Half Term Overview Summer Term 2/2 Year 6

|  | **1** | **2** | **3** | **4** | **5** | **6** |
| --- | --- | --- | --- | --- | --- | --- |
| **English** | **‘The Wind in the Wall’ by Sally Gardner**  To use a range of noun phrases to create a warning  To use a range of noun phrases to describe  To use figurative techniques to describe setting  To use figurative techniques to describe character | **‘The Wind in the Wall by Sally Gardner’**  To use the subjunctive to give formal advice  To use old English to write a letter of advice  To use a range of adverbials to write an action scene  To use the passive voice to build tension | **‘The Wind in the Wall by Sally Gardner’**  To plan dialogue  To integrate dialogue in narrative  To plan a Gothic narrative  To write the start a narrative in present tense. | **‘The Wind in the Wall by Sally Gardner’**  To use past tense in narrative  To use passive voice to build tension  To integrate dialogue in a narrative | **End of Key Stage 2 Writing assessment** | **End of Key Stage 2 Writing assessment** |
| **Maths** | **Financial Maths**  What are financial risks?  How can they be avoided? | **Enrichment Session**  **Online Zoom session with a STEM ambassador exploring Fractals.** | **Financial Maths**  How do manufacturers and retailers try to influence the way we spend our money?  How can we be ‘critical  consumers’? | **Financial Maths**  What choices do we have when spending money?  What is the impact  of our spending  choices? | **Financial Maths**  Why is it helpful to budget?  How do you know what spending  budget available? | **Financial Maths**  What priorities might people have when deciding how to spend money?  How can money affect our emotional wellbeing? |
| **RE** | **Reconciliation - Healing**  We will know and understand the role of our faith when people become sick and need care:  That Jesus cares for the sick.  That caring for those in need is a Christian responsibility. | **Reconciliation - Healing**  The Sacrament of the Anointing of the Sick.  About Lourdes, a place of healing. | **Belonging/Values - Islam**  We will know the five pillars of Islam.  We will understand how and why Zaka is important.  We will know and understand about Muslim’s care for creation. | **Universal Church -**  **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 and about how:  •God asks us to live justly.  •God sent Jesus to bring the Good News to everyone. | **Universal Church -**  **The Common Good**  •Jesus taught us how to live justly in our world.  •Catholic Social Teaching is about continuing the work of Jesus. | **Universal Church -**  **The Common Good**  •The Common Good.  •Jesus gave Christians a new way of living. |
| **PSHE** | **Transition**  To problem-solving strategies for dealing  with emotions, challenges and change,  including the transition to new schools | **Transition**  To identify personal strengths, skills,  achievements and interests and how these contribute to a sense of self-worth. | **Transition**  To consider the positive ways in which starting  secondary school is a new chapter in my life. | **Transition**  The remainder of the PSHE time will be given over to:   * children visiting their new secondary schools * secondary schools/teachers coming in to visit the children.   **Digital Safety**  Visit to school by advisors on digital safety for children.  Date to be confirmed. | | |
| **Geography** | **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 **judgments** 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. |
| **History** | **Unheard Histories**  British banknotes - exploring the significance of people who appear on a British banknote. | **Unheard Histories**  To apply appropriate criteria when deciding on the historical significance of a person. | **Unheard Histories**  To evaluate the significance of historical figures.  To evaluate a person’s achievements to decide if they are significant. | **Unheard Histories**  To make inferences about Mary Seacole from primary sources.  To explain why Mary Seacole could be considered remarkable. | **Unheard Histories**  To research important aspects of a person’s life.  To evaluate the significance of sporting people. | **Unheard Histories**  To evaluate and explain which historical figure should be on a banknote. |
| **Computing** | **Webpage Creation**  To explore and review existing websites and evaluate their content. To have some understanding that websites are created by using HTML code. | **Webpage Creation**  To look at the different layout features available in Google Sites and plan their own web page on paper. | **Webpage Creation**  To gain an understanding of the terms ‘fair use’ and ‘copyright’.  Tounderstand how to search, reuse and reference images under creative commons to enable them to be respectful and responsible online users. | **Webpage Creation**  To use plans from previous lessons to create their own web page/home page.  To preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device. | **Webpage Creation**  To plan the structure of a website carefully.  To create multiple web pages and use hyperlinks to link them together. | **Webpage Creation**  To evaluate the user experience of a website. |
| **PE** | **Athletics**  Sprinting and relay skills. | **Athletics**  Sprinting and relay skills. | **Athletics**  Sprinting and relay skills. | **Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Rounders**  Bowling and striking  Throwing and catching  Teamwork | **Rounders**  Bowling and striking  Throwing and catching  Teamwork |
| **Athletics**  Throwing skills - discus, javelin and shot putt.  Long jump. | **Athletics**  Throwing skills - discus, javelin and shot putt.  Long jump. | **Athletics**  Throwing skills - discus, javelin and shot putt.  Long jump. | **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 are  To take part in new activities and evaluate them. | | |
| **Science** | **Evolution & Inheritance**  Fossils - to recognise that fossils provide information about living things which have changed over time.  The life and work of Mary Anning. | **Evolution & Inheritance**  To recognise that living things produce offspring of the same kind.  To identify similarities and differences between family members.  To understand genetic traits that can be shared. | **Evolution & Inheritance**  To identify how plants and animals are adapted to suit their environment.  Give examples of how plants and animals have adapted over time as a consequence of environmental pollution. | **Evolution & Inheritance**  To identify that adaptations may lead to evolution.  Evolution of the ‘Finch’. | **Enrichment Activity**  **Online Zoom session with the Natural History Museum - Evolution and Inheritance.** | **Evolution & Inheritance**  To know about Charles Darwin and how he developed his ideas on Evolution. |
| **Music** | **Rehearsals** for Year 6 Production - ‘Go For Gold’ | **Rehearsals** for Year 6 Production - ‘Go For Gold’ | **Rehearsals** for Year 6 Production - ‘Go For Gold’ | **Rehearsals** for Year 6 Production - ‘Go For Gold’ | **Rehearsals** for Year 6 Production - ‘Go For Gold’ | **Performance** of Year 6 Production - ‘Go For Gold’ |
| **Art/DT** | **Art -Sculpture & 3D: Making memories**  Lesson 1: Exploring self  To analyse how art can explore the concept of self. | **Art -Sculpture & 3D: Making memories** Lesson 2: Relief sculptures  To explore sculptural techniques.  To problem solve, evaluate and refine artwork to achieve a chosen outcome. | **Art -Sculpture & 3D: Making memories** Lesson 3: Memory museum  To use creative experience to develop ideas and plan a sculpture | **Art -Sculpture & 3D: Making memories** Lesson 4: Memory sculpture  To apply an understanding of materials and techniques to work in 3D. | **Art -Sculpture & 3D: Making memories** Lesson 5: Complete and reflect  To problem solve, evaluate and refine artwork to achieve a chosen outcome. | **DT - Cooking and nutrition: Come dine with me (4 lessons)**  **Three ingredients; three courses** |