

Year 6 Learning Overview for the Year

In year 6, in preparation for secondary school we move to a secondary school approach with more emphasis on discrete subjects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Text Focus: Kick Writing to Entertain- Budi dream sequence: flying over the streets of Jakarta Writing to persuade- letter to Budi	Ancient Greece Writing to inform: Recount of the Battle of Marathon Writing to Discuss: Ancient Greece Board Game Review Writing to Entertain: Atmosphere flash back fiction	Evolution & Inheritance Writing to Entertain: First person narrative Jean Rhys returning to a familiar place Writing to Inform: Biography of Mary Anning	Writing to Entertain: Journey description -The Errand Writing to discuss: Balanced argument-Who is the most influential evolutionary scientist?	SATs preparation Writing to Discuss: Satirical SATs Survival Guide	Text Focus Political/social poetry Campaign Narrative - Building tension Writing to Discuss: Newspaper article -Time for Vegan products/not testing on animals Writing to Entertain: Social/ political poetry-animal cruelty Writing to Persuade: Charity Campaign
Key texts	Kick	Greek Myths Oliver Twist (Text and film)	Jean Rhys short stories	Darwin's Rival The Errand	The Boys' Book of Survival	The Marvels The Vanishing Kit Wright-The Whale
Maths	Place Value Four Operations	Fractions Converting units	Ratio Algebra Decimals	Fractions/decimals/ Percentages Area, perimeter & volume	Statistics Shape	Geometry Project Maths

<p>Science</p>	<p>Materials How to describe and compare the uses for everyday materials using scientific terminology (e.g. permeable, absorbent). That dissolving, mixing and changes of state are reversible changes. To understand the conditions for a fair test.</p>	<p>Materials Molecular structure and properties of solids, liquids and gases Describe the difference between reversible and irreversible changes in materials and give examples Explain why some materials dissolve Understand conditions for a fair test</p>	<p>Evolution & Inheritance Know that living things have changed over time. That living things produce offspring that vary. How animals and plants are adapted to suit the environment. Know about anatomical drawings. That inheritance is influenced by various generations and genetic difference. How fossils form over time. How to establish the different ways living things have adapted to suit their environment. Describe the scientific needs related to adaptation.</p>	<p>Classification of Living Things To research the life cycle of flowering plants. To sketch accurately paying close attention to detail. To record scientific findings (in the form of a botanical illustration). To understand how ALL living things are classified. To experiment with a microorganism. - To be able to carry out a fair test, make predictions, observe results and make conclusions. To understand living things are grouped according to their physical characteristics. To be able to use and create classification keys</p>	<p>Electricity Electricity needs a circuit to flow successfully Different symbols associated with circuitry diagrams How a switch works How to change the level of power to affect speed of motor or brightness of bulb Scientific terminology to describe components used in electrical circuitry</p>	<p>Light (This unit is taught through a series of experiments) To know light travels in straight lines. To be able to bend light round corners. To identify sources of light - natural and artificial. To know how shadows are formed To know ALL objects reflect light. To understand we see because light travels into our eyes. To investigate reflective materials. To understand light can be bent using reflective materials. To know shadows are formed by blocking light. To investigate length of shadows according to angle of light source. To begin to understand refraction of light. To know how magnifying glasses work by bending light. To know white light is made up of all the colours of the rainbow.</p>
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						To investigate how combined colour paddles effect white light shone through them
History		<p>Ancient Greece Locate Ancient Greece on a timeline Know chronology of key events of Ancient Greek civilisation Know key figures in Greek mythology Compare ancient and modern democracy Have understanding of the legacy of the Ancient Greek civilisation</p> <p>Victorian Childhood</p>	<p>Evolutionary Scientists</p> <p>Know about the lives and significance of several evolutionary scientists and consider their scientific legacy</p>			
Geography	<p>Mountains Understand what a mountain is and how they are formed Identify and name main mountains in the world Understand impact of climate change on mountain life</p>	<p>Locate Greece on a map and compare modern and Ancient Greece Understanding of impact for Ancient and modern Greece being an archipelago.</p> <p>Look at the human and physical geography of ancient Greece and modern Greece,</p>	<p>Longitude/latitude Biomes</p> <p>Locate the world's countries and seas in relation to Darwin's journey around the world, using maps, atlases and a globe.</p> <p>Use the eight points of a compass, six-figure grid references, symbols</p>	<p>Coastal erosion</p> <p>Physical geography including climate zones, biomes and vegetation belts linked to classification of living things.</p>	<p>Begin to draw a variety of thematic maps based on their own data. (Faith and Belief in Lewisham).</p>	<p>Renewable and non-renewable energy. To know that different resources are used to create energy. To identify renewable and non-renewable energy sources Know advantages and disadvantages of both</p> <p>Human geography including the distribution of natural resources with a focus on</p>

	<p>Locate Mecca on a map.</p>	<p>considering similarities and differences. Compare to UK region (e.g. mountain regions, weather patterns). Compare and contrast the climate, make up of land and farming opportunities in Ancient Greece city states and compare them to modern Greece. Describe features incl. hills, mountains, coasts and rivers and compare to the UK. Use land patterns to understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Political and topographical maps</p>	<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>			<p>energy and minerals linked to electricity science topic.</p> <p>Use 8 compass points and accurately; use 6-figure grid references to locate features on a map of the world.</p> <p>Field work Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Local journeys Plan and follow a short route on an OS map. Describe features shown on OS map. Draw a plan view map of their walk to secondary school accurately using symbols and a key.</p>
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<p>ICT</p>	<p>E safety How to keep safe online and report concerning content</p> <p>Communication and collaboration How to recognise how data is transferred across the internet Understand and evaluate different ways of working together online That sharing information online can help people to work together How computers use addresses to access websites</p>	<p>E safety Web page creation</p> <p>What makes a good website. Layout of website. Copyright or copywrong. How it looks (preview). Navigation paths. Linking content (Creating hyperlinks and considering implications).</p>	<p>E safety Introduction to Spreadsheets</p> <p>Collecting data. Formatting a spreadsheet. Formula. Calculate and duplicate. Event Planning. Presenting data.</p>	<p>E safety Variable in Games (Programming)</p> <p>Introducing variables. Variables in Programming. Improving a game. Designing a game. Design to code. Improving and sharing.</p>	<p>E safety 3-D Modelling</p> <p>Intro to 3-D modelling. Modifying 3-D objects. Making own name badge. Making own desk tidy. Planning a 3-D model. Making own 3-D model.</p>	<p>E safety Sensing</p> <p>The micro-bit – input/output device. Directing the flow of a program. Sensing inputs (using buttons to change the value of a variable). Using operands to determine the flow of a program. Designing a step counter. Making a step counter.</p>
<p>Art and DT</p>	<p>Class name dependant</p>	<p>Greek clay sculptures</p> <p>Understand Ancient Greek theatre and the use of masks for the actors.</p>	<p>Fossil sketching and printing</p>	<p>Observational drawing and painting Similarities and differences between botanical and anatomical illustrations.</p>	<p>Colour mixing skills</p> <p>Mixing secondary and tertiary colours using the DPC system of powder paints.</p>	<p>Designing, creating, adapting and evaluating according to a brief (Festival Light)</p>

		<p>Understanding of how Ancient Greek theatre masks were made and their features. Turn a 2d design into a 3d form using clay. Develop an understanding of glazing. To be able to use glaze effectively.</p> <p>Designing, creating and evaluating to a specific brief (Board games).</p> <p>How Nativity is depicted in art and the significance in history.</p>		<p>Develop observational drawing skills in 2 and 3D. Develop ability to use different media in observational drawing. The term botanical illustration and its purpose across Art and Science. To be able to critically evaluate a style of art. To record scientific findings (in the form of a botanical illustration). To use water colours and water colour pencils for tone, tint and shade.</p>	<p>Predicting how one colour can affect another colour when mixed. Critically evaluate an artist work - Kandinsky. Create artwork in the style of Kandinsky using angle art. Evaluating.</p>	<p>Design and make a festive light decoration using electrical circuits.</p> <p>Key design Features:</p> <p>~ specific audience and celebration in mind.</p> <p>~ have one decorative moving part and 1 or 2 different coloured lights.</p> <p>~switch it on and off.</p> <p>~ look aesthetically pleasing.</p>
Music (Charanga)	<p>Pharrell Williams – Happy Copy back rhythmic and pitch patterns How to add percussion instruments the</p>	Classroom Jazz 2	New Year Carol	You've Got a Friend	Music and Me	<p>Reflect, Rewind and Replay</p> <p>Singing - Production</p>

	<p>compliment the piece</p> <p>Describe how the music makes them feel and what it reminds them of</p>					
PE (Real PE)	<p>Real PE – Develop and improve coordination and agility</p> <p>Striking and Fielding skills and games</p>	<p>Interpretive dance – Ancient Greece</p> <p>Striking and Fielding skills and games</p>	<p>Gymnastics – Balance and coordination</p> <p>Ball skills and games – cooperative play</p>	<p>Badminton - develop and improve skills and game strategy</p> <p>Ball skills and games – cooperative play</p>	<p>Real PE – Balance skills and strategy development</p> <p>Invasion games</p>	<p>Mixed athletics – Abbotshall</p>
PSHE (inc RSHE)	<p>Zones of Regulation – Recognising emotions.</p> <p>How can we keeping healthy as we grow? Identify ways to become more independent and take greater responsibility for themselves. Understand and explain how to</p>	<p>Zones of Regulation – Self-regulation</p> <p>How can we keeping healthy as we grow? How to make healthy choices. That habits can be healthy and unhealthy. That FGM is illegal.</p>	<p>How can the media influence people?</p> <p>How the media can affect people’s wellbeing. Not everything should be shared online. That mixed messages can influence perceptions of groups. Text and images can be manipulated.</p>	<p>How can the media influence people?</p> <p>Information is selected and ranked. To make informed decisions about the content viewed online. To report certain information. Risks in gambling. Discuss influences on decision making.</p>	<p>What will change as we become more independent?</p> <p>Different types of relationships. That people who love each other can be of any gender, ethnicity or faith. Adults can choose to be in a relationship. Forced marriage is a crime.</p>	<p>What jobs would we like?</p> <p>Broad range of different jobs with different skills and attributes needed.. People may have more than one career over their lifetime. Paid and voluntary work. Different ways into jobs: university, apprenticeships etc. Challenge stereotypes about jobs people do. How they might choose a career, what might influence their decisions.</p>

	maintain a healthy lifestyle. Recognise the early signs of physical or mental ill health.		Recognise suspicious content.		Ways to prevent a baby being made. Growing up has increased opportunities and responsibilities. Friendships may change and how to manage this. How to manage moving to secondary school.	
RE	<p>Islam (4) Haj and Id ul Adha</p> <p>Locate Mecca Pilgrimages to Mecca 5 Pillars of Islam Know an explain stages of Hajj How the festival Id Ul Adha is celebrated The story of Ibrahim</p>	<p>Buddhism</p> <p>The Noble Eight Fold Path The Monkey King Buddhist Symbols Asala-Dharma Day</p>	<p>The Journey of Life and Death</p> <p>Significant milestones of the journey of life. What they would like to happen for themselves and the world in the future. Importance of hope to human beings. Human responses to loss and bereavement. Own responses to human experience of life and death. Ways in which human experiences associated with death, loss and bereavement are understood in Christianity, Islam,</p>	<p>The Buddhist Community Worldwide</p> <p>Three Jewels. What 'seeking refuge' means to Buddhists. Buddhist Community. Bodhgaya. Wesak.</p>	<p>Understanding Faith in Lewisham faith and beliefs in Lewisham</p> <p>Identify the faith and belief communities in our class, school and Lewisham. To know local places of worship. To identify smaller belief and faith groups in Lewisham. Many different denominations or branches of Christianity.</p> <p>How faith and belief communities in Lewisham have</p>	<p>Sikhism (4) Belonging to the Sikh Community</p> <p>Know that Guru Gobind Singh was the last Guru. Know how the Khalsa was formed. Symbolism and names of the 5 Ks Significance to a Sikh of the Amrit Ceremony. Rules by which a Khalsa member promises to live by.</p>

			<p>Buddhism, Judaism, Hinduism and Sikhism.</p> <p>How each community supports the person who is bereaved.</p> <p>Term bereavement.</p> <p>Be aware people cope with bereavement in different ways.</p> <p>How bereavement is expressed.</p> <p>Reflect on their responses to human experience of death.</p> <p>Importance of celebrating a life.</p>		<p>changed over the last 50 years.</p>	
Spanish	Materials			Classification of living things vocabulary	Electricity vocabulary	