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| WATERINGBURY CE PRIMARY SCHOOL : TERMLY OVERVIEW |

Year Group:6 Term:2 Teacher: Mrs Jones

Curriculum Theme: Diversity Significant Figures: Martin Luther King, Rosa Parks,

Nelson Mandela

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|  | Topic/Focus | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| English | *Ancient Greece*  *Autobiographies and biographies.* | I can write a non- chronological report with a clear purpose.  I can identify key facts and vocabulary.  I can use a semi colon to separate 2 main clause. | I can use the features of a play script in my writing.  I can write effectively for my chosen audience.  I can use brackets for extra information. | I can use the features of a news report in my writing.  I can write using the passive voice.  I can use direct and indirect speech. | I can use the features of persuasive writing.  I can use emotive language to persuade  I can use a range of clauses varying their position within the sentence. | I can use the features of an autobiography.  I can write a range of clause structures, varying their position within the sentence. | I can use the features of a biography.  I can use a range of clause and punctuation.  I can identify the purpose of my paragraphs and show links between them. | Assessmemt week.  Consolidation |
| Spelling/Grammar | Statutory spellings  Spelling rules  Basic grammar | Challenge words, segmenting words and identifying phonemes.  According, awkward | Spell words with irregular spelling patterns  Achieve, bargain | Challenge words, segmenting words and identifying phonemes.  Spell words with irregular spelling patterns | Challenge words, segmenting words and identifying phonemes.  Spell words with irregular spelling patterns | Challenge words, segmenting words and identifying phonemes.  Spell words with irregular spelling patterns | Challenge words, segmenting words and identifying phonemes.  Spell words with irregular spelling patterns |
| Arithmetic  Mental calculations. | Counting and times tables | Counting and times tables | Counting and times tables | Counting and times tables | Counting and times tables | Counting and times tables | Counting and times tables |
| Maths | Four operations and fractions | To be able divide four digits by single digit.  Solve problems using the formal method of short division. | Long division  To be able to divide up t o4 digits by 2 digits using a variety of methods. Be able to use factors to divide, to use a formal method for long division  To be able to solve word problems and interpret remainders. | To be able to perform mental calculations including with mixed operations and large numbers.  T obe able to use their knowledge of the order of operations to carry out calculations involving the four operations. | To be able to use common factors to simplify fractions. To use common multiples to express fractions in the same denomination.  Compare and order fractions  Add or subtract fractions with different denominators and mixed number. | To add and subtract fractions with different denominators and mixed number using the concept of equivalent fractions.  Solving addition and subtraction multi step problems,. | Revise multiplying proper fractions and mixed numbers by whole numbers.  Multiple simple pairs of proper fractions, writing the answer in its simplest form. |
| RE | Finish off creation  Incarnation | I can use my own interpretation of the Creation Story to explain my ideas.  I can make connections from different interpretations of the Creation Story including those of science and faith.  I can begin to see how faith and science can work together | I can identify how there are many interpretations of Genesis.  I can understand that science and faith can answer different questions.  I can share my opinions on whether Creation and Science is conflicting or Complementary | I can act out and understand Matthew 21:1-9.  I understand the term Messiah.  I can explain what Christians believe about Jesus as the Messiah. | I understand the term transformation.  I can give examples of ways people’s lives can be transformed,  I can find evidence from text of Jesus’ transformation. | I understand the different viewpoints held by Christians and Jews on Jesus as the messiah.  I can suggest reasons for and against.  I can reach my own conclusion. | I understand the story of the flight to Egypt.  I can put myself in the shoes of a refugee.  I can explain the impact of the story on Christian’s actions. |  |
| Science  To be taught in blocks. | Evolution and Inheritance | I know that fossils provide information on how living things have changed over time. | I can recognise that living things produce off spring of the same kind, but normally off spring vary and are not identical to their parents. | I know how animals are adapted to their environment. | I know how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | I can use recognised symbols when representing a simple circuit in a diagram | I can 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 |
| History/Geo | The Ancient Greeks – Democracy and civilisation | I can answer a question using information and sources. | I can use a range of sources to find out more about the Jim Crow Laws. | I can use historical information to write in role. | I can explain and describe the significance of a key events during the civil rights movement. | I can recall events in Mandela’s life and describe his significance. | I can use a range of sources to construct an argument. |
| Art/DT/music | songs for young voices | Songs for young voices  I can use different techniques for shading | Songs for young voices  I can show the effect of light on people from different. | Songs for young voices  . directions I can develop an awareness of scale and proportion | Songs for young voices  I can produce increasingly detailed preparatory sketches paying attention to shading and scale and proportion. | Songs for young voices  I can produce increasingly accurate drawings of facial features paying attention to scale and proportion. | Songs for young voices  I can use the style of an artist to create my own self-portrait. |
| Computing( | Making a website | To know what makes a good website? | To know how to layout a website? | To understand what copyright is. | To can create my own website | To be able to explain what a navigation path is | To be able to create hyperlinks to link to people's work |
| PE | Dance | To be able to work creatively and imaginatively on their own and with a partner | To be able to create and structure phrases and sections of a dance | To be able to Perform expressively | To be able to perform dance fluently and with control. | To be able to observe and evaluate their own and others dances. | To be able to Observe and evaluate their own and others dances. |  |