

| YEAR 6 OVERVIEW | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Title | VICTORIAN LONDON | VICTORIAN LONDON | SHAKE THINGS UP | CONFLICT | ISLE OF WIGHT PROJECT | TRANSITION PROJECT |
| Entry Point | VICTORIAN DAY | | DT DAY – BUILDING & CONSTRUCTING | N/A | ISLE OF WIGHT TRIP | TfL VISIT |
| English text (Power of Reading) | STREET CHILD | HOLES | WONDER | | THE BOY IN THE STRIPED PYJAMAS | YEAR 6 SUMMER PRODUCTION SCRIPT |
| Science | <p>Staying Alive</p> <p>Names, locates and describes the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.</p> <p>Describes the effects of diet, exercise, drugs and lifestyle on how their bodies function.</p> <p>Names, locates and describes the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.</p> <p><i>Could work scientifically by: investigating how heartbeat varies with exercise.</i></p> | <p>Classifying Critters</p> <p>Gives reasons for classifying plants and animals based on specific characteristics.</p> <p>Uses the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.</p> <p>Can construct and interpret food chains.</p> <p><i>Could work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment.</i></p> | <p>We're Evolving</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identifies how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.</p> <p>Can explain how environmental changes may have an impact on living things.</p> | | | <p>Light</p> <p>Science day</p> <p>Uses the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explains that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Uses the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.</p> <p>Could work scientifically by: designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> |
| Geography | <p>British Empire</p> <p>Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of compass for direction.</p> <p>Understand that cultures can change over time (C)</p> | | | | <p>Cities in the UK</p> <p>Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of compass for direction.</p> <p>Understand that cultures can change over time (C)</p> | |
| History | <p>The Victorians</p> <p>To include Darwin as a Victorian scientist but also like to science.</p> <p>Study the changing power of monarchs using Queen Victoria as a case study.</p> <p>To show interest in and understanding of the way communities and societies function (so)</p> | | | | <p>WWII</p> <p>An aspect of British history/ significant turning point of British history WWII – looking at the lead up to WWII and the impact on everyday life</p> <p>WW2 – A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Understand that cultures can change over time (C)</p> | |

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| Computing | <p>Google Suite</p> <p>Introduce children to all of the features within their Google accounts and create work using each of the applications.</p> | | <p>Coding / Make Own Computer Game</p> <p>children learn to code and create versions of their own computer game that can then be shared online.</p> | | <p>We are app developers</p> <p>to be confident using another programming toolkit to debug, design and write a programme for an APP</p> <p>Give responses to searching and puzzling questions (Sp)</p> | <p>We are marketers creating video and web copy for an app</p> <p>Developing communication skills using video, market for a unique selling point and develop a flyer incorporating text and images.</p> <p>Give responses to searching and puzzling questions (Sp)</p> |
| DT | <p>Design a class trophy</p> | | <p>Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of people who use them</p> <p>Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge</p> <p>Designing and making assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.</p> <p>Investigate how different materials and designs can make a structure stronger. Use ideas to develop skills for building strongest possible structure.</p> | | <p>Fairground rides</p> | |
| Art | <p>Wildlife</p> <p>Printing</p> | | <p>Plants and Flowers</p> <p>Sculpting</p> | | <p>North American Art</p> <p>Digital Art</p> | |
| Music | <p>I'll be there - Charanga</p> <p>Learning to sing the song and play instruments along to it. Class performance recorded.</p> | <p>Classroom Jazz 2 - Charanga</p> <p>Further learning on improvisation. Class performance recorded.</p> | <p>Notation and composition</p> <p>Further learning on correct musical notation and composing their own piece.</p> <p>Listening and appraising.</p> | <p>Rap</p> <p>Group work on writing and performing raps. Groups filmed at end of term.</p> | <p>Musical Theatre</p> <p>Learning about this genre of music and different ways of performing it.</p> <p>Year 6 Summer Production</p> | |
| PE outdoor | <p>Athletics</p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> | <p>Netball</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Hockey</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Basketball</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Tennis</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Cricket</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> |
| PE indoor | <p>Gymnastics</p> <p>Perform dances using a range of movement patterns</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Athletics</p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> | <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> | <p>Gymnastics</p> <p>Perform dances using a range of movement patterns</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> | <p>Rounders</p> <p>Take part adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p> |

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| <p>RE</p> | <p>What is the Qur'an and why is it important to Muslims?</p> <p>Reflecting on ultimate questions and ... beliefs about ..</p> <ul style="list-style-type: none"> • Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources • Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language & suggesting meanings of religious texts • Evaluation: debating issues of religious significance e.g. Are the similarities and differences • Analysis: distinguishing between opinion and fact, and the differences between the accounts • Synthesis: linking significant features of religion together • Expression: expressing religious views <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> | <p>Stories of Christianity</p> <p>Reflection: What influences my and other people's decisions?</p> <ul style="list-style-type: none"> • Empathy: Identify with the change in emotions felt by the disciples at Pentecost; see the world through the eyes of others when faced with difficult choices. • Investigation: Find out about people's lives through asking relevant questions; gather information about people of faith and how the Holy Spirit has influenced their choices • Interpretation: interpret religious symbols of the Trinity and the Holy Spirit. • Evaluation: debate issues of religious significance with reference to evidence and argument e.g. Is the Holy Spirit real? • Application: discuss what influences the choices you make • Expression: create your own symbols to represent ideas of the Trinity <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> | <p>What happens when we die?</p> <p>Reflecting on ultimate questions about ..</p> <ul style="list-style-type: none"> • Sadness: understanding that everybody will experience sadness in their lives • Death: understanding how the death of a person is marked in different religions and communities • Death: express ideas and understand others' ideas of what happens when someone dies • Emotion: to understand that it is important to express emotions that you feel • Remembrance: to think of practical ways of remembering someone who has died <p>Develop an appreciation that there are different ways of expressing sadness and emotions when coming to terms with death.</p> | <p>How do people express their faith through the arts?</p> <ul style="list-style-type: none"> • Expression: to recognise that expressing faith involves feelings and emotions • Music: to find out how music can be a form of religious expression in many religions • Colour: to understand how colour can be used to express religious feelings and ideas • Art: to understand how art can be sacred and spiritual for believers • Art: to find out how Islamic art helps Muslims to worship • Drama: to understand how drama is used to reinforce important teachings and stories in religion <p>Develop an appreciation that there are different ways of expressing faith through the arts.</p> | <p>Buddhist Worship and Belief</p> <p>Reflecting on ultimate questions and ... beliefs about ..</p> <ul style="list-style-type: none"> • Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources • Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language & suggesting meanings of religious texts • Evaluation: debating issues of religious significance e.g. Are the similarities and differences • Analysis: distinguishing between opinion and fact, and the differences between the accounts • Synthesis: linking significant features of religion together • Expression: expressing religious views <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> | <p>Similar beliefs across the major religions</p> <p>Reflection: Reflecting on beliefs and practices of the Jewish community</p> <ul style="list-style-type: none"> • Empathy: Seeing the world through the eyes of the Jewish Community • Interpretation: Suggesting meanings of religious texts • Investigation: Knowing how to gather information from a variety of sources • Synthesis: by linking the importance of the synagogue / Tenakh / leaders with Jewish beliefs • Application: making the association between the Jewish faith and ways of life for individuals, families, communities and the nation of Israel <p>•Discuss religious beliefs with respect and understanding, engaging with the language of religion and faith (Sp)</p> |
| <p>PSHE SEAL/ UNICEF values (on a two year cycle)</p> | <p>New beginnings</p> <p>Belonging</p> <p>Respect</p> <p>Friendship</p> <p>Happiness</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Say no to bullying</p> <p>Freedom</p> <p>Peace</p> <p>Unity</p> <p>Love/humility</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Going for goals</p> <p>Honesty</p> <p>Simplicity</p> <p>Hope</p> <p>Trust</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Good to be me</p> <p>Thoughtfulness</p> <p>Appreciation</p> <p>Understanding</p> <p>Care and compassion</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Relationships</p> <p>Confidence</p> <p>Quality</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Changes</p> <p>Fairness</p> <p>Courage</p> <p>Cooperation</p> <p>Responsibility</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> |
| <p>Exit Point</p> | <p>VICTORIAN SHOWCASE</p> | | <p>DISPLAY OF DT WORK</p> | <p>N/A</p> | <p>ISLE OF WIGHT PROJECTS DISPLAY</p> | <p>END OF YEAR PRODUCTION!</p> |
| <p>Writing year objectives</p> | <p>Use of the colon to introduce a list</p> <p>Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to mark the boundary between independent clauses</p> <p>Confident use of adverbials such as on the other hand, in contrast, or as a consequence</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To understand the use of the passive voice in writing</p> <p>Be able to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To recognising vocabulary and structures that are appropriate for formal speech and writing</p> | | | | | |

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| | <p>Understand how words are related by meaning as synonyms and antonyms use further prefixes and suffixes and understand the guidance for adding them use dictionaries and thesauruses to check the spelling and meaning of words continue to distinguish between homophones and other words which are often confused spell some words with 'silent' letters Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover</p> |
| <p>Reading year objectives</p> | <p>Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Can read books that are structured in different ways and reading for a range of purposes Is confident to make comparisons within and across books. Can learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Child is checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Are independently asking questions to improve their understanding of text Can summarise the main ideas drawn from more than one paragraph, identifying key details to support their main ideas Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions Can draw inferences justifying them with evidence from the text Can predict what might happen from both facts stated and implied in the text Can predict what might happen from both facts stated and implied in the text Can explain how language, structure and presentation contribute to meaning of the text as a whole Is confident to discuss how author's use language, is used including figurative language, considering the impact on the reader Is confident to discuss and evaluate how author's use language, including figurative language, is used considering the impact on the reader In non fiction is able to distinguish between statements of fact and opinion Can recommend books that they have read to their peers, giving reasons for their choices Is able to participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> |