


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 6

	Spring 2 Objectives	Vocabulary
Topic	Victorians	
Values	Forgiveness	
Enrichment (Visits and visitors)	Holocaust Centre visit	
English Quality text	Victorian Poetry Cogheart	
English Writing genres	1 st person diary entry; Character profiles; Persuasive letter; Figurative fiction writing; Nonsense poems; Performance poetry; Turning nonsense poems into narrative	See English Progression document.
Maths	<p><u>Fractions, decimals and percentages</u></p> <ul style="list-style-type: none"> • Decimal and fraction equivalents • Fractions as division • Understand percentages • Fractions to percentages • Equivalent fractions, decimals and percentages • Order fractions, decimals and percentages • Percentage of an amount – one step • Percentage of an amount – multi-step • Percentages – missing values <p><u>Area, perimeter and volume</u></p> <ul style="list-style-type: none"> • Shapes - same area • Area and perimeter • Area of a triangle – counting squares • Area of a right-angled triangle <ul style="list-style-type: none"> • Area of any triangle • Area of a parallelogram • Volume - counting cubes • Volume of a cuboid <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Line graphs • Dual bar charts • Read and interpret pie charts • Pie charts with percentages • Draw pie charts • The mean 	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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Science	<p><u>Light</u></p> <ul style="list-style-type: none"> • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Shadow light source straight lines opaque translucent transparent distance cast filter colour see reflect absorb reflection angle incidence periscope	refraction bend lens focus focal point spectrum wavelength prism visible rainbow hypothesis fair test variable prediction conclusion
History	<p><u>The Victorians</u></p> <ul style="list-style-type: none"> • How did school life differ 150 years ago? • What was life like in Britain 150 years ago? • What were the main changes that took place during this time? • What were the worst parts of factory life? • Why is it so difficult to find out what factory conditions were really like? • How did town life compare to life in the countryside at this time? • What were the main changes in transport and did everyone benefit? • What can we learn about Victorian times from a study of our local area? • Were the Victorian times a Dark Age or a Golden Age? 	British empire Class Factory Industrial revolution Mill Poverty Rural Reigned Sanitation Slums Urban Wealth Workhouse Primary source Secondary source	
Geography	Not taught in this topic		

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Art and Design (artist)	Not taught in this topic	
Design Technology	<p>Research - Design – Make – Evaluate</p> <p><u>Sock Toys</u></p> <ul style="list-style-type: none"> • Demonstrate how to measure, cut, shape and join fabric with accuracy to make a product • Join textiles with an appropriate sewing technique • Select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming and fabric paints 	<p>Stitch</p> <p>Cross-stitch</p> <p>Back-stitch</p> <p>Join</p> <p>Design</p> <p>Make</p> <p>audience</p> <p>product</p> <p>research</p> <p>diagrams</p> <p>components</p> <p>functions</p> <p>aesthetic properties</p> <p>finishing techniques</p> <p>evaluation</p>
Computing	<p><u>E-Safety: 6.4 - Respecting the personal information and privacy of others</u></p> <p><u>Programming – Microbits</u></p> <p>Understand the micro:bit is a tiny computer which needs instructions in code to make it work.</p> <p>Understand that sets of instructions for computers in a sequence are also called algorithms or programs.</p> <p>Use the MakeCode editor to create instructions in code that the micro:bit can understand and then transfer them to the micro:bit.</p> <p>Know the micro:bit has an LED display output which it can use to show words (as well as numbers and pictures).</p> <p>Use loops to make animations run longer using fewer instructions.</p> <p>Code the micro:bit to make different outputs happen depending on different inputs.</p> <p>Make use of more complex logical 'if... then... else if... ' conditional instructions.</p> <p>Apply these concepts to make a computer simulation of a real-world game.</p>	<p>algorithm</p> <p>code</p> <p>hardware</p> <p>LED</p> <p>loops</p> <p>output</p> <p>program</p> <p>software</p> <p>string</p> <p>data</p> <p>icon</p> <p>input</p> <p>LED</p> <p>output</p> <p>selection</p>

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RE	<p><u>Salvation</u></p> <ul style="list-style-type: none"> • Know who was responsible for Jesus' death • Know the gospels give an account of Jesus' death • Understand that Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • Understand that his belief gives Christians hope for life with God, starting now and • Explain why some people find belief in the Resurrection makes sense and inspires them 	<p>salvation restoration relationship with God Gospels Accounts Jesus' death resurrection Belief resurrection Christians incarnate death heaven incarnation hope wisdom poverty hardship fairness/unfairness helpings teachings</p>
RSHE/PSHE	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Taking responsibility for my health and well-being • Drugs • Exploitation • Emotional and mental health • Managing pressure and stress 	<p>healthier behaviour less healthy behaviour informed decision pressure influence emergency procedure level-headed body image social media celebrity self-respect comparison</p>

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PE	<p><u>OAA</u></p> <ul style="list-style-type: none"> Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team <p><u>Circuit training</u></p> <ul style="list-style-type: none"> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. 	<p>Location, symbol, strategy, boundaries, critical, thinking co-operatively, teamwork, problem solving, listening skills, positivity, perseverance, resilience, strategy</p> <p>Exercise, routines, targets, personal best, technique, precision, movement</p>
MFL Spanish	<p><u>Hobbies /sports continued</u></p> <ul style="list-style-type: none"> Investigate the effect of exercise on pulse rate <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand and express simple opinions Integrate new language into previously learned language Listen to a native speaker and understand more complex phrases and sentences Join in a playground game, reciting Spanish with accurate pronunciation <i>Recap pronunciation of rr and j (abajo and arriba)</i> Say a sentence in the immediate future tense in response to a question using conjunctions to link to another sentence Say a comparative sentence substituting verbs <i>Eg. Jugar al fútbol es más activo que leer</i> <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> Use word cards to assemble short sentences, linking phrases with connectives Find words in a dictionary and check spellings Understand more complex phrases, including comparisons Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaning Match extracts of a story to the correct image 	<p style="text-align: center;"><i>Revision of days of the week</i></p> <p>Time of day: <i>lunes por la mañana a las diez</i></p> <p><i>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies and leisure activities</i></p> <p style="text-align: center;">Hobbies introduced in Y4 Simple future tense Voy a... + verb otra vez</p> <p style="text-align: center;">Revisions of numbers 0-20 + treinta, cuarenta, cincuenta</p> <p style="text-align: center;">Introduce numbers 30 – 50</p>

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	<ul style="list-style-type: none"> • Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions • Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: <i>Lunes – Voy a jugar al fútbol.</i> • Write comparative sentences as part of a display on health and fitness following a model <p>Grammar</p> <ul style="list-style-type: none"> • Prepare a keep fit programme for the week ahead, using immediate future tense <i>voy a otra vez</i> • Re-visit quantifiers: <i>muy and bastante</i> • Re-visit agreement of adjectives • Re-visit expressing an opinion in front of an infinitive verb: <i>Odio ir al parque.</i> • Re-visit use of determiner: <i>Me gusta mucho jugar al fútbol.</i> <i>a + el = al</i> • Recap expressing an opinion in front of an infinitive verb: <i>Me gusta jugar al tennis</i> • Linking sentences with <i>pero, y and también</i> • Introduction of immediate future tense in first and second person: <i>¿Qué vas a hacer? Voy a + infinitive</i> 	<p>Introduce comparatives with adjectives: <i>más / menos.... que</i></p> <p>Revision of connectives: <i>pero, y and también</i></p> <p><i>¿Qué vas a hacer?</i> <i>Voy a + infinitive</i></p>
<p>Music</p>	<p>Dynamics, Pitch and Texture</p> <ul style="list-style-type: none"> • To appraise the work of a classical composer (Felix Mendelssohn). • To improvise as a group, using dynamics and pitch. • To improvise as a group, using texture. • To use knowledge of dynamics, texture and pitch to create a group composition. • To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. 	<p>classical composition conductor dynamics ensemble graphic score improvisation notation orchestra pitch texture</p>

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