

## Becontree Primary School

### Year 6 Medium Term Overview of Learning (Spring 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
<b>Language and Communication/ Vocabulary</b>	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: harry, strive, spur	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: approach, passage, tolerate	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: declare, genuine, adequate	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: condemn, ludicrous, demeanour	Skill: Make relevant suggestions and comment on others' suggestions  Vocabulary: naïve, resolve, confront
<b>Grammar</b>	Cohesion	Word classes	Clauses and sentences revision	Mock Week SATs SPAG assessment	Go through Mock SATs SPAG assessment
<b>Writing</b>  <b>The Highwayman (Narrative poem)</b>	Familiarise the children with the context of the poem  Investigate the meaning of unfamiliar words	Deduce information about a character from a visual text  Identify the features of a diary	Plan a diary in character  Write and edit a diary in character	Identify the features of an informal letter  Plan a letter in character  Write a letter in character	Write a letter in character  Edit and improve a letter in character
<b>Spelling</b>	Step 21: Challenge Words	Step 22: Words beginning with 'acc-'	Step 23: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Challenge Words	Step 25: Words with origins in other countries and languages
<b>Reading</b>  Read aloud: Tyger by SF Said Wed Wabbit by Lissa Evans	SATs revision The Giant Panda Bear	SATs revision Grannie	SATs revision Albion's Dream	Mock Week SATs reading assessment	SATs revision The Park
<b>Handwriting</b>	Although handwriting is not taught explicitly in year 6, all writing sessions will encourage neat and joined handwriting. This is a requirement for children to meet end of year expectations.				

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<p><b>Maths</b></p> <p><b>ARK Maths Mastery</b></p>	<p><b>Unit 9: Statistics</b></p> <p>To calculate the mean</p> <p>To interpret line graphs</p> <p>To draw line graphs</p> <p>To interpret pie charts</p> <p>To draw pie charts</p>	<p><b>Unit 10: Ratio and Proportion</b></p> <p>To explore additive and multiplicative relationships</p> <p>To use proportional language</p> <p>To use ratio language</p> <p>To use the ratio symbol</p> <p>To describe situations using proportion and ratio</p>	<p><b>Unit 10: Ratio and Proportion</b></p> <p>To interpret ratio problems (1)</p> <p>To interpret ratio problems (2)</p> <p>To interpret proportion problems</p> <p>To interpret recipe problems</p> <p>To solve problems involving scale factors</p>	<p>Mock Week SATs maths assessments</p>	<p>Go through Mock SATs maths assessments</p> <p>Revision programme starts</p>
<p><b>Computing</b></p> <p><b>Introduction to Spreadsheets</b></p>	<p>Create a data set in a spreadsheet</p>	<p>Build a data set in a spreadsheet</p>	<p>Explain that formulas can be used to produce calculated data</p>	<p>Apply formulas to data</p>	<p>Create a spreadsheet to plan an event</p>
<p><b>Foundation Subjects</b> (Science, Geography, History, Art, DT)</p> <p><b>DT: Pop-up Book</b></p> <p><b>History: What was the Impact of World War 2 on British People?</b></p> <p><b>Science: Light and Sight</b></p>	<p><b>Pop-up Book</b></p> <p>Design a pop-up book</p> <p>Follow my design brief to make my pop-up book</p>	<p><b>Pop-up Book</b></p> <p>Use layers and spacers to cover the working of mechanisms</p> <p>Create a high-quality product suitable for a target user</p> <p>Share pop-up books with Y1</p>	<p><b>What was the Impact of World War 2 on British People?</b></p> <p>To identify the causes of World War 2 using a timeline.</p> <p>To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</p> <p>To make inferences about the Blitz using photographs.</p>	<p><b>What was the Impact of World War 2 on British People?</b></p> <p>To investigate evacuation experiences using oral and printed records.</p> <p>To investigate the impact of WW2 on women's lives using visual and written sources.</p> <p>To explore the lives of migrants after WW2 through podcasts,</p>	<p><b>Light and Sight</b></p> <p>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</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give</p>

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				posters and photographs.	out or reflect light into the eye
<b>Music</b> Yu Studio- Hip Hop	Learn to arrange and mix their own composition in a Hip Hop style using YuStudio Balance the overall sound of their track Create drum beats, melodies and baselines with note guidance Build chords and melodies based on a chosen musical key Use different instruments in YuStudio Use sound effects, e.g., EQ and delay Experiment with arrangement as a whole, deleting and duplication different sections to create an effective track				
<b>PSHE</b> <b>One World</b>	Discuss and understand how we can be responsible global citizens.	Describe what global warming is and what we can do to stop it getting worse.	Recognise how energy use can harm the environment and to describe what we can do to help.	Describe how we can use water responsibly and understand the importance of doing this.	Understand what biodiversity is and explain the importance of doing all we can to encourage it.
<b>RE</b> <b>What happened on the first Easter Sunday?</b>	What do people know about the Easter story and where do their ideas come from?	How do artists show the themes of Jesus' death and resurrection from the gospels?	What other stories explore Easter themes?	What symbol can we create together which use the themes and symbols of Easter?	Is Easter the end of the story?
<b>PE</b> <b>Indoor- Fitness</b>	Develop an awareness of what your body is able to do.	Develop speed and stamina.	Develop strength using my own body weight.	Develop co-ordination.	Develop agility.
<b>Outdoor- Cricket</b>	Develop throwing and catching and apply these to a striking and fielding game.	Develop bowling under pressure whilst abiding by the rules of the game.	Strike a bowled ball with increasing consistency.	Develop fielding techniques and select the appropriate action for the situation.	Understand and apply tactics in a game.
<b>FRENCH</b> <b>What's the Time?</b>	Say and write a sentence to tell the time.		Read and interpret a school timetable/		Take part in a Maths lesson on counting and time, in French.