

Bloxham CE Primary Half Termly Overview Term 3 2025/26



Be . Build . Become

Year Group 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>English</p> <p>Wolf Wilder</p> <p>Engineer - Based on DT day</p>	<p>-To make predictions.</p> <p>-To answer comprehension questions by summarising main ideas, identifying key details and using quotations for illustration.</p> <p>-To describe settings, characters and atmosphere.</p>	<p>To use a WAGOLL to identify features of an explanation text.</p> <p>To plan, write and edit an explanation text based on DT day – Engineer.</p>	<p>To read and understand the structure of a Haiku.</p> <p>To identify powerful, themed vocabulary.</p> <p>To write a haiku.</p> <p>To use emotive language to write a speech.</p>	<p>To identify the features of a NC report.</p> <p>To gather information for a non-chronological report.</p> <p>To use speech marks accurately.</p> <p>To plan a NC report</p>	<p>To write a NC report</p> <p>To edit effectively.</p> <p>To use dialogue effectively.</p> <p>Drama focus - exploring characters</p>	<p>To summarise the story so far</p> <p>To plan and write a missing chapter or alternative ending.</p> <p>To edit effectively.</p>
<p>Maths – Ratio and proportion</p> <p>Algebra</p> <p>Decimals</p>	<p>-To use the language of ratio.</p> <p>-To compare and explore different representations of ratio.</p> <p>-To use ratios to calculate and totals and amounts.</p> <p>-To interpret scales.</p> <p>-Arithmetic focus - Add and subtract fractions</p>	<p>-To find the scale factor and calculate measurements.</p> <p>-To use scale factor to identify similarities in shapes.</p> <p>-To solve word problems using ratio and proportion x2</p> <p>- Arithmetic focus - Multiplying fractions.</p>	<p>-To find a rule-one step.</p> <p>-To find a rule-2-step</p> <p>-To form expressions.</p> <p>-Substitution</p> <p>-Arithmetic focus - Dividing fractions.</p>	<p>-Substitution</p> <p>-To use formulae.</p> <p>-To form and solve equations.</p> <p>-To solve 1-step equations.</p> <p>- Arithmetic focus - order of operations</p>	<p>-To solve 2-step equations.</p> <p>-To find pairs of values.</p> <p>-To solve problems with 2 unknowns.</p> <p>-Place value to 3-decimal places.</p> <p>-Arithmetic focus - long division</p>	<p>-To round decimals.</p> <p>-To add and subtract decimals.</p> <p>-To multiply by 10,100 and 1000.</p> <p>-To divide by 10,100 and 1000.</p> <p>-Arithmetic focus - Multiplying and dividing by 10,100 and 1000.</p>
<p>Science-Electric circuits and components.</p>	<p>To recognise circuit components and symbols.</p>	<p>To record circuits and recognise circuit symbols.</p>	<p>To explore circuit components</p>	<p>To explore voltage and cells.</p>	<p>Blue review</p> <p>To investigate voltage.</p>	<p>To design and make a programmable device.</p>

<p>RE - What is the significance of Karma and Moksha for a Hindu?</p>	<p>What was Gandhi's inspiration?</p>	<p>How do stories help Hindus live good lives?</p>	<p>How do Rama and Sita inspire dharmic behaviour?</p>	<p>How does present behaviour link to the past and future reincarnations for Hindus?</p>	<p>Blue review What do Hindus learn from stories about how they can achieve moksha?</p>	<p>How might the karma of Gandhi have affected his samsara?</p>
<p>Computing – Programming A</p>	<p>Internet Safety – Online relationships I can explain how sharing something online may have an impact either positively or negatively.</p>	<p>To define a 'variable' as something that is changeable</p> <ul style="list-style-type: none"> • I can identify examples of information that is variable • I can explain that the way a variable changes can be defined <p>I can identify that variables can hold numbers or letters</p>	<p>To explain why a variable is used in a program</p> <ul style="list-style-type: none"> • I can identify a program variable as a placeholder in memory for a single value • I can explain that a variable has a name and a value 	<p>To choose how to improve a game by using variables</p> <ul style="list-style-type: none"> • I can decide where in a program to change a variable • I can make use of an event in a 	<p>To design a project that builds on a given example</p> <ul style="list-style-type: none"> • I can choose the artwork for my project • I can create algorithms for my project <p>I can explain my design choices</p>	<p>To use my design to create a project</p> <ul style="list-style-type: none"> • I can create the artwork for my project • I can choose a name that identifies the role of a variable <p>I can test the code that I have written</p>

			I can recognise that the value of a variable can be changed	program to set a variable		
				I can recognise that the value of a variable can be used by a program		
Geography - Frozen Kingdoms	Virtual expedition – hook activity. To locate the Arctic and Antarctic Circles and understand why polar regions have unique climates and day/night patterns.	To understand the characteristics of polar oceans and landscapes and how they differ from other parts of the world.	To explain how climate change affects the polar regions and understand consequences for wildlife, sea levels and people.	To investigate how Indigenous Arctic people live and adapt to harsh environments.	Blue review	To evaluate the benefits and impacts of tourism in Antarctica.
Music	To explore musical concepts in Disco music. To learn a song.	To listen and respond to the 1812 overture. To compose an 8 bar melody.	Listen to and learn the song 'La Bamba'. To play and perform an instrumental part.	To listen and respond to Hondo and Vakuru. To improvise with the song La Bamba.	To learn to sing the song Change. To play instruments to the song Change.	To complete the end of unit quiz.

PE	Hockey – To develop dribbling to defeat a defender Gymnastics - To develop the straddle, forward and backward roll.	Hockey – to send and receive the ball with control under pressure Gymnastics - To develop counter balance and counter tension.	Hockey – to select the appropriate skill, choosing when to pass and when to dribble Gymnastics - To develop jumps and explore the effect of height.	Hockey – to move into and create space to support a teammate Gymnastics - To develop inverted movements with control.	Hockey – to use the appropriate defensive technique for the situation Gymnastics - To use flight from hands to travel over apparatus.	Hockey – to apply rules, skills and principles to play in a tournament Gymnastics - To create a group sequence using formations and apparatus
PSHE- Dreams and Goals	To identify learning strengths and set challenging but realistic goals for myself.	To identify the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.	To identify problems in the world that concern me and talk to other people about them.	To describe some ways in which I can work with other people to help make the world a better place.	To describe some ways in which I can work with other people to help make the world a better place.	To know what some people in my class like or admire about me and accept their praise.
Art - Inuit	To explain the significance of Inuit artists.	To create a 3D form using a malleable form (soap)	To print with a stencil.	To create artwork inspired by 'The Enchanted Owl'	To create innovative art.	To adapt and refine artwork. To evaluate and assess.
DT – Engineer Completed as a DT day.	To analyse how an invention has significantly changed or	To create a detailed comparative report.	To select the most appropriate materials and frameworks for	To develop design criteria for a functional and	To create a bridge prototype choosing the best materials and showing an understanding of	To evaluate a product and demonstrate modifications as a result of these evaluations.

	improved people's lives. To present an account of the significance of a favourite designer or inventor.	To identify features of different types of bridges.	different structures, explaining what makes them strong. To choose the best materials for a task, showing an understanding of their working characteristics.	appealing product that is fit for purpose, communicating ideas clearly in a range of ways.	their working characteristics.	
MFL - Les vêtements	To recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners in the foreign language.	To recognise, recall and spell a further 5 different items of clothing with their indefinite articles/determiners in the foreign language.	To describe what they are wearing by using the structure 'I wear/I'm wearing' with the conjunction 'and'.	To describe items of clothing by colour.	Blue review To describe what they wear in different scenarios: at school, at home, in summer and in winter.	To consolidate all knowledge from the unit and complete the end of unit assessment.