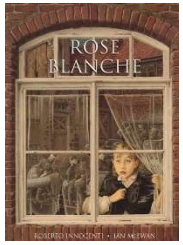
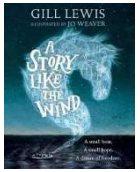
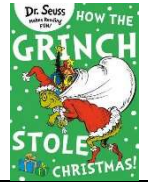
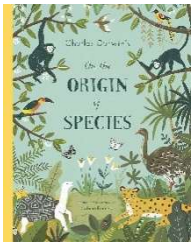
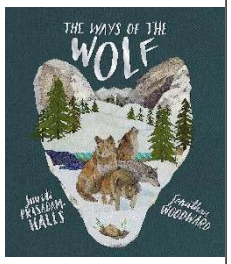
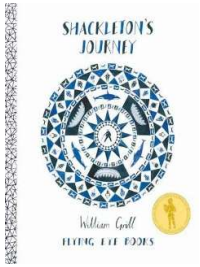
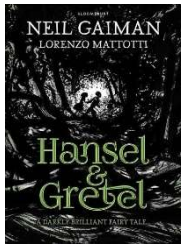
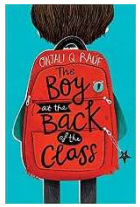
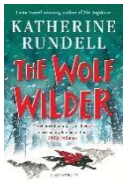
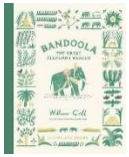
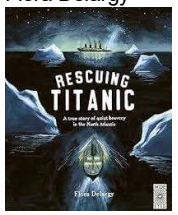
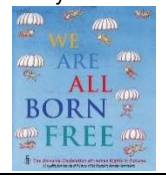
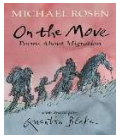
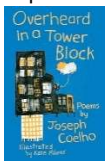
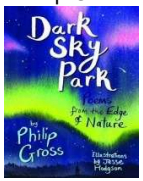
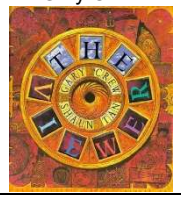
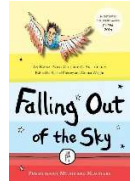
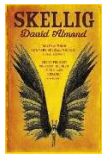
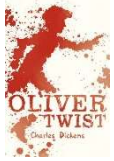
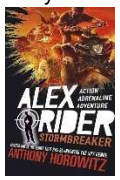
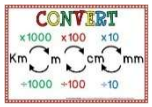
Year 6 - yearly overview

	Autumn		Spring		Summer	
WRITING Coretextandoutcome	**Rose Blanche** Ian McEwan **Recount:** Diary Entry **Purpose:** To recount **Recount:** Bravery Award Speech **Purpose:** To recount 	**A story like the wind** Gill Lewis **How the Grinch Stole Christmas** Dr Seuss **Narrative:** Flashback narrative **Purpose:** To narrate **Information:** Instructions of how to steal Christmas **Purpose:** To inform  	**Charles Darwin – One the Origin of the Species** Sabina Radeva **Narrative:** Discovery Narrative **Purpose**: To narrate 	**The Ways of the Wolf** Smriti Prasadam-Halls **Discussion:** Balanced argument **Purpose:** To discuss 	**Shackleton's Journey** William Grill **Narrative:** Endurance narrative **Purpose:** To narrate **Recount:** Magazine Article **Purpose:** To recount 	**Hansel and Gretel** Neil Gaiman **Narrative:** Dual narrative **Purpose:** To narrate **Persuasion:** Letter **Purpose:** To persuade 
Writing across the curriculum	**History WW1** The piano - film review		**Science – Circulatory system** Formal scientific language report Informal children's book		**Extra curriucular** A persuasive webpage An informal 1* review	

READING	Textlinking tocore	**The boy in the striped pajamas** John Boyne 	**The boy at the back of the class** Onjali Q Rauf 	**The Girl of Ink and Stars** Kiran Millwood Hargrave 	**The wolf wilder** Katherine Rundell 	**The night the moon went out** Samantha Baines 	**The house with chicken legs** Sophie Anderson
	Non Fiction	**See inside WW1** Rob Lloyd Jones 	**Who are refugees and migrants?** Micheal Rosen 	**Trash** Andy Mulligan 	**Bandoola The Great Elephant Rescue** William Grill 	**Rescuing Titanic** Flora Delargy 	**We are all born free – The Universal Declaration of Human Rights** Amnesty International 
	Picture book or Poem	**On the move – Poems about Immigration** Micheal Rosen 	**The Arrival** Shaun Tan 	**Eastbourne - Overheard in a Tower Block** Joseph Coelho 	**Dark Sky Park** Philip Gross 	**The viewer** Gary Crew 	**Falling out the sky – Poems about Myths and monsters** 
	Endof dayread	**Impossible creatures** Katherine Rundell 	**Skellig** David Almond 	**There's a boy in the girl's bathroom** Louis Sachar 	**Oliver Twist** Charles Dickens 	**Alex Rider: Stormbreaker** Anthony Horowitz 	**The final Year** Matt Goodfellow

MATHS	Place Value Adding, Subtracting, Multiplication and Division 	Fractions (A and B) Measuring – Converting units 	Ratio Algebra Decimals 	Fractions, Decimals and Percentages Area, Perimeter and Volume 	Statistics Shape Position and Direction 	Themed Projects and Problem Solving
SCIENCE	Evolution and Inheritance Why are fossils scientifically important? Recap most plants/animals are a mixture of characteristics from their parents. Explore further through identification of our own inherited physical characteristics Revisit idea of inheritance and changes in offspring over time. Recap work on habitats – research animals or plants specifically suited to extreme environments. Analyse advantages and disadvantages of these adaptations. How have these adaptations come about over long periods of time Research Scientist: Charles Darwin (1858 – 1937) – first	Living Things and Their Habitats Why is this animal in this group? Revise purpose of classification keys to sort and classify living things. Use a classification key to sort and identify photos of unfamiliar micro-organisms, insects, molluscs, Annelids, fish, amphibians and mammals Key Question: Why is this animal in this group? (record data using classification keys; identify scientific evidence to support ideas) Are plants classified too? Revise what makes a plant a plant – what characteristics can be considered in plants How do we make a classification key? Look at how to create a branching diagram using observable	Animals including Humans How does our circulatory system keep us alive? Retrieval of knowledge of systems in the body (skeletal, muscular, digestive) – revise main body parts for each system, their function and purpose. Children to record: What I think the human circulatory system looks like. Use secondary sources to look at models/ images of circulatory system. Key Question: Why do we need blood in our bodies? Establish that the circulatory system is made up of three separate systems cardiovascular, pulmonary, and systemic). Explore and answer questions to	Light How does light help us to see? Draw diagrams to show light travelling from a light source to our eyes or from a light source reflecting from an object to our eyes. Key question: Does light travel in straight lines? Fair test – Can we see light from a torch through a curved or bent hosepipe? Children make predictions and carry out fair test, then log results and conclusion. Key question: How can I see something that is behind me? Children investigate and observe using mirrors and draw diagrams to explain the path and reflection of light rays from light source to object to mirror to our eyes. (present explanations in written	Electricity Can a circuit contain more than one component? Scientist: Thomas Edison (1847 – 1931) – PHYSICIST – applying principles of organised science and teamwork to the process of invention and innovation Investigation: (comparative test) - Does it matter how long the wires are? Show recognised symbols for components in simple circuit diagram: cell, wires, bulb, motor, buzzer, and switch. Build a simple circuit to light bulb. Key Question: Can a circuit contain more than one component? Add another component (second bulb, or a buzzer or motor) - what happens? Repeat with further components. Try starting with one buzzer or one motor, then more

	evolutionary BIOLOGIST. Charles Darwin. Zoom in on Darwin's Finches as a case study for evolution (recognise that scientific ideas develop and change over time; identify scientific evidence that has been used to support or refute ideas or arguments) Model advantage of different beaks (pattern seeking). Test impact of different shaped "beaks" of ability to grab food. Key Question: Why are fossils scientifically important? Explore fossils of plants and animals, ask questions. Can they identify any plants/animals? arguments. 	characteristics. Research positive and negative microorganisms. Whole class research into an unfamiliar animal from a different habitat (look back to previous work) and explain where it belongs in the classification system. How is it the same as others of the same genus? How is it different? 	understand the functions of the heart, blood vessels and blood, and how the circulatory system enables the body to function. Create an explanatory diagram of the circulatory system, labelling heart, lungs, arteries, veins, blood. Make explicit links with other known systems – oxygen to muscles allows movement of skeleton; nutrients from digestive system enables health and growth. Use knowledge of how the circulatory system transports water and nutrients around the body to consider the impact of exercise on the way their bodies function. Complete a daily 5-minute fitness challenge (e.g. laps of the playground) over a two week period. Measure pre/post pulse rate, count completed laps, record on table. Use results to draw conclusions about the effect of exercise on maintaining a healthy circulatory system. 	forms, such as displays and other presentations) Why might light look like it is bending – explore refraction – make observations of examples of refractions Key question: Why is a shadow the same shape as the object? Children investigate creating shadows with different objects and a light source and draw a diagram using straight lines to show how shadows are formed. Explore how to lengthen and shorten shadows by changing the position of the torch, but establish that the shadow's shape stays true to that of the object blocking the light because light travels in straight lines 	components. Use recognised symbols to draw diagram of each circuit tested, starting with one component only. Write explanation and why - extra components share the energy therefore dim the light/lower the volume/slow the motor. (plan different types of scientific enquiries to answer questions; report and present findings from enquiries, including conclusions and explanations of causal relationships) Investigation: (pattern seeking) – How can I make the bulb brighter? Use conclusions of previous enquiries to suggest how to make a single bulb brighter in a simple circuit: increase number of cells, increase voltage, shorten wires (less resistance). Systematically test their ideas to prove/disprove. Test if this also works for maintaining brightness/ volume/speed when using multiple components. Conclude relationship between amount of power (input) and brightness/ volume/speed (output).

HISTORY

Local Study	British Study	Global Study
Enquiry: What was the impact of the WWI on local people's lives?	Enquiry: How and why did the Vikings invade Britain?	Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?

GEOGRAPHY

Global - North and South America Study

How is our world diverse; are areas in North and South America the same?

Recount and recall the continents and oceans of the world, including any countries and capital cities of importance.
Zoom in to look at the Americas, what do you know? Compare the boundary lines of North and South America.
Locational study of a significant place within North America, human and physical features.
Locational study of a significant place within South America, human and physical features.
Comparative Study, compare the locations studied from North and South America. Physical features, human features, weather, climate.
Look local by comparing our local area to the Death Valley US.

National – Weather and Climate Zones

What is the impact of weather and climate zones on the environmental factors in our world?

Start local by observing and measuring weather patterns in the UK and linking to seasons. Zoom out and build on world locational geography to learn about climate zones. Zoom in to look at polar, temperate, tropical, subtropical. Zoom out to look at the main world Biomes: Marine and Freshwater: vegetation, plant and animals. Desert and Savannah: vegetation, plant and animals. Tundra and Taiga: vegetation, plant and animals. Vocabulary session. Summarise and define key vocabulary. Frayer model. Children look at the impact of environmental change on these areas- bridge back to summer term Year 5 recount and recall rivers of the world.

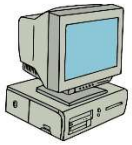
Local: Coastal Regions

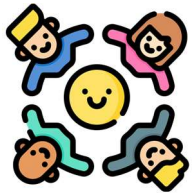
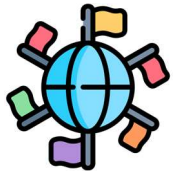
What is special about North-West England?

Zoom out to explore how water, weathering and erosion can change the landscape – bridge back to Yr4 Water Cycle and Rivers unit.
Zoom in to look at the Coastal regions in the North-West of England. Identify and map the main coastal features in the UK. (Locate the counties which have coastal features)
Research and describe how coastal features change through weathering and erosion.
Zoom out to look how coastlines in the North-West and UK have changed over time.
Zoom in to look at Blackpool and Flyde, where is it and what is it like there? Field trip to Blackpool and Flyde Sand Dunes
Use fieldwork and map work to observe the topography of the local land (peaks and plain) from viewpoint near school according to 8 points of the compass. How does this compare to the topographical map of the UK and Blackpool.
Compare the physical geography of Blackpool with that of my own area. Compare land use in Blackpool with my own area.

PE

Hockey Basketball	Tag Rugby Lacrosse	Dance Gymnastics	Health and Fitness Cross Country	Badminton Athletics	Golf Rounders

ART & DESIGN	Printing: SCREEN PRINTING – INK Focus on screen printing. Children to create a multi layered screen print influenced by Andy Warhol's work. 		Drawing: PEN & INK Focus on stylised drawings of buildings. Children to create an architectural building design, influenced by the work of Frank Gehry. 		Paint: OIL / ACRYLIC Focus on using colour to reflect mood. Children to create a self-portrait in the style of Frida Kahlo, expressing themselves and their mood through their use of colour and symbolism. 	
DESIGN & TECHNOLOGY	Structures - Bridge Bonanza 		Electrical systems - Monitoring and Control: An electronic moneybox 		Food Technology - Short crust pastry (savoury tarts) 	
COMPUTING	Computing systems and networks: Bletchley Park and the history of computers 	Computing systems and networks: Exploring AI 	Programming: Intro to Python 	Data handling 1: Big Data 1 	Data handling 2: Big Data 2 	Skills showcase: Inventing a product
RE	Christianity-God How do Christians mark the 'turning points' on the journey of life? 	Hindu Dharma Is 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	Themes and Variations Theme: Pop Art 	Dynamics, Pitch and Texture Theme: Coast – Fingals Cave 	Songs of WW2 	Film Music 	Baroque 	Composing and Performing a Leavers Song
PSHE	**My healthy self** How do my choices today shape my future health? 	**Connecting with others** What does it mean to stand up for myself and others? 	**Online world** How do I feel about the things I see online? 	**Citizenship** How can we protect everyone's rights? 	**Staying safe** How can I stay safe as I grow up? 	**Growing up** How do people become parents and carers?