Year 6 Spring 12024 - Overview

| Topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Week | English | Reading | Maths | Science | History | Geography | Art | DT | RE | Values | Computing | Music | RSHE | French | PE |
| $\begin{gathered} 1 . \\ 08.01 .24 \end{gathered}$ | Adventure Narrative | Make comparisons within the text. | Decimals <br> 3 d.p <br> Round <br> decimals <br> Multiply and <br> divide by 10, <br> 100 and <br> 1000 <br> Add and <br> subtract <br> decimals <br> Multiply <br> decimals by <br> integers | Understand voltage and what it means in electrical terms | Maya ceremonies |  | know what expressionis $m$ is and link to fauvism |  | Is anything ever eternal? |  | Coding: <br> Debug based on errors that occur when running a program. |  | Feelings and feeling unsafe | $\begin{array}{c\|} \hline \text { Food } \\ \text { introducti } \\ \text { on - Fruit } \\ \text { and veg } \end{array}$ | Dance: <br> To use gesture to develop a phrase to demonstrate waking |
| $\begin{gathered} 2 . \\ 15.01 .24 \end{gathered}$ | Adventure Narrative | Cracking Comprehensi on - Fiction | Decimals Divide decimals by integers Decimals as fractions Fractions to decimals | Associate the brightness of a lamp with the number and voltage of cells used in a circuit |  | Drawn conclusion about the strengths and weaknesses of human processes. |  | Explore how cams work |  | Understandi ng change |  | Play a melody following staff notation. | Knife Crime Workshop | Reading menus / <br> designing <br> a pizza <br> menu | Dance: To <br> explore different ways of turning at different levels |
| $\begin{gathered} 3 . \\ 22.01 .24 \end{gathered}$ | Adventure Narrative | Give/explain the meaning of words in contex $\dagger$ | Percentages Understand percentages Fraction to percentages Equivalent FDP Order FDP | recognise the impact of lifestyle choices on our bodies | Maya Gods |  | Research expressionis $\dagger$ artists |  | Christian's definition of love |  | Online Safety: Explain ways in which we can positively build and protect our online reputation. |  | Review different types of relationship and learn how to maintain positive relationships | Design ice cream sundaes | Dance: <br> To mirror a partner with fluidity and in time to the music. |
| $\begin{gathered} \hline 4 . \\ 29.01 .24 \end{gathered}$ | Adventure Narrative | Cracking Comprehensi on - Nonfiction | Percentages Percentages of an amount Percentages missing value | identify and name main parts of the human |  | Recap countries and capitals within North America. |  | Plan an automaton toy |  | Reflect on the effects of empathetic listening |  | Create music with multiple sections. | Recognise when a relationship is unhealthy | Design a packed lunch | Dance: <br> To create a group phrase using opposing action words |


|  |  |  |  | circulatory system |  |  |  |  |  |  |  |  |  |  | e.g. stretch and curl |
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| $\begin{gathered} 5 . \\ 05.02 .24 \\ \text { Assessment } \\ \text { week } \end{gathered}$ | Adventure Narrative | Retrieve and record information/ identify key details from fiction and non-fiction | Algebra Finding a rule one step and two step | Explain why shadows have the same shapes as the object which creates them | Monarch focus: King George VI |  | create our own Expressionist painting in the style of Henri Matisse |  | Think about the phrase "love thy neighbour" |  | Spreadsheets <br> Create graphs and charts based on inputted data. |  | Change and love including death | Ordering <br> and <br> buying <br> food | Dance: <br> To be able to dance in unison as a whole class |
| $\begin{gathered} 6 . \\ 12.02 .24 \end{gathered}$ | Creative writing week | Cracking Comprehensi on - Fiction | Algebra <br> Substitution <br> Formulae Solve simple one-step equations Solve twostep equations Find pairs of values | Exploring light rainbows and prisms |  | Populations in North America. |  | Make our automaton toys |  | Our hopes and dreams |  | Discuss the structure of music. | Managing grief and bereavement | Trip card <br> - Food/ <br> market/ <br> lunch <br> phrases | Dance: <br> To create a sequence to perform in time with a group and to the music |

