

Becontree Primary School

Year 6 Medium Term Overview of Learning (Summer 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: Conjure, vigorous, dexterous	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: Proficient, lavish, aghast	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: Exuberant, flabbergast, illuminate	Skill: Make relevant suggestions and comment on others' suggestions Vocabulary: Recap	Skill: Make relevant suggestions and comment on others' suggestions SATs week	Skill: Make relevant suggestions and comment on others' suggestions Vocab: The big bamboozled quiz
Grammar	Revision	Revision	Revision	Revision	SATs week	Editing sessions focussed on redrafting writing
Writing	Leon and the Place Between (narrative focus) Explore the setting of the story Make inferences about a character	Leon and the Place Between (narrative focus) Imagine what could be inside the box Plan Leon's adventure inside the box Write a story about Leon's journey	Leon and the Place Between (narrative focus) Write a story about Leon's journey Edit and improve Produce a final draft		SATs week	Redrafting week – opportunity to go back over previous writing and make improvements
Spelling	Step 26: Grammar Vocabulary 1	Step 27: Grammar Vocabulary 2	Step 28: Adding the prefix 'over-'	Step 29: Words with the suffix '-ful'	SATs week	Step 30: Adjectives used to describe settings
Reading Read aloud: Wed Wabbit by Lissa Evans	SATs revision	SATs revision	SATs revision	SATs revision	SATs week	Book Study: Shorter Texts
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.					

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Maths	SATs revision	SATs revision	SATs revision	SATs revision	SATs week	Maths Project
<p>Foundation Subjects (Science, Geography, History, Art, DT)</p> <p>Art – Perspective and Vanishing point (3 weeks)</p> <p>Science – Animals, including humans</p>	<p>Light and Sight</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>Perspective and Vanishing Point</p> <p>Explore perspective and learn about the vanishing point</p> <p>Apply skills learnt of vanishing points and the horizon line to their own artwork</p> <p>Paint artwork experimenting with colour, shades and tones using watercolours/ paint</p> <p>Use perspective to create realistic interiors</p>	<p>Perspective and Vanishing Point</p> <p>Learn about and discuss the work of a famous architect Le Corbusier</p> <p>Practice skills to create foreshortening</p> <p>Paint artwork experimenting with colour, shades and tones using watercolours/ paint</p>	<p>Animals, including Humans</p> <p>Reflect on what they already know about the main systems of the body (skeletal, digestive and muscular)</p> <p>Identify and name the main parts of the human circulatory system</p> <p>Investigate pulse rates</p>	SATs week	<p>Animals, including Humans</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies' function (2 lessons)</p> <p>Reflect on their learning throughout the unit</p>
Music	<p>Learn to sing a song</p> <p>Listen and appraise music with differing social themes</p>					

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	Play and sing songs with more complex structures					
	Identify and understand the importance of structure and form					
Computing 3D modelling	Introduction to 3D modelling	Modifying 3D objects	Making name badges	Making a desk tidy	Planning a 3D model	Making a 3D model
PSHE Zones of Regulation	Creating wall posters of the zones -becoming familiar with the concept of the zones	Zones Bingo -increasing ability to identify our emotions	The Zones in Me -learning to identify the zones in ourselves	Me in the Zones -increasing awareness of how we feel	How do I feel? -understanding that different events change the way we feel	Caution! Triggers Ahead -managing trigger zones
R.E. How could we design a celebration that involved everyone, religious or not?	Why do we have celebrations?	What is special about celebrations in Islam?	What is special about celebrations in Christianity?	Can I compare and contrast a Muslim celebration with a Christian celebration?	Is it okay to take part in the celebrations of other religions?	How can we make a celebration inclusive to everyone?
PE Indoor- OAA	Build communication and trust whilst showing an awareness of safety	Work as a team to solve problems	Develop tactical planning and problem solving	Share ideas and work as a team	Develop navigational skills and map reading	Use a key to identify objects and locations
Outdoor- Volleyball	Use the fast catch volley to create space and place the ball	Develop the set shot and understand when to use it	Develop the dig and understand when to use it	Select and apply skills to keep a continuous rally going	Develop the underarm serve and learn the rules of serving	Apply rules and skills to play a tournament
FRENCH What's the Time?	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.	