

Year 6 Spring 2 Week-to-Week Overview

| Spring 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|---------------------------------|---|--|---|---------|
| Reading | SATs Revision Vocabulary Inference 'find and copy' questions | | | SATs Revision 3 mark questions Sequencing Inference | | |
| Writing <i>Letters from the Lighthouse</i> | Diary Entry <ul style="list-style-type: none"> • Cohesion across paragraphs • Features of a diary entry • Informal language • Time adverbials • Emotive language | | Instructional Writing: <ul style="list-style-type: none"> • What to do during a blackout • Layout features • Imperative verbs • Time Adverbials | Non-Chronological Report (Fact File about WW2) <ul style="list-style-type: none"> • Relative clauses • Parenthesis • Formal language • Layout features (subheadings) • Cohesive paragraphs • Cohesive Devices | | |
| Spelling | Suffix 'ible' | Suffix 'ibly' | Suffix 'ent' and 'ence' | Words ending in '-er', '-or' and '-ar' | SATs Revision Punctuation Modal verbs Active and passive voice Word classes | |
| Maths | SATs Revision Addition and Subtraction Multiplication and Division | | | SATs Revision Fractions, decimals and percentages | | |
| History - What was the impact of WW2 on British people? | To understand the causes of WW2 | To understand how the Battle of | To make inferences about the Blitz using images | To understand the emotions and | To identify the impact on women's lives | WW2 Day |

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| | | Britain was won | | experiences of children during evacuation | To explain why migrants came to Britain | |
| Science - How does evolution happen? | Complete Electricity Unit: To understand resistance | | | | | |
| Jigsaw - Healthy Me | No Outsiders The Island | To take responsibility for my health and wellbeing | To know about different types of drugs and uses and the effects on the boy To understand how stress triggers drug and alcohol misuse | To understand that some people can be exploited | To know why some people join gangs and the risk it involves | To understand what it means to be emotionally well and explore mental health |
| DT - Steady Hand Game | To research and analyse a range of children's' toys | To design a steady hand game | To construct a stable base | To assemble electronics to complete their game | | |
| PE- Handball Friday Dance Wednesday | | | | | | |
| Computing - Digital Literacy | To understand some buttons on a keyboard have a multipurpose | To use keyboard shortcuts | To navigate a computer system | To use a word document | To type accurately | |
| Music - WW2 Music | To use musical vocab to identify features of | To improve accuracy and pitch and | To identify pitches within an | To use knowledge of pitch to | To be able to notate a melody using pitches to octave | |

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| | different eras of music | control for singing with expression and dynamics | octave when singing | develop confidence when singing on parts | | |
| French - Visiting a town on French | To create a description of my route to school | To begin to understand ask for ans speak directions | To learn about travel to France through role play | To express and justify an opinion on where to visit | To analyse a text and identify key grammatical features | |
| RE - Resurrection | To understand the meaning of resurrection | To compare our interpretation of resurrection accounts with that of Christians | To explain how Christians remember the resurrection | To share and justify our responses to resurrection | | |