

Year 6 Medium term Overview Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Unit 2 –Poetry: the power of image Reading poems with similes, metaphors and personifications	Unit 2 –Poetry: the power of image Write poems	Unit 2 –Poetry: the power of image Write poems	Unit 2- argument (non –fiction) Plan an argument	Assessment Week	Unit 2- argument (non – fiction) Write an argument	Unit 2- argument (non – fiction) Write an argument
<i>Class read</i>	Class read War Horse By Michael Murpurgo	Class read War Horse By Michael Murpurgo	Class read Kenski’s Kingdom By Michael Murpurgo	Class read Kenski’s Kingdom By Michael Murpurgo	Assessment Week	Class read Kenski’s Kingdom By Michael Murpurgo	Class read Kenski’s Kingdom By Michael Murpurgo
<i>Grammar</i>	Alliteration Repetition rhythm and rhyme	Onomatopoeia Simile metaphor personification Imagery	Expanded noun phrases Simile metaphor personification Imagery Repetition rhythm	Language of debate, persuasive language logical connectives	Assessment Week	Use of emotive language, persuasive language logical connectives	Conditional connectives opinion pejorative language.

<i>Maths</i>	Fractions adding and subtracting.	Fractions multiplying and dividing.	Decimals and percentages	Decimals and percentages	Assessment week	Measure and Geometry Ray Mayer	Graphs and charts Ray Mayer
History Ancient Greeks	To order events on a timeline/KWL grid When did they live? Where is Greece Where is Athens Sparta?	Who were the Ancient Greeks? How did the Athenians and the Spartans differ?	What evidence has been found by archaeologists? How do we know about people from this period in history	What were their beliefs? Did believe in God? How did they live? What did their homes look like?	Battle of Marathon What happened Drama	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?
ICT	Create an animation showing how fossils are formed.	Create an animation showing how fossils are formed	Add a sound track to fossil animation	Create a data base of Greek Gods	Use the data base of Greek Gods to answer questions	Produce a news report linked to journalistic linked to the Battle of Marathon - use purple mash	Produce a news report linked to journalistic linked to the Battle of Marathon - use purple mash

<p>Science Evolution</p>	<p>To understand evolution is change over time</p> <p>Elklan words</p>	<ul style="list-style-type: none"> To explain why and how things have changed over time To be able to explore the evidence for evolution. 	<p>To recognise characteristics are passed from parents to offspring</p> <p>To understand evolution occurs when there is competition to survive.</p>	<ul style="list-style-type: none"> To understand that changes can be an advantage or a disadvantage. 	<p>To be able to explore the evidence for evolution.</p>	<p>To explain how a particular animal has adapted to Its habitat.</p> <p>To be able to write a biography of a famous scientist. (Start as homework project)</p>	<p>To be able to write a biography of a famous scientist. (Start as homework project)</p>
<p>PHSCE Identity</p>	<p><u>Week 1</u> What is identity? How do you get an identity ? Your identity at school? Home? Mosques? Friends? Clubs?</p>	<p><u>Week 2</u> <i>Developing own: resilience, perseverance, determination self-belief and confidence.</i></p>	<p><u>Week 3</u> <i>Show understanding of self - awareness and awareness of others.</i></p>	<p><u>Week 4</u> <i>Demonstrate an awareness of accepting differences to reinforce own uniqueness. (British values)</i></p>	<p><u>Assessment week</u></p>	<p><u>Week 6</u> <i>They can talk about and reflect on their current situation and setting targets for the future.</i></p>	<p><u>Week 7</u> <i>Develop an insight into their own potential and how they can reach it.</i></p>

<p>RE Why are certain people, places and times sacred? 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 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? 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>Music</p>	<p>Music through poetry</p>	<p>Music through poetry</p>	<p>Music through poetry</p>	<p><u>Rap music linked to English</u></p>	<p><u>Rap music linked to English</u></p>	<p><u>Rap music linked to English</u></p>

<i>Art /DT</i>	Draw ancient <i>Greek Vase</i> Draw fossils (observational) trip to cliff	Make fossils using clay	Observational drawings of <i>Greek artefacts</i>	Design and draw <i>Greek</i> temples	Plan a <i>Greek</i> temple	Make a <i>Greek temple</i>	Make a <i>Greek</i> temple