

Becontree Primary School

Year 6 Medium Term Overview of Learning (Spring A)

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
Language and Communication/ Vocabulary	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: thrive, resemble, distinct	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: inhospitable, fundamental, resolve	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: abundant, emerge significant	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: decline, dominate, undertake	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: approach, proceed, tolerate	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: declare, genuine, adequate
Grammar	Adverbs	Prepositions	Word classes	Progressive tense	Perfect tense	Mixed practice
Writing Non-chronological reports (Miptors/ Flanimals) inspired by creatures in 'Flanimals' by Ricky Gervais Poetry	Recognise the features and language used in non-chronological reports Consider the language used in non-chronological reports	Research the features of their miptor with an emphasis on scientific language Create a one-page fact file on their miptor	Plan and write a non-chronological report on their miptor	Edit and improve To produce a final draft	Wild Poetry Explore poetry examples Create poetry of their own and develop an anthology	
Spelling	Step 15: Challenge Words	Step 16: Words with the suffix '-ibly'	Step 17: Words ending in '-ent' and '-ence'	Step 18: Challenge Words	Step 20: Words ending in '-er', '-or' and '-ar'	Step 19: Challenge Words
Reading Read Aloud: Tyger by SF Said	Comprehension Focus: Reflective Responding to texts: When We Became Humans	Comprehension Focus: Reflective Responding to texts: When We Became Humans	Comprehension Focus: Reflective Responding to texts: When We Became Humans	Comprehension Focus: Reflective Responding to texts: When We Became Humans	Comprehension Focus: Reflective Responding to texts: Floodland	Comprehension Focus: Reflective Responding to texts: Floodland

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Handwriting	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.					
Maths ARK Maths Mastery	Unit 6: Decimals and Measures Reason about the area of rectilinear shapes Reason about the perimeter of rectilinear shapes	Unit 6: Decimals and Measures Calculate the volume of cubes and cuboids Reason about the volume of cubes and cuboids Convert between miles and kilometres Convert between metric and imperial units of measure Interpret time problems	Unit 6: Decimals and Measures Interpret problems involving timetables Unit 7: Missing angles and Lengths Recognise angle properties in different formats Compare and classify triangles Compare and classify quadrilaterals Find missing angles and lengths	Unit 7: Missing angles and Lengths Calculate missing angles in polygons Unit 8: Coordinates and Shape Draw 2-D shapes Describe coordinates in all four quadrants Draw and translate 2-D shapes Draw and reflect 2-D shapes	Unit 8: Coordinates and Shape Solve problems involving coordinates Describe 3-D shapes including from nets Recognise and build 3-D shapes from nets Illustrate and name parts of a circle	Revision Week Lessons will be spent revisiting aspects of the curriculum
Computing Variables in Games	Define a 'variable' as something that is changeable	Explain why a variable is used in a program	Choose how to improve a game by using variables	Design a project that builds on a given example	Use my design to create a project	Evaluate my project
Foundation Subjects (Science, DT) Science: Living things and	Living Things and their Habitats Classify plants and animals based on specific characteristics	Living Things and their Habitats Classify animals based on specific	Living Things and their Habitats Draw conclusions about what helps mould grow well Suggest appropriate	Soup and Bread- a complete meal Understand seasonality in the context of when fruit and	Soup and Bread- a complete meal Consider seasonality when choosing ingredients for a	Soup and Bread- a complete meal Learn the technique of kneading Use baking

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<p>their Habitats</p> <p>DT: Soup and Bread- a complete meal</p>	<p>(recapping Y4 learning)</p> <p>Know that living things are classified according to common observable characteristics and based on similarities and differences, including micro-organisms</p> <p>Plan investigation to observe how mould grows</p>	<p>characteristics</p> <p>Classify plants based on specific characteristics</p> <p>Make observations of ongoing experiment on how mould grows</p>	<p>classification of living things based on their observable characteristics (recapping learning from the unit)</p>	<p>vegetables are in season in Britain.</p> <p>Understand the impact of food miles on the quality of the product and the environment.</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed in the context of where food is reared, caught and processed in the United Kingdom.</p>	<p>soup</p> <p>Compare the processes involved in making bread products – commercial and domestic</p> <p>Find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects</p> <p>To weigh and measure accurately (time, dry ingredients, liquids)</p> <p>To work safely and hygienically</p>	<p>techniques and understand how to use yeast</p> <p>Use sharp knives safely</p> <p>Peel and grate vegetables safely</p> <p>Evaluate a product against the original design specification</p>
<p>Music</p> <p>Using Chords and Structure (YuStudio)</p>	<p>Learn to arrange and mix their own composition in a Hip-Hop style using YuStudio</p> <p>Have complete creative control and make musical decisions</p> <p>Balance the overall sound of their tracks</p> <p>Create drum beats, melodies and basslines with note guidance</p> <p>Build chords and melodies based on a chosen musical key and scale</p> <p>Use different instruments in YuStudio</p> <p>Use sound effects (EQ and delay)</p> <p>Experiment with arrangement as whole, deleting and duplicating different sections, to create an effective track</p>					
<p>PSHE</p> <p>Respecting Rights</p>	<p>Explain what the Universal Declaration of Human Rights is and understand that children have their own</p>	<p>Understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are</p>	<p>Identify why people's rights are sometimes not met in the UK and in places across the world</p>	<p>Explain how I can respect other people's rights and to understand why this is important</p>	<p>Identify how and why human rights have changed</p>	<p>Explain the role and importance of human rights activists</p>

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	rights					
RE What similarities and differences do religions share?	What values and practices do religions and world views share?	Why is meeting together important for religious people?	How is the Church and Mosque important to Christians and Muslims?	What differences do places of worship make to an area?	What beliefs do religions and world views share?	
PE Indoor-gymnastics	Develop the straddle, forward and backward roll	Develop rolling into sequence work and on apparatus	Develop counter balance and counter tension	Develop counter balance and counter tension into sequence work with apparatus	Develop jumps and explore the effect of height	Explore jump sequences
Outdoor-basketball	Develop protective dribbling against an opponent	Move into and create space to support a teammate	Choose when to pass and when to dribble	Track an opponent and use defensive techniques to win the ball	Develop shooting technique and make decisions about when to pass, dribble or shoot	Apply principles, rules and tactics
FRENCH What's the time?	Say and write a sentence to tell the time ...heure(s) and ...heure(s) et demie		Say/write at what time I do things		Ask and answer questions about a T.V. schedule	