



**CLASS HALF TERM OVERVIEW OF PLANNING**  
**Year 6 - Beech Class**  
**Spring 1**

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>
<b>RE</b> <b>U2.2 Are creation and science complementary or Conflicting?</b>	Revise work on genre and audience. Read Genesis 1:1–2:3 and immerse. Be detectives – find evidence for or against the details in Genesis.	Look at Genesis again – what clues are there to show that this is a poem? A literal account or a description of events? Convert one section of Genesis to factual language to emphasise the difference.	LSQ - evolution Explore the scientific account of cosmology and revise the scientific theory of evolution. Sort questions into religious and scientific categories. Discuss conflict/ complement.	Pupils to come up with questions based on Genesis and the beginning of life. Sort these into questions best answered by reading Genesis, and those best answered by science.	How far do pupils agree or disagree with the statement: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Come up with some questions that science definitely can answer and ones that it cannot.	LSQ – creation  Respond to the topic question "Creation and science: Conflicting or complementary?"  The Christmas Story
<b>PSHE</b> <b>Keeping Safe</b> <b>What are dangers, risks and hazards to me?</b>	Think before you click! Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;  Understand and describe the ease with which something posted online can spread.	To share or not to share  Know that it is illegal to create and share sexual images of children under 18 years old;  Explore the risks of sharing photos and films of themselves with other people directly or online;  Know how to keep their information private online.	Rat Park  Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;  Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	Drugs – It's the law!  Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.	Alcohol – what's normal?  Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.	Think before you click!  Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;  Understand and describe the ease with which something posted online can spread.
<b>Maths</b>	Focus area: Year 6 – Spring Block 1: Ratio  Step 1: Add or multiply? Step 2: Use ratio language Step 3: Introduction to	Focus area: Year 6 – Spring Block 1: Ratio  Step 5: Scale drawing Step 6: Use scale factors Step 7: Similar shapes Step 8: Ratio problems	Focus area: Year 6 – Spring Block 3: Decimals  Step 1: Place value within 1 Step 2: Place value; integers and decimals	Focus area: Year 6 – Spring Block 3: Decimals  Step 1: Multiply by 10, 100 and 1,000 Step 2: Divide by 10, 100 and 1,000	Focus area: Year 6 – Spring Block 4: Fractions, Decimals & Percentages  Step 1: Decimal and fraction equivalents Step 2: Fractions as	Focus area: Year 6 – Spring Block 4: Fractions, Decimals & Percentages  Step 5: Equivalent fractions, decimals and percentages



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 6 - Beech Class

### Spring 1

	the ratio symbol Step 4: Ratio and fractions		Step 3: Round decimals Step 4: Add and subtract decimals	Step 3: Multiply decimals by integers Step 4: Divide decimals by integers	division Step 3: Understand percentages Step 4: Fractions to percentages	Step 6: Order fractions, decimals and percentages Step 7: Percentage of an amount – one step Step 8: Percentage of an amount – multi-step
<b>No Nonsense number facts</b>	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 1: Applying understanding of place value with decimal numbers to add and subtract	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 2: Applying understanding of place value with decimal numbers to add and subtract	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 3: Applying understanding of place value with large numbers to add and subtract	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 4: Applying understanding of place value with decimal numbers to add and subtract	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 5: Applying understanding of place value with large and decimal numbers to add and subtract	Block 3: Using understanding of place value to add and subtract with large numbers and decimal numbers  Week 6: Applying understanding of place value with large and decimal numbers to add and subtract
<b>English</b>	Genre: Non-fiction Text: Are Jaffa Cakes a cake or biscuit? Key learning outcome: To write a balanced argument.  Exploring the Jaffa Cake Debate: Children will be introduced to the key question: Is a Jaffa Cake a cake or a biscuit? Children will examine real Jaffa Cakes. Key vocabulary such as texture, ingredients, size, layers, sponge, crunchy, soft, and moist will be introduced.	Are Jaffa Cakes a cake or biscuit?  Planning a Balanced Argument  Recap key features of a balanced argument, including presenting both sides of an issue fairly and without bias.  Use notes from previous learning to identify points for and against the Jaffa Cake being classified as a cake or a biscuit. Use language such as on the one hand, however, alternatively, and in contrast to link their points.	Are Jaffa Cakes a cake or biscuit?  Children to write their balanced argument about the Jaffa Cake debate, using their plans from the previous lesson. Children will incorporate unbiased language and vocab that is specific to the subject in a way that informs the reader.	Genre: fiction Text: The Giant's Necklace Key learning outcome: To write a persuasive speech and diary.  Familiarisation – Learn the text and explore the language features and author's choice of vocabulary. Learn how the use of multi-clause sentence structures and a range of punctuation supports the author to create imagery. Discuss audience and purpose.	The Giant's Necklace (fiction)  Practise using the key vocabulary from the text and consider impact on the reader. Explore the features of a persuasive speech. Children to plan and write a persuasive speech from the point of view of a bystander to encourage the character to return home to safety.	The Giant's Necklace (fiction)  Explore the features of a diary and the events of the story so far. Children to plan and write a diary entry from the point of view of Cherry detailing her thoughts and experiences.



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 6 - Beech Class

### Spring 1

		Organise arguments into clear paragraphs, ensuring coverage of both perspectives.				
<b>Spelling</b>	<p>Step 13: Adding the prefix '-over'</p> <p>overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned</p>	<p>Step 14: Words with the suffix '-ful'</p> <p>beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful</p>	<p>Words that can be nouns and verbs</p> <p>contest, freeze, impact, increase, object, permit, produce, silence, subject, transport</p>	<p>Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window</p>	<p>Step 17: Words with a 'soft c' spelled 'ce'</p> <p>celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice</p>	<p>Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure</p>
<b>Grammar</b>	<p>Use modal verbs to indicate degrees of possibility (Y5, revision Y6). Terminology Y5: modal, relative clause Y6: colon</p> <p>NNG: Strand 1 Activity 1b.14: How does the eagle eat?</p>	<p>Use colons (Y6) and brackets (Y5). Brackets, dashes, commas</p>	<p>Use relative clauses (Y5, revision Y6).</p>	<p>Use expanded noun phrases to convey complex information (Y6).  Terminology Y4 revision noun phrase, clause Y6: semi-colon</p>	<p>Use semi-colons between independent clauses (Y6).</p>	<p>Coordination and subordination</p>
<b>Science</b> <b>No science this half term</b>						
<b>PE</b>	<p>Work creatively and imaginatively, on their own and in a group to compose motifs and structure dances</p> <p>Perform to an accompaniment expressively and sensitively</p> <p>Perform dances fluently and with control</p> <p>Warm-up and cool-down independently</p> <p>Understand how dance helps to keep them healthy</p> <p>Use appropriate criteria to evaluate and refine their own work and other's</p> <p>Talk about dance with understanding, using appropriate language and terminology</p>					



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 6 - Beech Class

### Spring 1

<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Dance-</b></p> <p style="text-align: center;"><b>How can I perform dances fluently and with control?</b></p>	<p>Introducing the Dance</p> <p>Explore and practice movement ideas inspired by a stimulus.</p> <p>2. Begin to use basic compositional principles when creating their dances.</p>	<p>Question and Answer</p> <p>Perform movements accurately with a sense of rhythm.</p> <p>2. Move in a way that reflects the music.</p>	<p>Canon and Unison</p> <p>Combine and perform movements fluently and effectively.</p> <p>2. Perform dances with clarity and confidence.</p> <p>3. Perform dances in canon.</p>	<p>Confidence and Timing</p> <p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>2. Introduce and perform dances in unison.</p>	<p>Choreography</p> <p>Create dance motifs to show ideas, developing expressive qualities.</p> <p>2. Share ideas in small groups, working together to create a routine incorporating different elements.</p>	<p>Performance</p> <p>Perform movements to an audience with rhythm and confidence.</p> <p>2. Use the imagination to perform actions to music.</p>
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Programming A-Variables in games (CS, DL and IT)</b></p>	<p>To define a 'variable' as something that is changeable</p>	<p>To explain why a variable is used in a program</p>	<p>To choose how to improve a game by using variables</p>	<p>To design a project that builds on a given example</p>	<p>To use my design to create a project</p>	<p>To evaluate my project</p>
<p style="text-align: center;"><b>Internet Safety</b></p>	<p>Unit 03: Protect Your Stuff – Activity 6, <a href="#">Be Internet Legend Curriculum</a></p>					
<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>WW2</b></p> <p style="text-align: center;"><b>What role did Britain play in World War II, and how did this impact the outcome of the War?</b></p>	<p>What is modern day Germany like, and how was it ruled before the start of WW2?</p>	<p>How did Hitler come to power and become the leader of Germany?</p>	<p>How did the Second World War begin?</p> <p>How did Britain react to the outbreak of WW2?</p>	<p>How were the lives of civilians changed during WW2?</p> <p>How did Britain's Home Front cope when under attack?</p>	<p>How did the Second World War impact specific localities?</p> <p>Why was the Royal Air Force (RAF) so vital to the defense of Britain?</p>	<p>What major victories led to Britain winning the war?</p>
<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;"><b>Mechanisms</b></p> <p style="text-align: center;"><b>Is a catapult or trebuchet better?</b></p>	<p><b>Introduction to Catapults and Trebuchets</b></p> <p>Objective: Understand the basic principles of catapults and trebuchets.</p> <p>Begin with a brief discussion about ancient weaponry,</p>	<p><b>Research and Design</b></p> <p>Objective: Conduct research on catapults and trebuchets, and start designing a model.</p> <p>Provide resources (books, websites, and videos) for students to research how catapults and</p>	<p><b>Building the Catapult</b></p> <p>Objective: Begin constructing a model catapult based on the chosen design.</p> <p>Provide materials such as popsicle sticks, rubber bands, and small containers for building the catapult.</p>	<p><b>Building the Trebuchet</b></p> <p>Objective: Start building a model trebuchet based on the chosen design.</p> <p>Provide materials such as cardboard, string, and small containers for building the trebuchet.</p>	<p><b>Testing and Comparing Catapults and Trebuchets</b></p> <p>Objective: Test the completed models, compare their performances, and reflect on the design process.</p> <p>Each group present their completed catapult and trebuchet</p>	<p>By the end of these lessons, students will have gained practical experience in designing, building, and testing models of both catapults and trebuchets, while also developing their understanding of engineering principles</p>



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 6 - Beech Class

### Spring 1

	<p>introducing the concepts of catapults and trebuchets. Show images and videos of historical catapults and trebuchets, highlighting their designs and purposes.</p> <p>Discuss the differences between the two machines, including their structures and mechanisms.</p> <p>Introduce the project: building a model catapult and trebuchet in subsequent lessons.</p>	<p>trebuchets work.</p> <p>In small groups, have students discuss and sketch their initial designs for a model catapult or trebuchet.</p> <p>Emphasize the need for considering materials, size, and basic mechanics in their designs.</p> <p>Each group should present their initial design to the class, explaining their choices.</p>	<p>Guide students through the construction process, ensuring they follow safety guidelines.</p> <p>Encourage problem-solving and adjustments to the design as needed.</p> <p>Test the initial prototypes and discuss improvements that can be made.</p>	<p>Guide students through the construction process, emphasizing the differences from the catapult.</p> <p>Encourage problem-solving and adjustments to the design as needed.</p> <p>Test the initial prototypes and discuss improvements that can be made.</p>	<p>models.</p> <p>Conduct a series of tests to measure the distance and accuracy of projectile launches. Discuss the results as a class, comparing the strengths and weaknesses of catapults and trebuchets.</p> <p>Encourage students to reflect on the design and construction process, considering what they learned and how they could improve their models.</p>	<p>and problem-solving skills.</p>
<p><b>Music:</b> <b>Charanga</b> <b>A New Year Carol</b></p>	<p>A New Year Carol by Benjamin Britten Listen and appraise</p>	<p>A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version Listen and appraise Learn the song</p>	<p>I Mun be Married on Sunday by Benjamin Britten Listen and appraise Learn the song Add percussion</p>	<p>I Mun be Married on Sunday Britten version and Bhangra version Listen and Appraise Learn to sing the song Add percussion Improvise Compose</p>	<p>Fishing Song by Benjamin Britten Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform</p>	<p>Fishing Song Britten version and South African version Listen and Appraise Warm up Add percussion Improvise Compose Perform</p>
<p><b>MFL</b> <b>Spanish Can you tell a story... in Spanish?</b></p>	<p>Lesson 1 Listen to and familiarise with the story of Goldilocks and the Three Bears. Sequencing picture cards Annotate pictures with key words (focus on spelling)</p>	<p>LSQ – key vocab so far Lesson 2 Listen again to the story Sort word cards Draw pictures linked to the word cards Introduce the irregular verb “ser”</p>	<p>Lesson 3 Read and decipher phrase cards Sequence the cards Retell the story and correct word card order Practice 1<sup>st</sup> and 2<sup>nd</sup> person singular of “ser”</p>	<p>LSQ – key phrases from story Lesson 4 Create own book with pictures and text to tell the story of Ricitos de Oro Digital (Google Slides) or paper book, as preferred</p>	<p>Lesson 5 Finish and present books. Reflect on language learned.</p>	
<p><b>Educational visits/visitors</b></p>						<p><b>Fleet Air Arm Museum</b></p>



CLASS HALF TERM OVERVIEW OF PLANNING  
Year 6 - Beech Class  
Spring 1