



Year Six Half Termly Overview 2022-23

Spring 2



	20.02.23	27.02.23	06.03.23	13.03.23	20.03.23	27.02.23
Key Events	Shrove Tuesday Ash Wednesday	World Book Week	P4C	Science Week		Holy Week
Focus weeks	Lent	Reading	P4C Day	Science		RE
Room of Wonders/ Trip/ Visitor	KS2 Eucharist	Share a story				Place Display Booklets in to the Room of Wonder as Artefacts
English	Letters from the Lighthouse Emma Carroll			We Are All Born Free Human Rights poetry/persuasive writing	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?	



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Geography						
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 Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.					
D&T						
Music	Develop singing skills/singing in rounds. Exploring war time songs					
Computing	IProgram iAdd Objects	IProgram iUse actions	iProgram iCreate actions	iProgram iControl	iProgram iVary	iProgram iDevelop
MFL	C'est la France Les voisins	C'est la France Distance	C'est la France Directions	C'est la France À paris	C'est la France Des personnes célèbres	C'est la France Monuments célèbres
PE	Dance- Heroes and Villains Pupils have a developed and well-rehearsed	Dance- Heroes and Villains Pupils create a group dance using a	Dance- Heroes and Villains Pupils have a developed and well-rehearsed	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that	Dance- Heroes and Villains Pupils will have made creative decisions on the	Dance- Heroes and Villains Pupils will have performed all their creations in a



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	<p>duet that demonstrates a range of choreographic techniques.</p> <p>Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>range of dynamics, accurately timed. Identify real-life heroes and why they are heroes.</p> <p>Empathy - To understand how heroic characters might feel and work with a group to portray these qualities.</p>	<p>duet that demonstrates a range of choreographic techniques.</p> <p>Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>demonstrates a range of choreographic techniques.</p> <p>Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.</p>	<p>performance structure and implemented these practically in their performance, working as a full team.</p> <p>Empathy - To work with empathy for all to improve their dance.</p>	<p>sequence decided by them.</p> <p>Pupils will have new performance skills and increased confidence.</p> <p>Empathy - To have increased confidence and understanding for what it feels like to perform in front of an audience.</p>
	<p>Striking and Fielding-Cricket To demonstrate bowling underarm with accuracy. To catch a ball when fielding</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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. To use tactics in a Cricket type game.</p> <p>Evaluation - To refer to the objectives and success criteria.</p>	<p>Striking and Fielding- Cricket To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a Cricket game.</p> <p>Evaluation - To identify strengths and areas for improvement.</p>