St Mary's CE Primary School

Year 6 Overview

"Love one another as Jesus loved us"
(John 13 v 34-35)

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
English	**Autobiography and biography** **Instructions: How to play classroom games** **Fiction (action and adventure theme): Defeat the monster story** **Key Texts** Alan Gibbons Anne Frank-The Diary of a Young Girl Skellig	**Journalistic Writing: Raising Awareness of the Plight of the Orangutan** **Exciting Narratives and settings: RUIN** **Balanced Argument Should St Mary's continue to fund the Panto trip?** **Poetry / Imagery:** Create atmosphere through the use of setting, dialogue and character responses. **Key Texts** 'Britain's Sharks Face Extinction' Poetry:'The Dreadful Menace' Skellig	**Diary** - Titanic Diary entries **Persuasive: The importance of Healthy eating** **Stories with flashbacks –** Kidnapped A simple Ghost Story (Link to Dickens' 'A Christmas Carol') **Key Texts** Kidnapped by Pie Corbett The diary of a ghost (Link to Dickens' A Christmas Carol) Clockwork - class reader	**Mystery / Narrative –** authors and texts **Non Chronological reports** (The Mayans) Plan - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models. **Fantasy Narrative** **Key Texts** Alma-'The Twin Dolls' Story' / Clockwork	**Non-chronological report –** Ancient Greece **Recounts–** varied examples **Poetry** - Find a voice **Key Texts** 'The Call' Charlotte Mew Holes	**Formal /Classic Narrative: Dickens' David Copperfield -writing in a similar style** - **Playscripts** conventions **Key Texts** Charles Dickens' David Copperfield (The Boat House) & 'The Woman in White' by Wilkie Collins Holes

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	Grammar: Revise & secure the use of simple and compound sentences. (coordinating conjunctions) Develop complex sentences Build cohesion Relative clauses Imperative verbs in explanations Rhetorical questions Paragraphs Organisational devices to guide the reader Subject/verb agreement – correct noun / verb relationships. Expand noun phrases to add detail. Modal verbs Adverbials for time, place, number, tense choice. Generalisers Determiners Prepositions and adverbs for detail Parenthesis Tenses Technical vocabulary	**Grammar:** Degrees of possibility: adverbs and modal verbs – Secure use of complex sentences by use of subordination. Identify main and subordinating clauses. Expand –ed clauses as starters Use correct tense begin to use 'progressive' form. Perfect form for verbs. Passive verbs for info in sentences – Dialogue – use of direct and indirect speech. Paragraphs – devices to develop cohesion within & across. Expand noun phrases. Use vocab and structure for formal speech & writing. To re-order sentences for maximum effect. Revise pronouns (relative and possessive)	**Grammar:** Revise build cohesion Relative clauses beginning:: Use correct tense Subject/verb agreement Expand noun phrases. Revise perfect form for verbs.	**Grammar:** Revise build cohesion Assess effectiveness. Change / edit Subject/verb agreement Revise/ use correct tense in story writing – begin to use 'progressive' form. Literary features of poetry: similes, alliteration, onomatopoeia Passive verbs, expanded noun phrases and using relative clauses	**Grammar:** Assess effectiveness. Change / edit Use correct tense Subject/verb agreement Distinguish between speech and writing – choose appropriate register. Use vocab and structure for formal speech & writing. To build cohesion – eg: then/next/after that/firstly Relative clauses beginning:: who/which/where/when etc Assess effectiveness. Change / edit Use correct tense Subject/verb agreement	**Grammar:** Indicate degrees of possibility using adverbs: Organisational devices to guide the reader – effectiveness. Change / edit Use correct tense Subject/verb agreement Assess effectiveness. Modal verbs and adverbs for degrees of possibility. Literary features of poetry: similes, alliteration, onomatopoeia

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		Develop fronted prepositional phrases.				
	Punctuation: Revision of punctuation covered previously Secure use of commas, including relative/embedded clauses	**Punctuation:** Speech marks & related punctuation Apostrophes mark omission & possession Ellipses Use of the colon to introduce a list and use of semi-colons within lists	**Punctuation:** The colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon. Using commas to clarify meaning or avoid ambiguity	**Punctuation:** Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] How hyphens can be used to avoid ambiguity	**Punctuation:** Revision	**Punctuation:** Revision
Maths	<u>Number & Place Value:</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Rounding to a degree of accuracy Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. <u>Number- addition subtraction, multiplication + division</u>		<u>Number: Decimals</u> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. <u>Number: Percentages</u>		<u>Geometry: Properties of Shapes</u> Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <u>Geometry –position and direction:</u> Describe positions on the full coordinate grid (all four quadrants).	

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	Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division.	Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. <u>Number: Algebra</u> Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. <u>Statistics</u> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average. Convert between miles and kilometres.	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes <u>Problem Solving, IInvestigations & Consolidation Projects</u>

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	Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. <u>Fractions:</u> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 1/4 x 1/2 = 1/8] Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 38] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	<u>Measurement: Perimeter, Area and Volume</u> Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3) <u>Number: Ratio</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	

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	Measurement Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. .				
Science	**Living things and their habitats - Strand Biology** **What do they have in common?** 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	**Animals including Humans - Strand Biology** **What keeps us running?** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	**Light - Strand Physics** **How do submarines see above the water's surface?** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or	**Electricity- Strand Physics** **What happens when you flick a switch?** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and	**Evolution & Inheritance- Strand Biology** **Where do we all come from?** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

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	Give reasons for classifying plants and animals based on specific characteristics *-including: detailed classification system and sub-divisions* *-keys to ID some plants and animals in immediate environment*	Describe the ways in which nutrients and water are transported within animals, including humans *-including: healthy living, how some drugs and other substances can be harmful, scientific research into the relationship between diet, exercise, drugs, lifestyles and health*	reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram		
	Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments					
Religious Education	**Life as a Journey and Pilgrimage** Questful RE 6.1	**Was Jesus the Messiah?** UC 2B.4	**Why is the Exodus such a significant**	**When Jesus left what was the impact of**	**People of Faith** Questful RE 6.7	**Eucharist** Church visit

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	Ideas about God Questful RE 6.1	**How do Christians prepare for Christmas ?** Questful RE 6.2 **What does it mean if God is holy and loving?** UC 2B.1	**event in Jewish and Christian history?** Questful RE 6.3A **Ascension & Pentecost -** In what ways do these events and beliefs make Christianity distinctive? Questful RE 6.5	**Pentecost?** UC- 2A.6	**Non-Christian faith :Islam** rules, Sacred books, sacred places, Visit to Mosque Pilgrimage - Haji	*Optional Unit 6.3 for information - Why do Christians celebrate the Eucharist?*
Computing	**E safety** (Privacy settings) Use and amend own privacy settings to keep themselves safe. *Revisit Fakebook (Year 5).* Can they understand that some malicious adults may use various techniques to make contact and elicit personal information? Understand dangers of chatting/meeting up with online 'friend'. Can they understand the term peer pressure and how powerful the emotion	**Algorithms & Programs** (6.1 coding) Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Design and write a more complex program. Introduce functions. Introduce variables. Use flow charts to test and debug a program.	**Data retrieving and organising** (spreadsheets) Use spreadsheets in a real life situation to investigate probability, calculate discounts/final e.g. prices in a sale, plan how to spend pocket money, plan a school charity day. *Purple Mash – Unit 6.3 Spreadsheets/Excel* (NOTE: algorithms and programming may extend into this term and therefore spreadsheet unit will be taught over one half term)		**Communication /presentation** (Non-linear) Create a non- linear presentation. Make quizzes with different question types. Make a quiz that requires a player to search a database. *Purple Mash 6.7 – Quizzing.* *(Quiz/who wants to be a millionaire?)*	**Communication /presentation** (multimedia) Create a multimedia presentation. Confidently use text formatting tools. Explore menu bar and experiment with images. Presentation to include: Sound, animation, video, buttons to navigate. Consider design principles, make independent choices about the best media to use considering needs of the audience and the

	of 'feeling left out' can be? Can they explain why people may publish content on the internet that is not accurate? Can they identify and recognise the potential risks of scamming and phishing? *Google Be Internet Legends - Be Internet Sharp — Think Before You Share – Lesson 4 Pages 65-67* Do they understand the *concept of being a good digital citizen? Twinkl – E-safety – Year 6 – Lesson 3 – People Online* Can they access support surrounding incidents online? *Revisit:* *Azoome Search it up clips.* *Purple Mash – Unit 6.2 Online safety* Google Be Internet Legends - Be Internet Sharp — Think Before	Create and improve a game. *Purple Mash – Unit 6.1 Coding Espresso* *Lego WeDo – Plan and design a game – spinner, flying bird, cheerful fans, aeroplane rescue, giant escape, sailboat storm.*			impact the presentation will have.

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	You Share – Lesson 3 Pages 62 – *Twinkl – E-safety – Year 6 – Lesson 1 – Cyberbullying* 64				
	E Safety will be revisited at the start of each half term				
Geography	**Rainforest & South America** **<u>Could you survive in a rainforest?</u>** Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and physical geography Describe and understand key aspects of: • physical geography, including: climate zones, biomes **(rain forest)** and vegetation belts, rivers, mountains. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			**Skills: Grid references and time zones** **<u>Where in the world? (mini topic)</u>** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Geographical skills : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, six-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

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	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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				
	Ongoing development of geographical skills and fieldwork				
History			**What deadly games did the Mayans play?** **A non-European society that provides contrasts with British history – early Islamic civilization, focusing upon Mayan civilization**	**Are you a slave or soldier, warrior or philosopher and what is your legacy?** **Ancient Greece – a study of Greek life and achievements and their influence on the western world.**	
	Ongoing development of chronological understanding and historical enquiry skills				
Art	**Collage**: contrasting texture, colour and pattern *Combine visual & tactile qualities.* *Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned)* *Justify the materials you have chosen.* *Combine pattern, tone and shape* **Rousseau.** **Printing**		**Painting:** street art *Use a wide range of techniques in your work including texture through paint mix and brush techniques* *Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.* **Graffiti - Kelzo**	**Drawing:** Greek architecture *Understand effect of light on objects from different directions.* *To interpret the texture of a surface.* *Produce increasingly accurate drawings of structures with*	

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	Develop techniques in mono, block and relief printing to create my own abstract pattern eg arabesque , overlapping rotation half drop, Print onto different materials. Use other media to add to my design				*concept of perspective.* Greek architecture	
	Artist to studied: Rousseau Melhazes		Artist to studied: **Kelzo / Banksy** (street art)			
Design Technology	**Control :** through ICT and computer game design				**Structures:** joining and strengthening accurately the Parthenon –	**Electrical/Mechanical** **Design a buggy**
					Key Individual to study: **Fazlur Rahman Khan tubular designs for skyscrapers**	
Physical education (PE)	**Dance** 'Rainforest'-explore, improve. & combine. OCL Coach-led sessions to develop class dance.	**Gymnastics** Matching and mirroring focus Working in pairs to incorporate skills floor and apparatus. **T MOVE PE Gymnastics: Movement Unit**	**Gymnastics** Synchronisation and canon Val Sabin Unit Working in pairs to incorporate skills floor and apparatus. Focus: working to specific timings.	**Athletics** Running over distance Developing stamina Prep for Cross Country running at Secondary School	**Games** Net & Wall Badminton skills (outdoor) This unit as natural progression from tennis in Y5	**Athletics** Combination jumping **Elevating Athletics** To build from long jump to triple jump. (3 lessons) Sports Day Prep (3 lessons)

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	Games - Invasion Rugby Series of lessons To develop skills in tag rugby: Select the appropriate action for the situation. Create and use a variety of tactics to help a team. Create and use space to help a team. Focus on small-sided match play	**Games –** Invasion Netball T MOVE PE Y6 NETBALL UNIT LESSONS Select the appropriate action for the situation. Create and use a variety of tactics to help a team. Create and use space to help a team.	**Dance** **Performance, choreography and improvement** **T MOVE PE Year 6 Dance: Electricity Unit (Pre-learning focus link to science)**	**Outdoor and adventurous –** Map skills and direction Use complex orienteering cards – school pack Develop map-reading skills with orienteering a school plan.	**Games –** Striking and field Cricket -incorporating all skills and matchplay tactics	**Games-** Striking and field Rounders -focus on revision of skills and matchplay tactics from Y4
Languages (Spanish)	**a vida deportiva!** (Our sporting lives)		**El Carnaval de los animales** (Carnival of the Animals)		**¿Qué tiempo hace?** (What's the weather like?)	

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	In Y6, there may be a 'story' or script learned in order to grow progressively complex sentence structures and confidence in everyday language and use of verbs.					
RSHE **(inc British Values and RSE)**	**Family and people who care for us** *(R1.6)* **Being Safe** *(R5.7, R5.8)*	**Caring friendships** *(R2.5)* **Respectful relationships** *(R3.7, R3.8)*	**Online Relationships** *(R4.4, R4.5)* **Internet Safety and harms** *(H7.3, H7.6)*	**Mental wellbeing** *(H6.9, H6.10)* **Basic first aid** *(H12.2)*	**Health and prevention** *(H11.3, H11.6)* **Drugs, alcohol and tobacco** *(H10.1)*	**Physical health and fitness** *(H8.3, H8.4)* **Healthy eating** *(H9.2, H9.3)* **Changing adolescent body** *(H13.2)*
British Values	**Democracy: Election of School Council, Links to parliament** **Individual Liberty: *Resisting pressure / asking for help and having the vocab. to do so*** **Respect *Media images – effect on young people R4 Respecting ourselves and each other and our uniqueness*** ***Viewpoints - debate topical issues, problems and events***				**Tolerance of Different Faiths and beliefs: *Islam*** **Rules, sacred books, sacred places, pilgrimage - *Hajj*** **Mosque visit** **Individual Liberty: taking risks and choices how far to challenge themselves (residential Visit)** **Respect: for self and keeping a healthy lifestyle**	

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					Rule of Law: Age limits and restrictions.	
Global Citizenship	Our World: Global warming Use of water and energy Biodiversity					
Music	Music Express : World Unite Singing: Staff notation Rhythm Improvisation	Music Express : Journeys Singing: Note patterns	Music Express : Growth Playing: chordal accompaniments Interpret a graphic score	Music Express : Roots Singing: include dialogue Playing: Improvising on variety of instruments	Music Express : Class Awards Singing: refine a vocal performance Appraising: art/music appraisal connected	Year 6 Production Singing: perform complex song rhythms Changing vocal tones Listening: harmonies & modulation