



CLASS HALF TERM OVERVIEW OF PLANNING

Year 6 - Beech Class

Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.14 What do religious and non-religious world views teach about caring for the Earth?	Use a case study about Greta Thunberg to introduce the issues of climate justice. From her story, what can pupils tell about her personal worldview? What matters most to her? Greta is non-religious. Use this case study to enable pupils to think about the meanings of some key questions: whose world is this? Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the Earth belong to God? If some people believe the Earth does belong to God, how should they live?	Learn in detail about key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu Dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. Connect these ideas to words and stories from sacred texts.	Learn about the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. Consider some reasons why these projects may need to grow and influence their traditions more strongly. Should religions be greener?	Learn in detail about examples of creative expressions of green spirituality from different faiths in works of art, music, drama, prophecy and activist protests or actions: what are the spiritual roots of such expression, and what impacts can they have?	Find out about connections between ancient wisdom in holy texts and some ways religious people have become 'climate justice activists'.	Discuss what must happen for people and planet to survive and re-balance the ways humans have exploited the earth. What kinds of behaviour, belief and expression does the world need now? Weigh up different responses as we face the crisis of climate justice.
PHSE Valuing Difference Why is tolerance importance?	Valuing Differences Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying as a bystander; Describe positive attributes of their peers.	Valuing Differences Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone	Valuing Differences Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	Valuing Differences Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society;	Valuing Differences Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).	Valuing Differences Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of



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		else; Demonstrate ways of offering support to someone who has been bullied .		Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.		people.
Maths	Algebra 1 and 2 step function machines Form expressions Substitutions Formulae	Algebra Form equations Solve 1 and 2 step equations Find unknowns Solve problems with more than one unknown.	<u>White Rose Bakery</u> Activity 1 - Resources Best value Activity 2 - Resources Profit & loss Packaging Cooking problems Activity 6 - Resources	<u>White Rose Tours</u> Climate worksheet Activity 1 - Resources Distance Conversion graph Conversion Airport	<u>White Rose Tours</u> Activity 2 - Resources Accommodation Activity 3 - Resources Budget Activity 4 - Resources Time problems	<u>White Rose Futures</u> Annual salary Hourly rates Activity 1 - Resources Bills Activity 2 - Resources Mortgage Activity 3 - Resources House Activity 4 - Resources
No Nonsense number	Block 6 Week 1: Understanding common factors, common multiples, square and cube numbers	Block 6 Week 2: Exploring factors	Block 6 Week 3: Understanding multiplication in relation to square numbers, cube numbers and volume	Block 6 Week 4: Applying understanding of common factors, common multiples, square and cube numbers	Block 6 Week 5: Exploring lowest common multiples	Block 6 Week 6: Using understanding of square numbers and cube numbers to count
English	I am a cat Key learning Outcome Write own version of 'I am Cat' using a different subject. Capture learning about the text to construct a writerly knowledge chart Identify the structure of the text and the key information in each section and record to support organisation of ideas and writing.	I am a cat Explain that the whole class is going to write in the same style e.g. pet sleeps and dreams of being more exotic/exciting/wild Link this writing to a topic and model gathering the information needed about the different aspects/characters/versions. Eg 'I am Dog'. (Dingo, Husky, Guide Dog, Mountain Rescue dog, Greyhound, Pekingese, Deer/Wolfhound) or choose another from	I am a cat Children to choose an animal/object that is of personal interest to them eg as the subject of their writing. Possibilities include 'I am Man' (superhero dreams – Batman, Superman, Spiderman,) 'I am Horse' (racehorse, zebra, Shire horse, Brumby/Mustang, Lippizaner) 'I am Mini' (Ferrari, Rolls Royce, jeep, Formula 1 car,) 'I am fish'(shark, salmon, tropical fish, puffer fish, swordfish) 'I am	A Wizard of Earthsea Key Learning Outcome To write an effective story opening. Read the text and explore what is known about the Island of Gont. Children to collect words and phrases that they like that describe it and discuss what they think the island looks like.	A Wizard of Earthsea Revise relative pronouns and practise creating relative clauses to include in sentences. Where have relative clauses been used in the text? Why? Explore other grammatical features of the text	A Wizard of Earthsea Children to choose the story that they want to write an opening for. Create a timeline of that character's life up until the story starts. Collect images of the setting and generate noun phrases to describe them.



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		the list below. Draw up a plan for these ideas. Research the different dogs//other chosen topic	bird'(owl, eagle, albatross, toucan, swan, hummingbird) 'I am child/boy/girl' (mountaineer, firefighter, athlete, astronaut, survival expert, filmstar)			
Spelling	Step 31: Adjectives used to describe Settings bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	Step 32: Adjectives used to describe Feelings apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified	Step 33: Adjectives to describe Characters amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant	Step 34: Grammar Vocabulary 1 adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	Step 35: Grammar Vocabulary 2 active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	Step 36: Mathematical Vocabulary addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical
Grammar	Recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) Using passive verbs to affect the presentation of information in a sentence (Y6)	Using expanded noun phrases to convey complicated information concisely (Y5/6) Using	Using commas to clarify meaning or avoid ambiguity in writing (Y5) Using brackets, dashes or commas to indicate parenthesis (Y5) Using hyphens to avoid ambiguity (Y6). Linking ideas across paragraphs using adverbials of time, place and number or tense choices (Y5) Linking ideas across paragraphs using	Recognising vocabulary and structures that are appropriate for formal writing Using passive verbs to affect the presentation of information in a sentence (Y6) Using brackets, dashes or commas to indicate parenthesis • using layout devices (e.g. headings, subheadings, columns, bullets or tables) to structure text (Y6). Terminology Y3 revision: comma Y5: bracket Y6: subject, object, active, passive	Using expanded noun phrases to convey complicated information concisely (Y5/6) Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5) Expressing time, place and cause using conjunctions, adverbs or prepositions (revision from Y3/4). Using hyphens to avoid ambiguity (Y6). Devices to build cohesion within a paragraph (e.g. then,	Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags (Y6) Using passive verbs to affect the presentation of information in a sentence (Y6). using commas to clarify meaning or avoid ambiguity in writing (Y5) · using brackets, dashes or commas to indicate parenthesis (Y5).



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					after, that, this, firstly) (Y5). Terminology Y5: relative pronoun, relative clause, ambiguity, modal verb, cohesion Y6: subject, object, hyphen#	
Science Light – How do our eyes work?	How does light travel?	Which materials make the best reflectors?	How does the eye work?	How do shadows change during the day?	Why do objects look different in water?	How do mirrors work?
PE	Strike a bowled ball Use a range of fielding skills- catching, throwing, bowling, intercepting, with growing control and consistency Work collaboratively in pairs, group activities and small- sided games Use and apply the basic rules consistently and fairly Understand and implement a range of tactics in games Recognise the activities and exercises that need including in a s warm up Identify their own strengths and suggest practices to help them improve					
PE Striking/ Fielding How can I develop my ball skills with more accuracy? Dartmoor 3 ball x 3 Rounders x3	Rounders- Introduction Use skills and tactics to outwit opponents when batting. 2. Use skills and tactics to outwit opponents when fielding. Fielding Tactics Choose skills that meet the needs of the situation. 2. Use skills and tactics to outwit opponents when fielding. 3. Watch and evaluate the success of games.	Rounders- Bowling Use skills and tactics to outwit opponents when batting. 2. Identify spaces to understand the tactic of hitting into gaps. 3. Watch and evaluate the success of games Batting Tactics Develop control. 2. Perform skills with accuracy, confidence and control. 3. Learn how to evaluate and recognise their own success.	Rounders- Tournament Work as part of a team that covers the area to make it hard for the batter to score runs. 2. Develop an understanding of how to improve in different physical activities and sports. 3. Adapt games and activities making sure everyone has a role to play. Final Lesson Play shots that allow the ball to be hit to	Dartmoor 3 Ball Use the skills learnt in rounders within Dartmoor 3 Ball games	Dartmoor 3 Ball Use the skills learnt in rounders within Dartmoor 3 Ball games	Dartmoor 3 Ball Use the skills learnt in rounders within Dartmoor 3 Ball games



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			different areas of the field into spaces. 2. Use tactics that involve bowlers and fielders working together. 3. Identify parts of the game where they are performing well.			
Computing Programming B – sensing What are the four programming constructs?	To create a program to run on a controllable device	To explain that selection can control the flow of a program	To update a variable with a user input	To use a conditional statement to compare a variable to a value	To design a project that uses inputs and outputs on a controllable device	
Internet Safety	Digital Well-being: Lesson 4 Be Internet Legend Curriculum					
Geography How can our school we reduce waste – case study on beaches. How can our school reduce its plastic waste?	What is plastic waste?	What can our school do to reduce plastic waste?	(case study: beaches)	How can we plan and carry out effective ways to reduce plastic waste in school?	How can we record and evaluate the effectiveness of reducing plastic waste in school?	
Art Chromatic- Can art help save the planet?	How can art be an act of protest?	How can art raise money for good causes?	How can art reduce its environmental impact?	How can my art save the planet?	How can I help others evaluate their art?	
DT - Food - Mix it up: Create the next food craze						



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<p style="text-align: center;">Music: Charanga Reflect, rewind, replay Instrument Steel pans</p>	<p>Reflect - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music Rewind and Listen Out! I Want You Back by The Jackson 5 Reflect - Composers and Composition (Jon Boden)</p>	<p>Reflect - Armide Overture by Jean-Baptiste Lully - Baroque Rewind and Listen Out! Take The 'A' Train by Duke Ellington and Billy Strayhorn Reflect - Composers and Composition (Jon Boden)</p>	<p>Reflect - The Marriage Of Figaro: Overture by Mozart - Classical Rewind and Listen Out! Walking On Sunshine by Katrina And The Waves Reflect - Composers and Composition (Jon Boden)</p>	<p>Reflect - Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic Rewind and Listen Out! Don't Worry, Be Happy by Bobby McFerrin Reflect - Composers and Composition (Jon Boden)</p>	<p>Reflect - Sonata For Horn In F by Hindemith - 20th Century Rewind and Listen Out! The Loco-Motion sung by Little Eva Reflect - Composers and Composition (Jon Boden)</p>	<p>Reflect - Homelands by Nitin Sawhney - Contemporary Rewind and Listen Out! Man In The Mirror by Michael Jackson Reflect - Composers and Composition (Jon Boden)</p>
<p style="text-align: center;">MFL In school What happens in a Spanish school?</p>	<p>To start the unit and introduce the nouns and articles/determiners for six common classroom objects.</p>	<p>To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.</p>	<p>To learn the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...' both in spoken (role-play) and written form.</p>	<p>To consolidate the previously learnt language and introduce the possessive adjectives 'mi' and 'mis' in Spanish, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.</p>	<p>To learn how to use the negative structure 'No tengo...' (I do not have) in Spanish so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.</p>	<p>To revise all language covered so far and complete assessment for the unit.</p>
<p style="text-align: center;">Educational visits/visitors</p>		<p style="text-align: center;">Beach study</p>				<p style="text-align: center;">Red Rock watersports day</p>