



Termly Overview – Term 6

Together, Achieving Our Best – Every Child, Every Day

| Hazel Class | Week One | Week Two | Week Three | Week Four | Week Five | Week Six | Week Seven | Learning Goal |
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| Enrichment Opportunities – | | | | | | | | <i>What do I want the children to learn by the end of this term?</i> |
| Themed Days/Visits | Avebury trip Appreciate historical significance: Understand why Avebury is important and protected today. | | | | | | | Understand what Avebury is: Know that it is a Neolithic stone circle and an important prehistoric site. Identify key features of the site: Recognise standing stones, henge, ditches and banks. Describe what they look like and where they are. Develop historical understanding: Know that people in the Stone Age/Neolithic period built monuments like Avebury: Understand why these structures were built (e.g. rituals, gatherings – even if not certain). |
| Reading | The Tower by Joseph Coehlo Inference | The Tower by Joseph Coehlo Inference Cultural link: Look at similarities and differences in how we live. This book focusses | Stone Age Boy by Satoshi Kitamura (Topic link) Make predictions and understand the setting. | Stone Age Boy by Satoshi Kitamura (Topic link) Infer characters' thoughts and feelings. | Stig of the Dump By LO: Answer questions on a text linked to the Stone age. Lesson 5 & 6: Chapter 3: It | LO: Answer questions on a text linked to the Stone age. Lesson 9 & 10: Chapter 5: The | Lesson 11 & 12: Chapter 6: Skinned and Buried (p82 – 97) (This chapter focuses on survival skills and | Ensure children make progress in: Fluency - Echo & choral read Confidence - Echo & choral read Comprehension - Retrieval and inference Stamina - Longer texts |

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| | <p>Cultural link: Look at similarities and differences in how we live. This book focusses on living in a Tower block in London (urban area.)</p> | on living in a Tower block in London (urban area.) | | | <p>Warms You Twice (p40 – 53) Barney learns from Stig that collecting firewood warms you both while working and later by the fire.</p> <p>Lesson 7 & 8: Chapter 4: Gone A-Hunting (p54 – 66) Stig shows Barney how he hunts quietly and patiently for food.</p> | <p>Snargets (p67 – 81) Barney is bullied by the Snarget boys, but Stig scares them away and protects him.</p> | understanding Stig's way of life.) | <p>Optional sentence starters I think this because...</p> <ul style="list-style-type: none"> • One example is... • The book shows this when... |
| <p>Writing</p> | <p>Poetry: Cinquain Culture link to 'Our Tower' Guided reading book Cinquain : Homes Homes Big, small Sleeping, cooking, living Some look different to ours Shelter</p> | <p>Portal story to the stone age Link to Stone Age Boy text (Independent application)</p> | <p>Character flaw: Reilly text</p> | <p>Character flaw: Reilly text</p> | <p>Information text: Prehistoric animals (Use How to wash a woolly mammoth text)</p> | <p>Information text: Prehistoric animals (Use How to wash a woolly mammoth text)</p> | <p>Free write poetry/narrative</p> | <ul style="list-style-type: none"> • Understand and write different text types • Develop awareness of structure • Use a widening range of vocabulary • Create and develop ideas • Apply key grammar and sentence skills • Use writing for different purposes • Edit and improve their work |

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| Spelling Grammarsaurus Year 4 Spelling - Grammarsaurus | Consonants and vowels | Compound words | Morphology | Non-chronological report | Prefix per | Prefix de | Prefix sub | Spelling practice throughout the term Dictation sentences Spelling investigations (patterns/rules) Application in writing Retrieval practice of previous weeks |
| Handwriting | Recap: Diagonal join | Double letters | Tricky letters | Recap: Horizontal joins | Drawing with words and tongue twisters | Year 3-4 word lists and cloze procedures | Year 3-4 word lists and cloze procedures | By the end of the term, children will apply diagonal and horizontal joins, form tricky and double letters accurately, and improve fluency through engaging activities. They will also practise Year 3–4 spellings using word lists and cloze tasks to support neat, accurate handwriting. |

Maths recap as starters

Formal methods: addition and subtraction (In problem contexts)

Formal methods: multiplication and division (In problem contexts)

Roman numerals

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| Maths | Revision: Statistics Coordinates Rounding Decimals Negative numbers In the context of measure | Continue Revision. Count beyond 1 A4 Fraction Addition NRICH Partition a mixed number Use a fraction wall to recognise unit and non-unit fractions such as 1/5 2/5 Understand Improper fractions | Order a set of unit and non-unit fractions using a fraction wall for support Recognise and show, using diagrams, families of common equivalent fractions Sort a set of equivalent fractions into families Solve problems involving increasingly harder fractions to calculate quantities, and fractions to | Place fractions on a number line Compare and order mixed fractions (Sort a set of images showing different fractions) Identify equivalences of 1/2, 1/3, 1/4, 1/5, 1/10 etc. Equivalent fractions on a number line Compare and order a set of equivalent | Mass, Volume and Capacity Convert between different units of measure [for example, kilometre to metre; hour to minute] Count up and down in hundredths; recognise that hundredths arise when dividing an object by one | Addition and subtraction Revisit number families for 3 digit + 4-digit, 4 digit + 4 digit Subtraction with the above Empty boxes for addition and subtraction | X and division Know all timetables to 12 x 12 and division facts, commutativity. Revisit factor pairs and commutativity in mental calculations. Revisit x 3 single digit | Children will complete the MTC in week 1 and 2. Children will recap on: Statistics Coordinates Rounding Decimals Negative numbers In the context of measure Fractions: Improper, mixed numbers and equivalence. Learn how to Convert between different units of measure. |
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| | | <p>Convert improper fractions to mixed numbers</p> <p>Convert mixed numbers to improper fractions</p> | <p>divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Compare a set of fractions using a fraction wall and the $<>$ signs</p> | <p>fractions using $<>$ signs</p> <p>Solve problems with equivalent fractions</p> | <p>hundred and dividing tenths by ten.</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> | <p>Balancing equations for addition and subtraction</p> <p>Inverse operations and checking and estimating</p> <p>Word problems – multi step linked to measures</p> | <p>numbers, x by 1 and by 0.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Word problems in range of contexts for above.</p> <p>Division of a 3-digit number by 1 digit (include remainders)</p> <p>Word problems in range of contexts for above.</p> <p>Word problems that use both multiplication and division in range of</p> | <p>Recap on the formal methods for the 4 operations/</p> |
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| | | | | | | | contexts for above | |
| RE | | UNIT 10 What does it mean to belong to a religion? HINDUISM Understand the importance of family, community and tradition in Hinduism | UNIT 10 What does it mean to belong to a religion? HINDUISM Recognise how Hindus show belonging (e.g. mandir visits, artefacts, celebrations) | Understanding Christianity: Kingdom of God | Understanding Christianity: Kingdom of God | Understanding Christianity: Kingdom of God | | <p>Hindusim: Understand what it means to belong to Hinduism</p> <p>Recognise the role of family, community and traditions Know how Hindus show belonging (worship, festivals, artefacts)</p> <p>Use key vocabulary confidently</p> <p>Make simple links to their own sense of belonging</p> <p>Kingdom of God Understand what the Kingdom of God is (a way of living that is kind, fair and loving)</p> <p>Know that Jesus taught about the Kingdom of God through parables (e.g. the mustard seed)</p> <p>Explain how small actions can grow and make a difference</p> <p>Understand how Jesus showed the Kingdom of God through his actions (helping, healing, caring)</p> |
| Science WS: Asking questions and making predictions | Sound: volume and pitch | Digestive system & model | States of Matter Solids, liquids, gases Evaporation and condensation Water cycle | States of Matter Solids, liquids, gases | States of Matter Solids, liquids, gases | Living Things & Habitats Changing environments | Living Things & Habitats Human impact on habitats | Overall: Children will develop their understanding of: |

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| <p>Setting up fair tests Making observations and taking measurements Recording results (tables, charts, diagrams) Drawing conclusions and explaining findings</p> | <p>Digestive system & model</p> | | <p>Make a water cycle and label one.</p> | <p>Changing state (melting, freezing, etc.)</p> | <p>Changing state (melting, freezing, etc.)</p> | | | <ul style="list-style-type: none"> • How the world works through scientific processes • How changes affect materials and environments • How living things depend on their habitats |
| <p>History</p> | <p>Convert Improper fractions to mixed numbers.</p> | <p>LO: How did bronze replace stone in the Bronze Age? -Know how the Bronze Age was different to the Stone Age -Explain how the smelting process was used to make bronze</p> | <p>LO: What do grave goods tell us about the Bronze Age? -Understand how grave goods can give us information about the past -Think about what type of objects survive over time</p> | <p>LO: What was life like in an Iron Age hill fort? -Understand how British society changed in the Iron Age -Imagine what life might have been like in an Iron Age hill fort</p> | <p>LO: What was Iron Age art like? -Describe some of the features of Iron Age art -Use design ideas from Celtic art to make an Iron Age artefact</p> | | | <p>Children will: --Deepen their chronological understanding of prehistoric Britain by exploring the Bronze Age and Iron Age.</p> <p>Investigate how technological advances in metalworking led to significant changes in society, settlement and defence</p> <p>Examine how historians interpret evidence such as stone monuments, grave goods and hill forts to understand beliefs, status and daily life in later prehistoric Britain.</p> |
| <p>Geography</p> <p>Check Cusp geography</p> | <p>Convert mixed numbers to Improper fractions.</p> | <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> | <p>Geography: Create a Prehistoric (Iron Age) Settlement Plan</p> | | | | | <p>Know how to use the 8 points of a compass.</p> <p>Create a map using spatial awareness in mapping.</p> |

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| | | <p>use simplified Ordnance Survey-style maps to locate and plot key prehistoric sites such as:</p> <p>Skara Brae (Neolithic village – Orkney, Scotland)</p> | | | | | | |
| Computing | Order a set of unit and non-unit fractions using a fraction wall for support | <p>Recolouring</p> <p>To explain that colours can be changed in digital images I can explain that different colour effects make you think and feel different things I can experiment with different colour effects I can explain why I chose certain colour effects</p> | <p>Cloning</p> <p>To explain how cloning can be used in photo editing I can add to the composition of an image by cloning I can identify how a photo edit can be improved I can remove parts of an image using cloning</p> | <p>Combining</p> <p>To explain that images can be combined I can experiment with tools to select and copy part of an image I can use a range of tools to copy between images I can explain why photos might be edited</p> | <p>Creating</p> <p>Changing digital images</p> <p>To explain that the composition of digital images can be changed I can improve an image by rotating it I can explain why I might crop an image I can use photo editing software to crop an image I understand that editing images can be unethical</p> <p>To evaluate how changes can improve an image I can review images against a given criteria I can use feedback to guide making changes</p> | <p>Evaluating</p> <p>To combine images for a purpose I can describe the image I want to create I can choose suitable images for my project I can create a project that is a combination of other images</p> | | By the end of Term 6, learners will develop practical photo-editing skills and an understanding of the ethical issues around image editing. They will learn how to crop, rotate, retouch, apply filters, use cloning and selection tools, and combine images effectively, considering image composition throughout. Children will apply these skills to plan, create, review, and refine their own edited image, adding text to produce a final published piece while reflecting on when and why photo editing is appropriate. |

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| | | | | | I can combine text and my image to complete the project. | | | |
| Art | Learn about great artists, architects and designers in history. Culture link French link: Opinions on art. Kandinsky: Colour, shape, numbers. | | Sport's day Practice | Learn about great artists, architects and designers in history. Zaha Hadid (Architecture & Design) Or: Learn about great artists, architects and designers in history. Antoni Gaudí (Architecture) Sarah F to cover in PPA | Learn about great artists, architects and designers in history. Leonardo da Vinci (Inventor & Designer) Sarah F to cover in PPA | Learn about great artists, architects and designers in history. Isambard Kingdom Brunel (Engineer) | Learn about great artists, architects and designers in history. Coco Chanel (Fashion Designer) | Children will be able to: Talk about key designers, artists and architects Understand how design varies across cultures and time Design and make using a range of materials Explain how designs meet functional and aesthetic needs Show creativity in art, structures and product design. |
| French | Recap: Vowel pronunciation Greetings video: How people greet differently | Recap: Vowel pronunciation Express opinions and respond to those of others in French. Supermarket and food link KS2 French: Shopping for food - BBC Teach | Express opinions and respond to those of others in French. | Express opinions and respond to those of others in French. | Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Speak in sentences, using familiar vocabulary, phrases and basic language structures | Read and show understanding of words, phrases and simple writing. | Recognise and practise French vowel sounds to improve pronunciation Learn about French culture , including how people greet each other in France Introduce themselves using simple sentences |

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| | <p>y in France KS2 French: How to introduce yourself - BBC Teach</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures I like I love I don't like I prefer</p> | | | | | | | <p>Express opinions, using phrases such as: J'aime (I like)</p> <p>Respond to others' opinions in simple conversations</p> <p>Use French vocabulary for food and shopping, linking to a supermarket topic</p> |
| Music | | <p>Mardi Gras Groovin Listen and appraise song. (Pitch) Read musical notation. Revise notes D- E- F. Perform. NC end point: I can use and understand staff and place notes I have been taught.</p> | <p>Roundabout March Of The Golden Guards Revisit songs from previous Glockenspiel unit. (Y3) Read and play notes CD. Improvise using CDE. NC end point: I can use and understand staff and place</p> | <p>Portsmouth Use the notes C, D, E, F and G (G is a new note) to follow music. Perform. NC end point: I can use and understand staff and place notes I have been taught.</p> | <p>Flea Fly (Miss this out? – consolidation lesson.) This piece uses the notes C, D, E, F and G. Perform. NC end point: I can use and understand staff and place notes I have been taught.</p> | <p>Rigadoon Use the notes C, D, E and F with more complex rhythmic patterns. Perform. NC end point: I can use and understand staff and place notes</p> | <p>Lost Forest Making up Music. Create their own compositions. Perform. NC end point: I can begin to compose short pieces of music.</p> | <p>Overall: Children will develop their ability to read, play, perform and begin composing music using simple notation and a range of notes.</p> |

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| | | | notes I have been taught. | | | I have been taught. | NC end point: I can play and perform as a soloist-using their voices and playing musical instruments with increasing accuracy, fluency, control. | |
| DT | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] (Sarah F to cover in PPA) | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] (Sarah F to cover in PPA) | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. French food link. Link to Sharing opinions of food in French. | Homes and shelters from around the world. (Culture link) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | Homes and shelters from around the world. (Culture link) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | Homes and shelters from around the world. (Culture link) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | | Children will have built confidence in designing, making and evaluating products, while developing practical skills and understanding how materials and mechanisms work. |
| PE 1 | Tag tails competition | Athletics | Athletics | Athletics | Tennis | Tennis | Tennis | Children will have built confidence, improved physical skills, and developed teamwork and resilience while preparing for |

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| | | | | | | | | competitive events and Sports Day. |
| PE 2 | Tag tails competition (Friday) | Rounders | Rounders | Rounders | Football | Football | Football | Children will have increased their coordination, teamwork and game understanding, preparing them for competitive play and group activities. |
| Environmental / Mikes Meadow Culture Cross-curricular links | | | Geography: Create a Prehistoric (Iron Age) Settlement Plan | | | | | |

Culture links

Book links to culture

This is how we do it – Matt Lemothe

<https://www.bing.com/videos/riverview/relatedvideo?FORM=VCGVRP&adlt=strict&churl=https%3A%2F%2Fwww.youtube.com%2Fchannel%2FUCFQW26kH01SBGi8tp1fb3AQ&mid=AD340DFC9E0CC1EC021BAD340DFC9E0CC1EC021B&q=This+Is+How+We+Do+It+Book&safesearch=strict>

Here We Are – Oliver Jeffers

<https://www.youtube.com/watch?v=kkcjKbbF9JA>

If the World Were a Village – David J. Smith

<https://www.youtube.com/watch?v=e5UPgk6onGI>

My Two Blankets – Irena Kobald

<https://www.youtube.com/watch?v=BA-hzriPzp8>

Mirror – Jeannie Baker

<https://www.youtube.com/watch?v=XB-olOS80eA>

Within each subject, remember to include the activation of prior learning from previous years, and explicit teaching of vocabulary (Knowledge Organiser)