



Year 6 Termly Overview

Spring Term

Subject	Spring 1 Eco Earth	Spring 2 Titanic
Art/ DT	<ul style="list-style-type: none"> • Building a bridge and get over it challenge • Research, develop, model, communicate, make, test and evaluate 	<ul style="list-style-type: none"> • Endangered animal collage in the style of Peter Cromer • Design and mask making
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> • Online Bullying <p>Computing</p> <ul style="list-style-type: none"> • Film-making 	<p>Online Safety</p> <ul style="list-style-type: none"> • Managing Online Information <p>Computing</p> <ul style="list-style-type: none"> • Film-making
French	<p>Family</p> <ul style="list-style-type: none"> • My family (Ma famille) • Describe your family (Decris ta famille) • Household tasks (Les taches menageres) • A family weekend (Un weekend en famille) • My birthday party (Ma fete d'anniversaire) • Cinderella (Cendrillon) 	<p>A Weekend with Friends</p> <ul style="list-style-type: none"> • What would you like to do? (Qu'est-ce que tu voudrais faire?) • Would you like...? (Tu voudrais...?) • Sleepover (La soiree pyjama) • The midnight feast (Le festin de minuit) • Are you going to go to the cinema? (Tu vas aller au cinema?) • The sleepover (La soiree pyjama)
Geography	<ul style="list-style-type: none"> • Distribution of natural resources (energy, food, minerals and water) • Climate zones and vegetation belts 	<ul style="list-style-type: none"> • Use a range of digital mapping technology with confidence to explore places both local and worldwide, including the route of the Titanic



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History		<ul style="list-style-type: none">• Evaluates the usefulness and accurateness of different sources of evidence.• Selects the most appropriate source of evidence for particular tasks.• Presents information in an organised and clearly structured way.• Use timelines accurately to place significant dates and events in the sinking of the Titanic
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Maths	<p>Decimals</p> <ul style="list-style-type: none">Recap understanding of numbers with up to 3 decimal placesMultiply and divide numbers with up to three decimal places by 10, 100, 1000 giving answers up to 3 decimal placesMultiply one –digit numbers with up to 2 decimal places by whole numbersUse written division methods in cases where the answer has up to 2 decimal placesApply understanding of division to solve problems where the answer has up to 2 decimal placesSolve problems which require answers to be rounded to specified degrees of accuracyExplore relationship between decimals and fractionsConvert from decimals to a fractions and simplify <p>Percentages</p> <ul style="list-style-type: none">Convert fractions to percentagesUse knowledge of common equivalent fractions and decimals to find the equivalent percentagesConvert between fractions, decimals and percentages to order and compareUse known equivalences to find percentages of amountsApply understanding of FDP to solve problems using bar models <p>Algebra</p> <ul style="list-style-type: none">Use simple formulaeGenerate and describe linear number sequencesExpress missing numbers problems algebraically	<p>Measurement</p> <ul style="list-style-type: none">Solve problems involving calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriateUse, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal placesConvert between miles and kilometresRecognise that shapes with the same areas can have different perimeters and vice versaRecognise when it is possible to use formulae for area and volume of shapesCalculate the area of parallelograms and trianglesCalculate, estimate and compare volume of cubes and cuboids using standard units including cubic centimetres and cubic metres and extending to other units <p>Ratio and proportion</p> <ul style="list-style-type: none">Solve problems involving the relatives sizes of 2 quantities where missing values can be found by using integer multiplication and division factsSolve problems involving the calculation of percentages and the use of percentages for comparisonSolve problems involving similar shapes where the scale factor is known or can be foundSolve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Geometry – properties of shapes</p>
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	<ul style="list-style-type: none">• Find pairs of numbers that satisfy an equation with 2 unknowns• Enumerate possibilities of combinations of 2 variables	<ul style="list-style-type: none">• Draw 2-D shapes using given dimensions and angles• Recognise, describe and build simple 3-D shapes, including making nets• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <p>Statistics</p> <ul style="list-style-type: none">• Interpret and construct pie charts and line graphs and use these to solve problems• Calculate and interpret the mean as an average
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Music	A New Year Carol by Benjamin Britten <ul style="list-style-type: none">• To sing in unison and parts with clear diction, controlled pitch and sense of phrase• To describe, compare and evaluate different types of music using a range of musical vocabulary e.g., pulse, rhythm, timbre• To listen to and recall sounds and patterns of sounds with accuracy and confidence• To develop an understanding of the history of music from different musicians evaluating purpose effects the way that music is created and performed	Women in music <ul style="list-style-type: none">• To sing in unison and parts with clear diction, controlled pitch and sense of phrase• To describe, compare and evaluate different types of music using a range of musical vocabulary e.g., pulse, rhythm, timbre• To listen to and recall sounds and patterns of sounds with accuracy and confidence• To develop an understanding of the history of music from different musicians evaluating purpose effects the way that music is created and performed
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<p>PE</p>	<p>Gymnastics</p> <ul style="list-style-type: none">• To identify and practice gymnastic shapes and balances• To identify and practice symmetrical and asymmetrical body shapes• To construct sequences using balancing and linking movements• To use counterbalances and incorporate them into a sequence of movements• To perform movements in canon and in unison <p>Healthy Eating</p> <ul style="list-style-type: none">• Healthy food plate• Vitamins and Minerals• Heart disease• The benefits of exercise• The health implications of sleep• Prioritising time <p>Step to the Beat</p> <ul style="list-style-type: none">• To understand the value of aerobic exercise• To learn how to measure heart rate and note any changes• To perform aerobic activity to music• To practice and apply a sequence of step moves to beat of the music	<p>Striking and fielding</p> <ul style="list-style-type: none">• To throw and catch under pressure• To use fielding skills to stop the ball effectively• To learn batting control• To learn the role of backstop <p>Gymfit circuits</p> <ul style="list-style-type: none">• To plan a personal programme <p>Healthy Body, Blood and Guts</p> <ul style="list-style-type: none">• Main function of the circulatory system• Main function of blood vessels in the body• Explain the functions of blood• To identify the main parts, and the purpose, of the respiratory system• To explain how exercise affects our bodies• To identify how our bodies change when growing from birth to old age
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<p>PSHE</p>	<p>Keeping Safe</p> <ul style="list-style-type: none"> • To share or not to share • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story Part 1 and 2 <p>Growth Mindset</p> <ul style="list-style-type: none"> • Self Esteem – what is it and how can I build it? • Growth vs Fixed Mindset • Working in partnership with a range of children across the year group to prepare for secondary school 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Two sides to every story • Fakebook Friends • What's it worth • Jobs and taxes • Action Stations • Project Pitch <p>Growth Mindset</p> <ul style="list-style-type: none"> • Self Esteem – what is it and how can I build it? • Growth vs Fixed Mindset • Working in partnership with a range of children across the year group to prepare for secondary school
<p>RE</p>	<ul style="list-style-type: none"> • How can churches help us to understand Christian belief? 	<ul style="list-style-type: none"> • Adam, Eve, Christmas, Easter: what are the connections? • Easter: Did Jesus have to die? • Easter Experience at the Church (a missed Y5 trip) •
<p>Reading</p>	<p>Class Reader; Holes – Louis Sachar</p> <p>Additional texts Magazine articles Infographic research on environmental issues</p>	<p>Class Reader; Holes – Louis Sachar</p> <p>Additional texts Titanic diaries</p>



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Science	Electricity <ul style="list-style-type: none">• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches• Use recognised symbols when representing a simple circuit in a diagram.	Light <ul style="list-style-type: none">• recognise that light appears to travel in straight lines• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
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Writing	<p>Writing to Discuss</p> <ul style="list-style-type: none">• To use modal verbs to convey degrees of probability• To use relative clauses to provide supporting detail• To use adverbials to provide cohesion across the text• To use expanded noun phrases to describe in detail• Begin to use passive voice to maintain impersonal tone• Brackets or dashes for parenthesis• Semi colons for to mark related clauses• Use commas to mark relative clauses <p>Writing end points:</p> <ul style="list-style-type: none">- Balanced argument – should wind farms be built?- Letter to the future generation about current environmental issues- A journalistic report using two viewpoints on insects as a food source.	<p>Writing to Entertain</p> <ul style="list-style-type: none">• To use subordinate clauses to add detail or context, including in varied positions• To use relative clauses to add detail or context• To use a wide range of sentence structures to add interest• To use brackets for incidentals• To use dashes to emphasis additional information• To use colons to add further detail in a new clause• To use semi-colons to join related clauses <p>Writing end points:</p> <ul style="list-style-type: none">- A suspense narrative base on 'Alma'- A diary entry from a passenger of the Titanic- A survivor's monologue about the sinking of the Titanic
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