



Year Six Half Termly Overview 2025-26



Spring 2

	23.02.26	02.03.26	09.03.26	16.03.26	23.03.26
Key Events		World Book Week	Science Week		
Focus weeks		Reading	Science		
English	Letters from the Lighthouse Emma Carroll WW2 Non-fiction Text Create a non-fiction piece linked to WW2			Macbeth William Shakespeare	
Maths	Measurement: Converting Units		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	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety				
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					



Year Six Half Termly Overview 2025-26



History	World War 2 How did people manage to carry on normal life during the war and how do we know?	World War 2 Which pieces of evidence would you select to tell the story of the Home Front? How would you justify your selection if you had only limited space?	World War 2 Why is it so difficult to be sure what life on the Home Front was really like?	World War 2 Do you think the Government censors would allow certain photographs to be shown to the public?	World War 2 What was VE day really like?
Art & Design	Activism- Making a zine Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.				
D&T					
Music					
Computing					
MFL					
PE	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Empathy - To work together ensuring all pupils are confident.	Dance- Heroes and Villains 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.	Dance- Heroes and Villains 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.	Dance- Heroes and Villains 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.	Dance- Heroes and Villains 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.



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	<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>
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