



St.Clement's Medium Term Overview Y6 Summer 1- SATs Revision

| T3.1 | Week 1 08.04.24 Poetry week | Week 2 15.04.24 | Week 3 22.04.24 | Week 4 29.04.24 | Week 5 06.05.24 | Week 6 13.05.24 SATs week | Week 7 20.05.24 |
|---|--|--|---|--|--|--|--|
| Numeracy | Properties of Shape & fluency | Angles & fluency | Position and direction & fluency | Algebra & ratio & proportion | Time & measures & fluency | Revision | |
| Literacy | Poetry & biographies Greta Thunberg | The Boy in the Tower Writing a next chapter | Rain Player- Diary writing | Rain Player- newspaper | Rain Player- argument | Revision | Hugo Cabret- |
| Science <i>Electricity</i> | Poetry week | Know a range of standard symbols | Know that adding more cells to a circuit makes a lamp brighter. | Know that a lamp gets brighter if the voltage in the circuit is increased. | Know why there can be variations in how components function | Know how to use previous results to make predictions | Know the importance of the major discoveries in electricity |
| RE <i>Islam</i> | Poetry week | Know details about each of the 5 pillars of Islam | Know why some people believe in Heaven | Know some of the guidance and teachings from the Quran | Understand what Muslim's believe a 'good life' means | Know about a Muslim's belief in Akhirah | Know how a Muslim's belief in life after death affects their behaviour in life |
| History <i>Maya</i> | Poetry week | Know the importance of the Mayan Civilization on society today | Know how the Mayan Empire grew to be so powerful | Know what life like at the height of the Mayan civilization | Know that the Maya people, worshipped many gods and know what some of these represented to the people. | Know how the wide range of evidence left behind has been interpreted and that much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices. | Know why Mayan civilization was in decline at time of Saxon control in Britain. |
| Art- <i>Come dine with me</i> | | To explain the use of complementary flavours. | To research and design a three course meal. | To explain recipe choices. | To apply culinary skills and knowledge | To apply culinary skills and knowledge | To apply culinary skills and knowledge |
| PSHE | Poetry week | I know that it is important to take care of my mental health | I know how to take care of my mental health | I understand that there are different stages of grief and that there are different types of loss that cause people to grieve | I can recognise when people are trying to gain power or control | I can judge whether something online is safe and helpful for me | I can use technology positively and safely to communicate with my friends and family |



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| Computing <i>Programming</i> | Poetry week | To understand the difference between games and simulations | To program a computer game by sequencing conditional statements | To understand programs are developed according to a plan | To program an algorithm according to a plan | To develop a program according to a plan | To develop a program according to a plan |
| PE <i>Football</i> | To maintain possession when dribbling. | To maintain possession when dribbling. | To dribble with control under pressure. | To move into and create space to support a teammate. | To use the appropriate defensive technique for the situation. | To use the appropriate defensive technique for the situation. | To apply rules, skills and principles to play in a tournament. |
| Music <i>Film scores</i> | Poetry week | To appraise different musical features in a variety of film contexts | To identify and understand some composing techniques in film music | To use graphic scores to interpret different emotions in film music | To create and notate musical ideas and relate them to film music | To play a sequence of musical ideas to convey emotion | To play a sequence of musical ideas to convey emotion |
| PD/ESR PD- <i>Circular economies</i> | Poetry week | I know the skills and attributes of an effective learner. | To describe and understand the differences between a linear and a circular economy. | I can set myself a goal or challenge. | To understand how circular economies could affect consumers. | I can be a critical friend to others and myself | To understand what collaborative consumption is and how communities can support and benefit from it. |
| French <i>My family</i> | Poetry week | | To recognise and use phrases to say if I have a brother or sister. | To be able to name different family members on a family tree. | To be able to build descriptive sentences into a short paragraph. | To be able to understand and express simple opinions. | To plan and prepare a short presentation about my family. |