

Bloxham CE Primary Half Termly Overview Term 2 2025/26



Be . Build . Become

Year Group 6	Week 1	Week 2	Week 3	Week 4 Assessment week	Week 5	Week 6	Week 7
English	<ul style="list-style-type: none"> <li>- To write short, snappy, sentences to add suspense.</li> <li>- To write a detailed beginning of a narrative using a variety of sentence starters.</li> </ul>	<ul style="list-style-type: none"> <li>-To plan and create a success criteria.</li> <li>-To edit effectively.</li> <li>-To look at a WAGOLL and identify figurative language in a war poem.</li> </ul>	<ul style="list-style-type: none"> <li>-To plan and write a war poem.</li> <li>-To make a prediction based on the front cover and the song lyrics of 'When the sky falls'. (Read 1<sup>st</sup> chapter)</li> </ul>	<ul style="list-style-type: none"> <li>-To improve my understanding of a text by linking it to history learning.</li> <li>-To draw inferences about characters. (Read up to chapter 8)</li> </ul>	<ul style="list-style-type: none"> <li>-To plan and write a letter in role as a character.</li> <li>-To make predictions.</li> <li>-To consider a characters motivations.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of emotive language.</li> <li>-Formal language.</li> <li>-To write a letter home.</li> </ul>	<p>A Christmas truce</p> <p>To plan and write a recount.</p>
Maths – Four operations, Fractions, Measure	<ul style="list-style-type: none"> <li>- Mental Calculations (2)</li> <li>- Reason from known facts</li> <li>- Retrieval session fractions.</li> </ul>	<ul style="list-style-type: none"> <li>-Equivalent fractions and simplifying.</li> <li>-Equivalent fractions on a number line.</li> <li>-To compare and order fractions.</li> <li>-To add and subtract simple fractions.</li> </ul>	<ul style="list-style-type: none"> <li>-To add and subtract 2 fractions.</li> <li>-To add mixed numbers.</li> <li>-To subtract mixed numbers.</li> <li>-Multi-step problems.</li> <li>-Problem-solving (fractions)</li> </ul>	<ul style="list-style-type: none"> <li>-Multiply fractions by integers</li> <li>-Multiply fractions by fractions.</li> </ul> <p>SATS papers x3</p>	<ul style="list-style-type: none"> <li>-Multiply fractions by fractions.</li> <li>-Divide a fraction by an integer.</li> <li>-Divide a fraction by an integer.</li> <li>-Divide a fraction by an integer.</li> </ul>	<ul style="list-style-type: none"> <li>-Mixed questions with fractions</li> <li>-Fraction of an amount</li> <li>- Fraction of an amount – find the whole</li> <li>-Metric measures.</li> <li>-Convert metric measures</li> </ul>	<ul style="list-style-type: none"> <li>-Calculate with metric measures.</li> <li>-Miles and kilometres.</li> <li>-Imperial measures.</li> </ul> <p>Christmas themed maths revision.</p>
Science – Light Theory	<ul style="list-style-type: none"> <li>- To revise the understanding of light, reflection and daylight from previous years.</li> </ul>	<p>To identify that light travels in straight lines.</p> <p>To explain the dangers of using lasers.</p>	<p>To explain how we can see things with our eyes.</p>	<p>To explain how we can see things with our eyes.</p> <p>+BLUEREVIEW</p>	<p>To describe how light behaves when reflected off a mirror.</p> <p>To take accurate measurements.</p>	<p>To plan and carry out an enquiry.</p>	<p>To assess children's knowledge.</p>
RE – How do people make valid judgements about how	<ul style="list-style-type: none"> <li>- L1: To explore how both faith and science help people</li> </ul>	<ul style="list-style-type: none"> <li>- L2: To recall the Christian Creation Story</li> </ul>	<ul style="list-style-type: none"> <li>- L3: To research scientists who are Christian.</li> </ul>	<ul style="list-style-type: none"> <li>- L4: To reflect on human influence on the</li> </ul>	<ul style="list-style-type: none"> <li>- ADVENT LESSON</li> </ul>	<ul style="list-style-type: none"> <li>- To explore whether science and faith are in conflict or</li> </ul>	<ul style="list-style-type: none"> <li>- End of unit assessment</li> <li>- Debate: Science and Faith -</li> </ul>

and why the world is as it is?	understand the world			world from faith and science perspectives. +BLUEREVIEW		can complement each other in explaining the world	conflicting or complementary?
Computing-Webpage Creation	- E-Safety – Health, Wellbeing and Lifestyle	<p>To review an existing website and consider its structure</p> <ul style="list-style-type: none"> <li>• I can explore a website</li> <li>• I can discuss the different types of media used on websites</li> </ul> <p>I know that websites are written in HTML</p>	<p>To plan the features of a web page</p> <ul style="list-style-type: none"> <li>• I can recognise the common features of a web page</li> <li>• I can suggest media to include on my page</li> </ul> <p>I can draw a web page layout that suits my purpose</p>	<p>To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> <li>• I can say why I should use copyright-free images</li> <li>• I can find copyright-free images</li> <li>• I can describe what is meant by the term 'fair use'</li> </ul> <p>I know how to use technology respectfully and responsibly when online</p>	<p>To recognise the need to preview pages</p> <ul style="list-style-type: none"> <li>• I can add content to my own web page</li> <li>• I can preview what my web page looks like</li> </ul> <p>I can evaluate what my web page looks like on different devices and suggest/make edits.</p>	<p>To outline the need for a navigation path</p> <ul style="list-style-type: none"> <li>• I can explain what a navigation path is</li> <li>• I can describe why navigation paths are useful</li> </ul> <p>I can make multiple web pages and link them using hyperlinks</p>	<ul style="list-style-type: none"> <li>• To recognise the implications of linking to content owned by other people</li> <li>• I can explain the implication of linking to content owned by others</li> <li>• I can create hyperlinks to link to other people's work</li> <li>• I can evaluate the user experience of a website</li> </ul>
Music	Develop ensemble skills.						

		To internalise music using bodies.	To listen, improvise and compose.	Listen to and sing song. To play and perform an instrumental part.	Listen and respond to music. Improvise and perform.	To listen, improvise and perform.	To listen, play and perform.
PE	Netball – To develop passing and moving to maintain possession.  Dance - Bhangra	Dance - Bhangra  Netball – To use a variety of attacking skills to lose a defender.	Netball – To move into and create space to support a team mate  Dance - Bhangra	Dance - 70s Disco  Netball – To use defending skills to gain progression	FESTIVE FUN RUN  Dance - 70s Disco	Netball – To develop accuracy in the shooting action under pressure.  Dance - 70s Disco	Netball – To use and apply skills, principles and tactics to a game situation.  Dance
PSHE – Celebrating Difference	- To understand different perceptions about what normal means.	ANTI-BULLYING WEEK	To understand how being different could affect someone’s life	To explain some of the ways in which one person or a group can have power over another	To identify some of the reasons why people use bullying behaviours	To give examples of people with disabilities who lead amazing lives	To explain ways in which difference can be a source of conflict and a cause for celebration
Art – Tints, Tones and Shades	- Poppy whole school project.		Use knowledge of colour and colour theory to create art. To use tints, tones and shades.	Tints, tones and shades in landscapes.	Create landscape art with or without physical perspective,	Create landscape art with or without physical perspective,	Evaluation and assessment.
DT – Make Do and Mend	- Make do and mend campaign (Holdenby House)						
History – Britain at War	- To identify and explain the main causes of WWII.	WW2 Artefacts from Bloxham museum.	To explore key events of WWII with a focus on the Battle of Britain.	Blue review	To learn about Anne Frank’s life, diary, and the persecution of Jews during WWII.	To understand how WWII ended and the legacy it left.  To research local history.	Blue review / end of unit assessment
Geography – Our Changing World			To describe the Earth’s	To use scale on a map.	To know that distances on a map	Studying the features of ordnance survey	

			<p>geographical features</p> <ul style="list-style-type: none"> <li>- Time zones</li> <li>- Lines of latitude and longitude</li> </ul>		can be messaged using grid lines.	maps including symbols and grid references.	
MFL - <b><u>As-tu un animal?</u></b>	- to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.	to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.	<p>To use the structure 'that is called' in the foreign language, to allow them to introduce their pets.</p> <p>Blue review</p>	to use negative structures in the foreign language, to say which animals they do not have as pets.	to use the conjunction 'but' to make their sentences more complex and interesting in the foreign language.	To revise all language covered so far and complete assessment for the unit.	