



Year Six Half Termly Overview 2023-24

Spring 2



| | 19.02.24 | 26.02.24 | 04.03.24 | 11.03.24 | 18.03.24 | 25.02.23 |
|---------------------------------|---|-------------------------------|--|---------------------|---|---------------------------------------|
| Key Events | | | World Book Week | Science Week | | Holy Week |
| Focus weeks | | | Reading | Science | | RE |
| Room of Wonders/ Visitor | | | Share a story | | | |
| English | Letters from the Lighthouse Emma Carroll | | | | WW2 Non-fiction Text Create a non-fiction piece linked to WW2 Display Booklet to be publish all the information. | |
| Maths | Measurement: Converting Units | | Number: Ratio | Statistics | Geometry: Position and Direction | Geometry: Property of Shape |
| RE | Jesus Who was Jesus? | Jesus Who is Jesus? | Jesus Who did Jesus say he was? | | Jesus Was Jesus the Messiah? | |
| PSHE | Community Valuing diversity | | Community Challenging discrimination and stereotypes | | Media literacy and digital resilience Evaluating media; sources; sharing. | |
| Science | Living Things Are living things classified into broad groups? | | Living Things Do we group living things according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals? | | Living Things Are you able to give reasons for classifying plants and animals based on specific characteristics? | |
| Geography | | | | | | |



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| | <p>Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident.</p> | <p>Pupils create a group dance using a range of dynamics, accurately timed. Identify real-life heroes and why they are heroes. Empathy - To understand how heroic characters might feel and work with a group to portray these qualities.</p> | <p>Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident and happy to create.</p> | <p>Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p> | <p>Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. Empathy - To work with empathy for all to improve their dance.</p> | <p>Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence. Empathy - To have increased confidence and understanding.</p> |
| | <p>Striking and Fielding-Cricket To demonstrate bowling underarm with accuracy. Encouragement - To offer practical solutions to help teammates improve.</p> | <p>Striking and Fielding- Cricket To strike a ball with a bat. To throw a ball overarm when fielding Encouragement - To offer practical solutions to help teammates improve</p> | <p>Striking and Fielding- Cricket To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. Self- Motivation - To set myself a goal when practising bowling.</p> | <p>Striking and Fielding- Cricket To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. Decision Making - To make a definite choice of where to strike the ball.</p> | <p>Striking and Fielding- Cricket To demonstrate bowling with accuracy in a game. To strike a ball with a bat. Evaluation - To refer to the objectives and success criteria.</p> | <p>Striking and Fielding- Cricket To demonstrate bowling underarm with accuracy in a game. Evaluation - To identify strengths and areas for improvement.</p> |