

Year 6 Summer 1 Medium Term Overview 2020/2021- Revolution

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
W/C	19/04	26/04	03/05	10/5	17/5	24/5
English	Non-Chronological	Biography	Diary	Fiction	Fiction	Poetry-limericks
Maths	Measurement converting units Measurement perimeter, area and volume		Algebra		Ratio	
R.E. What do Buddhists believe about the way they should live their lives and why?	How did the Buddha seek to find enlightenment and why is this idea so important for Buddhists?	: How do the Four Noble Truths help Buddhists to understand human life and how can they help our understanding of the world around us?	How does the Eightfold Path help Buddhists in their lives and can we learn anything for our lives from this?	How does the Eightfold Path help Buddhists in their lives and can we learn anything for our lives from this?	What do Buddhists believe about the way they should live their lives and why?	Assessment
Science Light	LO: To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. To be able to give reasons for classifying plants and animals based on specific characteristics.	LO: To be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	LO: To be able to give reasons for classifying plants and animals based on specific characteristics.	LO: To be able to make a key to classify plants. LO: To be able to give reasons for classifying plants and animals based on specific characteristics.	LO: To be able to make a key to classify plants. LO: To be able to give reasons for classifying plants and animals based on specific characteristics.	To be able to give reasons for classifying plants and animals based on specific characteristics. To be able to identify scientific evidence that has been used to support or refute ideas or arguments.
Topic- History Revolution-	LO: To be able to articulate and present a clear, chronological	LO: Compare and contrast leadership, belief, lifestyle or	LO: Ask perceptive questions to evaluate	LO: Describe the causes and consequences of a	LO: Articulate the significance of a historical person,	LO: To be able to compare and contrast leadership, belief,

Victorians	world history narrative within and across historical periods studied. LO: To be able to understand that timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	significant events across a range of time periods.	an artefact or historical source. LO: to be able to examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.	significant event in history LO: Ask perceptive questions to evaluate an artefact or historical source.	event, discovery or invention in British history.	lifestyle or significant events across a range of time periods.
PHSE Jigsaw Healthy Me	Computer safety	Review existing Road Safety Campaigns online or through your local council website and ask pupils to discuss which ones they think would work best for their chosen age group.	Exploring our emotions. Anger	What is mental health?	My mental health	Love and loss

P.E. Dance	Orienteering	Orienteering	Orienteering	Orienteering	Orienteering	Orienteering
DT/Art	William Morris Illuminated Letters		Make clay letters		Paint Clay letters.	
ICT We are advertisers	To review existing adverts and identify why they are effective.	To create a storyboard for an advert or promotional film.	To shoot content for an advert or promotional film.	To source other media for use in the advert or promotional film.	To assemble a rough cut of an advert or promotional film.	To create a final cut of the advert or promotional film.