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 tagsTo make inferences based on images from the textTo 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 dramaTo write a flashback narrative To write a persuasive speech | **‘The Invention of Hugo Cabret’ by Brian Selznick**To discuss the key themes in a textTo form a written response to an open-ended question To use a range of adverbials To use the subjunctive moodTo 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 biographyTo write statements using a range of past tense verbs To write a biographyTo edit for adverbials of time  | **‘Suffragette, The Battle for Equality’ by David Roberts**To use imperative verbs to create lawsTo write formally with historical language To use bullet points to take notes, summarise sentences and extract relevant informationTo 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 unintendedconsequences 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, particularlyregarding 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-upSeated BalanceSeated Volleyball | **Real PE - Unit 4 :**Like Clockwork warm-upFloor work balanceSeated Volleyball | **Real PE - Unit 4:**Like Clockwork warm-upSeated balanceSeated Volleyball | **Real PE - Unit 4:**Balance Dice FrenzyFloor work balanceSeated Volleyball | **Real PE - Unit 4:**Balance Dice FrenzySeated balanceSeated 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 onsimilarities 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 songSing 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. |  |