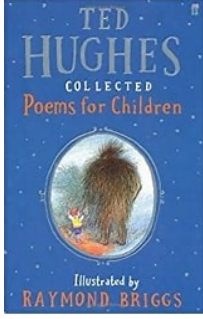
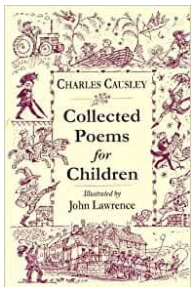


Year 6 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING 5 plagues of reading	Archaic	Non-linear	Complexity of narrative	Complexity of the plot	Complexity of the plot	Resistant text
BOOK 1	The many words of Albie Bright 	A Christmas Carol 	The girl of ink and stars 	Once 	Pax 	All of the things that could go wrong 
CURRICULUM BOOK	See inside WW1 	The origin of species 	I am Greta 	A galaxy on her own: incredible women in space 	The history detectives investigate- Mayan civilization 	Timeline of black history: Leaders, legends and legacies 

<p>POETRY</p>	<p>Collected poems for kids- Ted Hughes</p> 		<p>Carol Ann Duffy: New and Collected Poems for Children</p> 		<p>Charles Causley: Collected Poems for Children</p> 	
<p>WRITING</p>	<p>Rose Blanche</p> <p>Recount: Diary Purpose: To recount</p> <p>Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)</p>	<p>A Story Like the Wind</p> <p>Narrative: Flashback Narrative Purpose: To narrate</p> <p>Recount: Newspaper Report Purpose: To recount</p>	<p>The Origin of the Species</p> <p>Narrative: Discovery Narrative Purpose: To narrate</p> <p>Explanation: Adaptation Purpose: To explain</p>	<p>Wolves</p> <p>Recount: First Person Narrative Purpose: To narrate</p> <p>Discussion: Balanced Argument Purpose: To discuss</p> <p>Information Text: Wolves Purpose: To inform</p> <p>Narrative: Suspense Narrative Purpose: To narrate</p>	<p>Shackleton's Journey</p> <p>Narrative: Endurance Narrative Purpose: To narrate</p> <p>Recount: Magazine Article Purpose: To recount</p>	<p>Hansel and Gretel</p> <p>Narrative: Dual Narrative Purpose: To narrate</p> <p>Persuasion: Letter Purpose: To persuade</p>

<p>MATHS</p>	<p>Calculating using knowledge of structures Multiples of 1,000</p>	<p>Numbers to 10,000,000 Draw, compose and decompose shapes</p>	<p>Multiplication and Division Area, perimeter, position and direction</p>	<p>Fractions and Percentages</p>	<p>Statistics KS2 SATS</p>	<p>Ratio and Proportion Mean Average Order of operations Solving problems</p>
<p>SCIENCE</p>	<p><u>Evolution and Inheritance</u> 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</p>	<p><u>Animals, including humans</u> 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; describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Light</u> 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 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</p>	<p><u>Electricity</u> 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 the on/off position of switches use recognised symbols when representing a simple circuit in a diagram</p>	

HISTORY	<p>A study of an aspect in British history that extends pupils' chronological knowledge – a significant turning point in British history:</p> <p>Enquiry: What was the impact of the WWI on local people's lives?</p>		<p>Viking and Anglo-Saxon struggle for the Kingdom of England:</p> <p>Enquiry: How and why did the Vikings invade Britain?</p>		<p>A non-European society that provides contrast with British history: Mayan civilization c. AD 900:</p> <p>Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?</p>	
GEOGRAPHY	<p><u>Coastal Regions</u></p> <p>What is special about North-West England?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p>		<p><u>Weather and Climate Zones</u></p> <p>What is the impact of weather and climate zones on the environmental factors in our world?</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts</p>		<p><u>North and South America Study</u></p> <p>How is our world diverse are areas in North and South America the same?</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, & major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p>	
PE	Tag rugby Netball	Dance Tennis	Gymnastics Football	Basketball Hockey	Cricket Athletics	Rounders Athletics
Art	<p>Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper.</p>		<p>Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.</p>		<p>Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.</p>	

DT	<u>Form</u> Technical knowledge – apply their understanding of computing to program, monitor and control their products - plan and develop ideas. Game -made of wire that includes a buzzer/switch to control products. https://www.tinkercad.com/ Artist- George Segal		<u>Texture</u> Embellishing - Apply knowledge of different techniques to express feeling; - work collaboratively on a larger scale. Focus on designing and making a personalised t-shirt. Artist – Katie Tume		<u>Food technology</u> Mexican – focus on Mexican savoury food linked with geography work on Mexico (Autumn term). Learn about the source of ingredients and discuss meat based as well as vegetarian options. Famous chef link –Alfredo Villanuevo	
COMPUTING	Computing systems and networks Communication	Programming Variables in Games	Creating Media 3D modelling Art - Sculpture	Data and information Spreadsheets	Programming Sensing Science – Functions of the Human Body	Creating Media Webpage Creation
RE	Christianity (God): How do Christians mark the ‘turning points’ on the journey of life? Christianity (Jesus)	Hindu dharmals: there one journey or many?	Islam: What is Hajj and why is it important to Muslims?	Christianity (Jesus): Why do Christians believe Good Friday is ‘good’?	Buddhism: What do we mean by a ‘good life’?	Christianity(Church): If life is like a journey, what’s the destination?
MUSIC	Happy	Classroom Jazz 2	A New Year Carol	You’ve got a friend	Music and Me	Reflect, Rewind and Replay
PSHE	Attraction to others; romantic relation-ships; civil partner-ship and marriage	Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereo-types	Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereave-ment; managing time online	Human reproduction and birth; increasing independence; managing transition Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media