



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

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>RE</b> <b>U2.4 Christians and how to live – What would Jesus do?</b>	<p>Where do Christians find out about what Jesus did?</p> <p>Share the big question for the unit with pupils. Find out what they already know and what they would like to find out. Recap with pupils their previous learning within the concept of Gospel.</p>	<p>Why do Christians think it is wise to follow Jesus' teachings?</p> <p>Remind pupils that we will be focusing on how Christians believe they should act because of Jesus' teachings.</p> <p>Talk about why Jesus used short, memorable stories featuring everyday people and objects for many of his teachings.</p>	<p>What was Jesus' sermon on the mount about?</p> <p>Remind pupils of Matthew 22:36-40 and recall the two greatest commandments. Talk with pupils about who their neighbour is. Explain that for Christians, their neighbours are everyone, particularly those people in need.</p>	<p>How do some Christians follow Jesus' example in caring for those in need? (part 1)</p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• What was the Sermon on the Mount all about?</li> <li>• Which teachings do they think are the most important for Christians today and why?</li> <li>• What must people have been doing if Jesus thought they needed to hear these commands and teachings?</li> </ul>	<p>How do some Christians follow Jesus' example in caring for those in need? (part 2)</p> <p>Talk with pupils about the direct teaching that Jesus gave his followers; what does this teach them about how to act?</p> <p>Discuss Jesus' use of parables and how his actions set an example for how Christians from the past and today should act.</p>	<p>How far do Jesus' teachings and actions inspire others?</p> <p>Recap the unit with pupils. Ask them to list some of the teachings and actions of Jesus about how to treat other people. Discuss the different types of teaching that Jesus used (direct, through parables and through other stories), and talk about how these help Jesus followers today to know how to act.</p>
<b>PSHE</b> <b>Being my Best</b>  <b>How can I overcome obstacles to achieve my goals?</b>	<p>How can I overcome obstacles to achieve my goals?</p>	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p>	<p>Present information they researched on health and wellbeing issues</p> <p>Outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>	<p>Recognise what risk is;</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p>	<p>Basic first-aid1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Basic first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>



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<b>Maths</b>	<p>REVISION: Year 6 – Spring Block 3: Decimals</p> <p>Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round Step 4 Add and subtract decimals</p>	<p>REVISION: Year 6 – Spring Block 3: Decimals</p> <p>Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns</p>	<p>REVISION: Year 6 – Spring Block 4: Fractions decimals and percentages</p> <p>Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages</p>	SATS Week	<p>REVISION: Year 6 – Spring Block 5: Area, perimeter and volume</p> <p>Step 1 Shapes - same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle REVISION: Year 6 – Spring Block</p>	<p>Algebra</p> <p>Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities</p>
<b>No Nonsense number</b>	<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>	SATS Week	<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 6: Applying understanding of equivalence between fractions, decimals and percentages</p>
<b>English</b>	<p>Flood</p> <p>Key learning outcome: To write the story of Flood</p> <p>Explore the text Feelings graph Collect vocabulary</p>	<p>Flood</p> <p>Key learning outcome: To write the story of Flood</p> <p>Hyphenation Look at verbs Multi-clause sentences using a range of ways to construct clauses</p>	<p>Flood</p> <p>Key learning outcome: To write the story of Flood</p> <p>Dialogue to show how the characters are feeling Using the passive Shared writing</p>	<p>Archipelago: An atlas of imagined Islands</p> <p>Key learning outcome: To invent their own island and write about its discovery, features and island life as part of a class Atlas of Imagined Islands</p> <ul style="list-style-type: none"> <li>•Make a display of as many books featuring islands</li> </ul>	<p>Archipelago: An atlas of imagined Islands</p> <p>Key learning outcome: To invent their own island and write about its discovery, features and island life as part of a class Atlas of Imagined Islands</p> <p>Write radio messages Play 'Desert Island Desirables'</p>	<p>Archipelago: An atlas of imagined Islands</p> <p>Key learning outcome: To invent their own island and write about its discovery, features and island life as part of a class Atlas of Imagined Islands</p> <p>Writerly knowledge chart Plan</p>



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				•Introduce the book and explain how lots of writers and artists have created their own islands	Generate silly islands.	Write up own island discovery.
<b>Spelling</b> <b>Spring 2</b>	Step 25 Words with the suffix 'ably' adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	Step 26 Words with the suffix 'ible' forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	Step 27 Words with the suffix 'ibly' forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	Step 28 Words ending in '-ent' and '-ence' convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.	Step 29 Words ending in '-er', '-or' and '-ar' calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	Step 30 Adverbs synonymous with determination continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously
<b>Grammar</b>	SATS revision: Verb forms Past perfect and past progressive Determiners Passive and active voice	SATS revision: Brackets/dashes Colons and semi colons Prepositions  adverbs/ adverbials	SATS revision:  Apostrophes  Inverted commas  pronouns	SATS week:	Editing writing for moderation	Editing writing for moderation
<b>Science</b> <b>Evolution and inheritance-How have living things evolved over time?</b>	How are plants adapted to their environment?	How have animals adapted to their environment?	What is natural selection, how does this lead to evolution?	How do adaptations lead to evolution?	What characteristics can you inherit from your parents?	How can fossils help us explain evolution?
<b>PE</b>	Sustain running and improve on a personal target Show control at take off in jumping activities Show accuracy and good technique when throwing for distance Organise and manage an athletic event well Understand how stamina and power help people to perform well on different athletic activities Identify good athletic performance and explain why it is good Use agreed criteria					
<b>PE</b> <b>Athletics</b> <b>How can I sustain running to improve</b>	Introduction  Choose the appropriate speed to run at for the	Run for speed	Throwing for distance	Jump for distance	Mini Olympics	Final Lesson  Choose the appropriate speed to run at for the



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<b>on a personal target?</b>	distance to be covered. 2. Choose the appropriate throwing technique to meet the demands of the task. 3. Choose the appropriate jumping technique to meet the demands of the task.	Communicate, collaborate, and compete with others. 2. Develop control whilst performing skills at speed. 3. Understand the importance of being physically fit.	Perform skills with accuracy, confidence, and control. 2. Learn how to evaluate and recognise their own success.	Run, jump, catch and throw in isolation and in combination. 2. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Choose skills that meet the needs of the situation. 2. Combine and perform skills with control. 3. Develop an understanding of how to improve in different physical activities and sports.	distance to be covered. 2. Choose the appropriate throwing technique to meet the demands of the task. 3. Choose the appropriate jumping technique to meet the demands of the task.
<b>Computing</b> <b>Creating media – 3D modelling</b> <b>How is data transferred over the internet</b>	To recognise that you can work in three dimensions on a computer	To identify that digital 3D objects can be modified	To recognise that objects can be combined in a 3D model	To create a 3D model for a given purpose	To plan my own 3D model	To create my own digital 3D model
<b>Internet Safety</b>	Unit 05: When In Doubt, Discuss – Activity 6, <a href="#">Be Internet Legend Curriculum</a>					
<b>Geography:</b> <b>What is the economic activity of the UK and how sustainable is it?</b>	What are the key geographical features of the UK?	What are the sectors of the UK economy?	How sustainable is agriculture in the UK?  How sustainable is energy generation in the UK?	How sustainable is water use in the UK?  How sustainable is the use of rare earth elements?	How does automation affect the economic activity of the UK?  How sustainable is waste management in the UK?	How sustainable is the economic activity of the United Kingdom?
<b>Art</b>				Famous artist study Sarah Biffin		
<b>Music</b> <b>Charanga</b> <b>Music and me</b>	Something Helpful by Anna Meredith O by Shiva Feshareki Heroes & Villains by Eska And! by Afrodeutsche Choose an artist from the	Something Helpful by Anna Meredith Listen and appraise Learn the song	V-A-C Moscow by Shiva Feshareki Listen and appraise Learn the song Add percussion	Shades Of Blue by Eska Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Shades Of Blue by Eska Listen and Appraise Learn to sing the song Add percussion Improvise Compose	You decide who to listen to Listen and Appraise Warm up Add percussion Improvise Compose



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	Inspirational Women's Timeline to listen to and learn about Listen and appraise				Perform	Perform
<b>MFL Spanish</b> <b>What makes a brilliant weekend?</b>	What time is it? To tell the time in Spanish	Weekend activities To learn 10 weekend activities	How to spell the activities To learn spelling patterns and rules	Combining time and activities To use "at" to combine times and activities	Pronunciation To check my own speaking for pronunciation errors	What makes a brilliant weekend? To combine vocabulary and grammar to produce a simple presentation
<b>Educational visits/visitors</b>						