

## Becontree Primary School

### Year 6 Medium Term Overview of Learning (Summer B)

Although we aim to follow this overview, there may be times that changes are needed.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 and 7
<b>Language and Communication / Vocabulary</b>	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: exhilarate menacing menagerie	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: vengeance reel cunning	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: quiver unwitting meddle	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: loathe underestimate offend	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: abandon skulk mock	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: Recap
<b>Grammar</b>	Grammar will be taught through writing sessions					
<b>Writing</b> Hamlet	To recognise the features of a review  To plan a review  To review their visit to Chessington	To learn about the life of William Shakespeare  To explore the development of the English language  To explore characters and their motivations.	To make inferences about characters' feelings, thoughts and motives.  To plan a formal letter  To analyse an example of and to write a formal letter	To understand a soliloquy  To plan and write a soliloquy  To learn to use descriptive language	To learn how to summarise  To learn how a discursive text is organised.	To write a discursive text  To edit and improve a discursive text
<b>Spelling</b>	Week 30 Adjectives used to describe settings	Week 31 Adjectives used to describe feelings	Week 32 Adjectives used to describe characters	Week 33 Words that can be used as nouns and verbs	Week 34 Adverbs	Week 35 Mathematical vocabulary
<b>Reading</b>	Book Study – Giant by Kate Scott Children engage in book talk and explore deeper questions. Read aloud - Poetry: Everything All at Once					
<b>Handwriting</b>	Handwriting is no longer taught as an individual lesson but a fluent, cursive style is encouraged throughout the curriculum.					

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<b>Maths</b>	The Day Trip Using mathematical skills to plan a day out.		Mathematical Puzzles Exploring a range of mathematical puzzles.		Product Design Using mathematical skills to design, cost and sell a product for profit.	
<b>Computing:</b> Sensing Movement	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	To develop a program to use inputs and outputs on a controllable device
<b>Foundation Subjects:</b>						
<b>Geography-</b> Local Area Field Work (3 weeks)	To understand 4- and 6-figure grid references	To understanding the art of orienteering	To be able to navigate a simple indoor course using controls	To be able to navigate a simple outdoor course using controls	To be able to navigate multiple outdoor courses using controls	To plan and set up an orienteering course
<b>Art-</b> 3D modelling <b>Mega-Structures</b>	To develop ideas for 3D work through drawing and visualisation in 2D	To use more complex techniques to shape materials. (soap sculpture)	To explore how shapes can be formed and joined in wire. (wire sculpture)	To consider the effect of how sculpture is displayed. (shadow sculpture)	To consider the effect of how sculpture is displayed. (shadow sculpture)	To choose and join a variety of materials to make sculpture. (recycling)
<b>History</b> <b>Sikh Empire</b>	To explain how the Sikh Empire was established using a timeline and map.	To describe the impact of Sikh beliefs on society during the Sikh Empire.	To recognise the significance of Lahore in the Sikh Empire.	To evaluate the historical significance of Ranjit Singh.	To analyse different interpretations of the Sikh Empire.	To compare the achievements of Ranjit Singh and Sophia Duleep Singh.
<b>Music</b>	In this term, Year 6 will learn to sing their End of Year Production songs. We will then perform our final production for everyone to enjoy.					

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<b>PSHE</b>  <b>Puberty and Reproduction</b>	To consider puberty and reproduction.	To explore the importance of communication and respect in relationships.	To consider different ways people might start a family.	To explore positive and negative ways of communicating in a relationship  Transition- First Day Worries	To understand the effects, risks and law relating to cannabis  Transition- First Day Worries	To understand the risk of volatile substance abuse and being aware of help and support  Transition- Change  Transition- Practise
<b>RE</b> <b>What qualities are important to religious leaders?</b>	Why do we need leaders?	What qualities do leaders possess?	Who is an important religious leader in Barking and Dagenham?	Who are some of the important world religious leaders?	Can I compare different religious leaders?	What is the difference between a religious leader and a secular leader?
<b>PE</b> Outdoor - Rounders	To develop throwing and catching under pressure and apply these to a striking and fielding game.	To develop bowling under pressure whilst abiding by the rules of the game.	To strike a bowled ball with increasing consistency.	To develop fielding techniques and select the appropriate action for the situation.	To understand and apply tactics in a game.	To apply skills and knowledge to compete in a tournament. (in the park)
Outdoor- Athletics	To identify a suitable pace for the event	To develop my own and others sprinting technique	To develop power, control and technique for the triple jump	To develop power, control and technique when throwing for distance	To develop throwing with force and accuracy for longer distances	To work collaboratively to develop the officiating skills of measuring, timing and recording
<b>FRENCH</b> Holidays and hobbies	Holidays	Holidays	Sports	Sports	Hobbies	Hobbies