

Year 6 Medium term Overview Spring 1 2018

	Week 1 2/01/18	Week 2 8/01/18	Week 3 15/01/18	Week 4 22/01/18	Week 5 29/01/18	Week 6	Week 1 To cover in spring 2
English	Short biography of Alexandra Selkirk	Short biography of Alexandra Selkirk	Narrative different point of view Robin Hood	Assessment Week	Journalistic writing Robin Hood	Journalistic writing Robin Hood	Poetry Similes, metaphors and personification
<i>Class read</i>	Autobiography Based on Floella Benajamin's	Short biography of Floella Benajamin's	Narrative Kenski's Kingdom By Michael Murpurgo	Assessment Week	Narrative Kenski's Kingdom By Michael Murpurgo	Narrative Kenski's Kingdom By Michael Murpurgo	Narrative Kenski's Kingdom By Michael Murpurgo
<i>Grammar</i>	Starting sentences with an adjective or an adverb	Uses third person and past tense throughout a biography	Expanded noun phrases	Assessment Week	Formal and informal vocabulary and language	Use passive and active sentences	Use inverted commas accurately

Maths	Fractions adding subtracting and multiplying	Decimals and percentages	Decimals and percentages	Assessment week	Measure Ray Mayer	Geometry Ray Mayer	Graphs Ray Mayer
History Ancient Greeks	To order events on a timeline/KWL grid When did they live? Where is Greece Where is Athens Sparta?	What evidence has been found by archaeologists? How do we know about people from this period in history	Who were the Ancient Greeks? How did the Athenians and the Spartans differ?	Battle of Marathon What happened Drama	What were their beliefs? Did believe in God? How did they live? What did their homes look like?	Research question for mini project How have the Ancient Greeks influenced the modern world?	Research question for mini project How have the Ancient Greeks influenced the modern world?

<p>RE</p> <p>Why are certain people, places and times sacred?</p> <p>Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews.</p> <p>Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied.</p> <p>Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning.</p> <p>Formulate questions on their own and others' experiences and suggest some possible responses.</p>	<p>To understand the importance of key people in religions.</p> <p>What does the word sacred mean?</p> <p>What is sacred to you? Why?</p> <p>Who are the important people in Islam, Christianity and Sikhism? Why?</p>		<p>Sacred people (looking for similarities)</p> <p>Chn to generate own questions on different religions.</p> <p>Why are these people regarded important?</p> <p>What are the similarities between the people?</p>	<p>To learn about the significant places in religions.</p> <p>Do you have a places that is special to you? What makes it special?</p> <p>What makes certain places special? Why</p> <p>Why are these places important in religions?</p>	<p>Art/R.E.</p> <p>How are art and artefacts important to religion?</p> <p>Do you use similar items at home or anywhere else? How important is it to keep special things safe? What special things do you have and how do you keep them?</p> <p>Looking at the art in places of worship e.g mosque, churches.</p> <p>Where do you see colour in churches. What about famous religious paintings? How do they make us feel? What colours are used? What mood does this set?</p>		
<p>ICT</p>	<p>Create a data base of Greek Gods</p>	<p>Use the data base of Greek Gods to answer questions</p>	<p>Produce a news report linked to journalistic writing Robin Hood</p>	<p>Produce a news report linked to journalistic linked to the Battle of Marathon</p>	<p>Produce a news report linked to journalistic writing Robin Hood</p>	<p>Design the maze game about the minotaur and the maze</p>	<p>Design the maze game about the minotaur and the maze</p>
<p>Science Electricity</p>	<p>Which circuits work</p>	<p>Different types of circuits: simple, series and parallel</p>	<p>Conductors and insulators</p>	<p>Making switches</p>	<p>Electricity investigation- best conductor</p>	<p>Make a game that is powered by electricity</p>	<p>Make a game that is powered by electricity</p>

<p>PHSCE Identity</p>	<p><u>Week 1</u> To recognise what makes us unique.</p> <p>To know the definition of resilience perseverance determination self- belief and confidence.</p>	<p><u>Week 2</u> To recognise the different qualities that make us unique.</p> <p>What is Grit and how can we develop it?</p>	<p><u>Week 3</u> . To recognise the different qualities that make us unique.</p> <p>Recognise when they have persevered and what the results of it were.</p>	<p><u>Week 5</u> To identify things that are important to us.</p>	<p><u>Week 4</u> To recognise different aspects of our identity</p>	<p><u>Week 6</u> To set personal targets.</p>	<p><u>Week 7</u> To understand the difference between being proud and being boastful.</p>
<p>Art /DT</p>	<p>Draw ancient Greek Vase</p>	<p>Draw ancient Greek Vase</p>	<p>Observational drawings of Greek artefacts</p>	<p>Design a creek vase.</p>	<p>Observational drawings of Greek artefacts</p>	<p>Make a Greek vase using clay</p>	<p>Make a Greek vase using clay</p>
<p>Music – link to history Ancient Greeks</p>	<p>Listen to Music from the ancient Greeks</p> <p>What instruments did they se?</p>	<p>Listen to Music from the ancient Greeks - how is the pitch? The tempo? Is the rhythm the same for all?</p>	<p>Plan to make own Ancient Greek style music. Decide how long it will be, pitch, tempo and what instruments they will use?</p>	<p>In groups select instruments and practice one verse of own Greek music.</p>	<p>Continue to practice and enhance own music ready to perform.</p>	<p>Perform in front of peers and record for evaluation.</p>	<p>Evaluate own music.</p>

