



CLASS HALF TERM OVERVIEW OF PLANNING

Year 6 - Beech Class

Spring 2

| | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
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| RE U2.10 What matters most to Humanists and Christians? | What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? | Who is a Humanist? What codes for living do non-religious people use? | Who is a Humanist? What codes for living do non-religious people use? | What values matter most to Christians? How does it show? How can our different values be discussed? | How do Humanists and Christians know how to act? What do they base their decisions on? | What matters most to Humanists and to Christians? |
| PHSE Rights & Respect What does it look and feel like to give and show respect? | Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. | Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. | Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. | Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. | Set up and conduct a mock election. Consider: Was the election run fairly? Why was it important that everyone was given a chance to present their policies to the voters? Why was it fair that all the voters had a chance to listen to each party's policies and hear their candidate speak? Was the ballot run fairly? Could there be a fairer way of choosing candidates? | Consider: What school rules are there? Why do we have rules? Who makes the rules? What happens if people break the rules? Who makes the rules that apply to everyone in our country? |
| Maths | Focus area: Year 6 – Spring Block 2: Algebra Forming equations Solve simple one-step equations Solve two-step equations | Focus area: Year 6 – Spring Block 3: Decimals Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round | Focus area: Year 6 – Spring Block 3: Decimals Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations | Focus area: Year 6 – Spring Block 4: Fractions decimals and percentages Step 1 Decimal and fraction equivalents Step 2 Fractions as division | Focus area: Year 6 – Spring Block 4: Fractions decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of | Focus area: Year 6 – Spring Block 5: Area, perimeter and volume Step 1 Shapes - same area Step 2 Area and perimeter Step 3 Area of a |



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| | <p>Find pairs of values</p> <p>Enumerate possibilities</p> | <p>Step 4 Add and subtract decimals</p> | <p>Step 8 Solve 2-step equations</p> <p>Step 9 Find pairs of values</p> <p>Step 10 Solve problems with two unknowns</p> | <p>Step 3 Understand percentages</p> <p>Step 4 Fractions to percentages</p> <p>Step 5 Equivalent fractions, decimals and percentages</p> | <p>an amount – one step</p> <p>Step 8 Percentage of an amount – multi-step</p> <p>Step 9 Percentages – missing values</p> | <p>triangle – counting squares</p> <p>Step 4 Area of a right-angled triangle</p> <p>Step 5 Area of any triangle</p> |
| No Nonsense number | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 1: Using counting to connect fractions, decimals and percentages</p> | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 2: Identifying and demonstrating equivalence between fractions, decimals and percentages</p> | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 3: Approximating fractions and percentages and identifying easy equivalences</p> | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 4: Applying understanding of equivalence between fractions, decimals and percentages</p> | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 5: Applying understanding of equivalence between fractions, decimals and percentages</p> | <p>Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities</p> <p>Week 6: Applying understanding of equivalence between fractions, decimals and percentages</p> |
| English | <p>Wallace and Gromit's Cracking Contraptions – non-fiction instructions</p> <p>Introduction to Cracking Contraptions Objective: Understand the concept of contraptions and the creative process behind Wallace and Gromit's inventions.</p> <p>Discussion Task: Watch a selection of "Cracking Contraptions" shorts. Discuss what a contraption is and list the contraptions seen</p> | <p>Wallace and Gromit's Cracking Contraptions – non-fiction instructions</p> <p>Develop a detailed plan and diagram for your contraption.</p> <p>Discuss your contraption designs and help each other refine the ideas.</p> <p>Questions: How does your contraption improve with your partner's input? What changes will you make?</p> | <p>Wallace and Gromit's Cracking Contraptions – non-fiction instructions</p> <p>Children to write about their own 'Cracking Contraption'. Using their plans and diagrams, write a step-by-step explanation of how it works and its specific features.</p> | <p>Animalium – Non-fiction</p> <p>Explore and respond to the book, studying pages that the children are particularly interested in. Identify conventions in and across the text and explore how language, structure and presentation contribute to meaning. Discuss likes and dislikes and authorial choices made.</p> | <p>Animalium – Non-fiction</p> <p>Explore grammatical features of the text and how the use of the passive form of verbs affects the presentation of information in a sentence Use expanded noun phrases to convey complicated information concisely for the reader. Use brackets, dashes or commas to indicate parenthesis.</p> | <p>Animalium – Non-fiction</p> <p>Children to use plan and ideas formed last week to write their own information text about an animal, adopting a formal tone of voice. Proof read and edit taking into consideration the SPaG requirements taught in KS2.</p> |



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| | <p>in the shorts.</p> <p>Questions: What makes these contraptions unique? How do they solve everyday problems?</p> <p>Writing Task: Write a brief description of your favourite contraption from the shorts, explaining how it works and why you like it.</p> | <p>Draw a detailed diagram of your contraption, labelling all parts.</p> | | | | |
| Spelling | <p>Step 19: Words with the /f/ sound spelled 'ph'</p> <p>alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere</p> | <p>Step 20: Words with origins in other countries and languages</p> <p>ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda</p> | <p>Step 21: Words with unstressed vowel sounds</p> <p>company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature</p> | <p>Step 22: Words with 'cial'/shuhl/ after a vowel</p> <p>antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</p> | <p>Step 23: Words with 'tial'/shul/</p> <p>confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential</p> | <p>Step 24: Words beginning with 'acc'</p> <p>accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse</p> |
| Grammar | <p>Use passive form of verbs to affect the presentation of information in a sentence</p> | <p>Use of expanded noun phrases to convey complicated information concisely</p> | <p>Use of brackets, dashes or commas to indicate parenthesis</p> | <p>Use of determiners and prepositions to support the readers' understanding.</p> | <p>Link ideas across paragraphs using a wider range of cohesive devices</p> | <p>Using hyphens to avoid ambiguity</p> |
| Science Animals including humans- How do our heart and blood work to keep us healthy? | <p>What is the circulatory system?</p> | <p>How does our heart work?</p> | <p>How does exercise affect my heart rate?</p> | <p>What does the blood transport around the body?</p> | <p>How can I live a healthy lifestyle?</p> | <p>What can damage our health?</p> |
| PE | <p>Use different techniques for passing, dribbling, controlling and shooting the ball in games</p> <p>Apply basic principles of team play to keep possession of the ball</p> <p>Use marking, tackling and/or interception to improve their defence</p> <p>Play effectively as part of a team</p> <p>Know what position they are playing in and how to contribute when attacking and defending</p> <p>Plan practices and warm ups to get ready for playing safely</p> <p>Recognise their own and others' strengths and weaknesses in games</p> | | | | | |



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| Suggest ideas that will improve performance | | | | | | |
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| PE Invasion games Tag Rugby x 3 Hockey x3 | <p>Tag Rugby – Coordination, Control, Cooperation To keep control of the ball when moving with speed. 2. To communicate with team players throughout the lesson. 3. Apply the correct technique when holding a rugby ball.</p> <p>Cooperation with Team Mates to Pass and Move</p> <p>Apply to correct catching technique to throw and receive a ball. 2. To pass the ball backwards correctly to their team members.</p> | <p>Tag Rugby- Attacking and Tagging</p> <p>Apply attacking principles when in a game situation. 2. Apply defending principles when in a game situation. 3. Find the spaces and move into them with control and confidence.</p> <p>Defending</p> <p>Marking the opposition. 2. Move forward to defend as a line. 3. Successfully removing tags in accordance with the rules.</p> | <p>Tag Rugby- Circuit Skills and Tactics</p> <p>Recap skills and tactics learnt so far. 2. Develop the physical characteristics needed: Speed, fitness, agility.</p> <p>Competition</p> <p>To be able to play a full game of tag rugby. 2. To understand the rules of a game of tag rugby. 3. Carefully consider the best way to score a try and win the game.</p> | <p>Hockey- Introduction</p> <p>Continue to apply and develop a broader range of skills. 2. Choose skills that meet the needs of the situation. 3. Understand how physical activity can contribute to a healthy lifestyle.</p> <p>Dribbling</p> <p>Change speed and direction to get away from a defender. 2. Develop control whilst performing skills at speed. 3. Provide constructive feedback about a performance.</p> | <p>Hockey- Attacking Play</p> <p>Choose when to pass or dribble to keep possession of a ball. 2. Show good awareness of others in game situations. 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</p> <p>Defending Play</p> <p>Apply basic principles suitable for defending. 2. Show good awareness of others in game situations 3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</p> | <p>Hockey- Tournament</p> <p>Apply basic principles suitable for attacking and defending. 2. Choose different formations to suit the needs of the game. 3. Watch and evaluate the success of games.</p> <p>Final lesson</p> <p>Choose skills that meet the needs of the situation. 2. Choose different formations to suit the needs of the game. 3. Adapt games and activities making sure everyone has a role to play.</p> |
| Computing Data and information – Spreadsheets How can spreadsheets help us? | <p>Data and information – Spreadsheets</p> <p>To create a data set in a spreadsheet</p> | <p>To build a data set in a spreadsheet.</p> | <p>To explain that formulas can be used to produce calculated data</p> | <p>To apply formulas to data</p> | <p>To create a spreadsheet to plan an event</p> | <p>To choose suitable ways to present data</p> |
| Internet Safety | <p>Unit 04: Respect Each Other – Activity 6, Be Internet Legend Curriculum</p> | | | | | |



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| History: Significant Person Lilian Bader | Who was Lilian Bader What was she famous for? | What was her life like? | What was her legacy? | | | |
| Art Sculpture- clay | Which sculptors have been inspired by food? How can I develop my mastery of clay sculpture? | How can we manipulate clay to create food-based sculptures? | How can I best use colour to enhance my sculpture? | Who else has been inspired to create food-inspired art? | | |
| Music: Charanga You've got a friend Instrument recorders | You've Got A Friend by Carole King Listen and appraise | The Loco-Motion sung by Little Eva Listen and appraise Learn the song | One Fine Day sung by The Chiffons Listen and appraise Learn the song Add percussion | Up On The Roof by The Drifters Listen and Appraise Learn to sing the song Add percussion Improvise Compose | Will You Still Love Me Tomorrow by Carole King Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform | (You Make Me Feel Like) A Natural Woman by Carole King Listen and Appraise Warm up Add percussion Improvise Compose Perform |
| MFL Spanish What are you wearing? | To introduce the aim of the unit La ropa and to learn eleven new nouns and articles for items of clothing. | To continue with introduction of the next ten items of clothing. | To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - llevo. | To learn how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement). | To learn more about possessive adjectives in Spanish and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my'. | To revise all language covered so far and complete assessment for the unit. |
| Educational visits/visitors | | | Humanist visit and vicar visit | | | |