This is France!**  The landmarks of Paris | **This is France!**  Using the correct form of ‘être’ | **This is France!**  Using the correct form of adjectives |
| **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. |  |