**Year 6 Overview**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **SUBJECT LEAD** |  **ART** | **BOOK/ PSHE** | **GEOGRAPHY** |  **HISTORY**  |  **SCIENCE**  |  **PLAY** |
| **TOPIC** |  **Our world** |  **Wonder** |  **Rivers**  | **WW2**  | **Animals including humans**  | **Lights, camera, action** |
| **TRIPS/ WORKSHOPS** |  | Ancient Greece workshop PANTO |  |  | Residential |  |
| **LEARNING CELEBRATION** |  |  | Learning celebration |  |  | Learning celebration |
| **CHAGIM/** **SPECIAL EVENTS** | Jewish New Year Yom KippurSuccot Shemini Atzeret | Remembrance Day Chanukah Anti-Bullying/ CMH (November)  | Tu B’shvat Chinese New YearSATS Fairytale day- Replaces English  | Purim Pesach Chicks/ducklings Science week writing  | Yom Ha/atzmaut Lag Ba’omer Caterpillars PSHE/ History (Inclusivity week, including diversity- off timetable) | Shavuot Sports day Transition activities |
| **CORE TEXT**  | Here we are by Oliver Jeffers | Wonder by RJ Palacio | Various non-fiction texts  | The children of Willesden Lane by Mona Golabek |  | Play  |
| **ENGLISH**InformEntertainPersuade | **Skills and Knowledge:** PoetryDescriptive narrativeRecountPersuasive letterNewspaper report Non-chronological reportDescriptive narrative Film narrativeRecount: LetterPoetry Persuasive advertsInformation text Recount: Diary entryFirst person narrative  |
| **MATHS** | **Skills and Knowledge:****Number:** **Place value*** read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
* round any whole number to a required degree of accuracy
* use negative numbers in context, and calculate intervals across 0
* solve number and practical problems that involve all of the above

**Addition, subtraction, multiplication and division*** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
* divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, 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 4 operations
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
* solve problems involving addition, subtraction, multiplication and division
* use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
 | **Skills and Knowledge:****Number:** **Fractions*** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
* compare and order fractions, including fractions >1
* add and subtract fractions with different denominators 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 × 1/2 = 1/8 ]
* divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ]

**Measurement:****Converting units** * solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places
* convert between miles and kilometres
 | **Skills and Knowledge:****Number:** **Ratio*** solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
* solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
* 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

**Algebra** * use simple formulae
* generate and describe linear number sequences
* express missing number problems algebraically
* find pairs of numbers that satisfy an equation with 2 unknowns
* enumerate possibilities of combinations of 2 variables
 | **Skills and Knowledge:****Number:** **Fractions, decimals and percentages*** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 ]
* identify the value of each digit in numbers given to 3 decimal places and multiply and divide 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
* recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement: Area, perimeter and volume* 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 cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]

**Statistics*** interpret and construct pie charts and line graphs and use these to solve problems
* calculate and interpret the mean as an average
 | **Skills and Knowledge:****Geometry:** **Shape** * draw 2-D shapes using given dimensions and angles
* recognise, describe and build simple 3-D shapes, including making nets
* compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
* illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
* recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

**Position and direction*** describe positions on the full coordinate grid (all 4 quadrants)
* draw and translate simple shapes on the coordinate plane, and reflect them in the axes

 Consolidation | **Skills and Knowledge:****Consolidation**  |
| **SCIENCE** | Living Things and their Habitats **Skills and Knowledge:*** 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 special characteristics
 | Electricity **Skills and Knowledge:*** Use recognised symbols when representing a simple circuit in a diagram
* 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.
 | Evolution and Inheritance **Skills and Knowledge:*** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* Identify how Animals, including humans and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
 | Animals including Humans **Skills and Knowledge:*** Describe the ways in which nutrients and water are transported within Animals, including humans,
* Identify and name the main parts of the circulatory system, and explain 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 **Skills and Knowledge:*** 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 objects that cast them.
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| **HISTORY/GEOGRAPHY** | **History**Ancient Greece**Skills and Knowledge:*** Develop an awareness of ancient

Greece – a study of Greek life and achievements and their influence on the western world.* Continue to develop a

chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.* Develop the appropriate use of historical terms.
* To explore some of the key events

during the ancient Greek period. * Note connections, contrasts and

trends over time.* Understand how our knowledge

of the past is constructed from a range of sources | **Geography**Fairtrade and economics**Skills and Knowledge:*** To describe and understand key aspects of 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 in the context of UK imports and exports.
* To locate the world’s countries, using maps to focus on Europe

(including the location of Russia) and North and South America,concentrating on their environmental regions, key physical andhuman characteristics, countries, and major cities in the contextof UK imports and exports.* To use maps, atlases, globes and digital/computer mapping to

locate countries and describe features studied in the context ofUK trade links.* To describe and understand key aspects of human geography,

including: types of settlement and land use, economic activityincluding trade links, and the distribution of natural resourcesincluding energy, food, minerals and water in the context of fairtrade. | **Geography**Rivers**Skills and Knowledge:*** To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.
* To 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 landuse patterns; and understand how some of these aspects have changed over time in the context of rivers
* To locate the world’s countries, using maps to focus on

Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world. | **History**WW2 **Skills and Knowledge:**• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.• Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability• The HolocaustConstruct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II |  | Y6 Leavers Production/Transition |
| **ART/DT** | **Sculpture** Diorama**Skills and Knowledge:*** Work in a safe, organised way, caring for equipment.
* Secure work to continue at a later date.
* Work around armatures or

over constructed foundations. * Demonstrate experience in relief and freestanding work using a range of media.
* Recognise sculptural forms in the environment: Furniture, buildings.
* Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.
* Confidently carve a simple form.
* Solve problems as they occur.
 | **Art** Portraits **Skills and Knowledge:*** Draw for a sustained period of time over a number of sessions working on one piece.
* Develop their own style of drawing through: line, tone, pattern, texture.
* Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
* Develop their own style using tonal contrast and mixed media.
* Use sketchbooks to collect, record and plan for future works.
* Adapt their work according to their views and describe how they might develop it further.
* Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
* Develop an awareness of composition, scale and proportion in their paintings.
 |  | **Drawing****Skills and Knowledge:**Propaganda posters * Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.
* Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
* Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
* Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook
 | **DT**Sewing **Skills and Knowledge:*** Experiment with a variety of techniques exploiting ideas from sketchbook.
* Use a number of different stitches creatively to produce different patterns and textures.
* Work in 2D and 3D as required.
* Design, plan and decorate a fabric piece.
* Recognise different forms of textiles and express opinions on them.
* Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture.
* Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
* Use language appropriate to skill and technique.
 | **Art**Set design and painting **Skills and Knowledge:*** Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.
* Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
* Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
* Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
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| **COMPUTING**  | Computing systems and networks - Communication and collaboration **Skills and Knowledge:**●Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content●Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.● Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. | Creating media – Web page creation**Skills and Knowledge:**●Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content●Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.●use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. | Programming A – Variables in games**Skills and Knowledge:**●Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts●Use sequence, selection, and repetition in programs; work with variables and various forms of input and output●Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs●Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Data and information - Introduction to Spreadsheets**Skills and Knowledge:**●Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information | Creating media – 3D Modelling**Skills and Knowledge:**●Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information●Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Programming B - Sensing movement**Skills and Knowledge:**●Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts●Use sequence, selection, and repetition in programs; work with variables and various forms of input and output●Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs●Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| **ONLINE SAFETY** |  |  | **Self-Image and Identity**Lo: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. | **Self-Image and Identity**LO: I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. | **Self-Image and Identity**LO: I can explain the importance of asking until I get the help needed. | **Online Reputation**LO: I can explain the ways in which anyone can develop a positive online reputation. |
| **PSHE** | Family and relationships **Skills and Knowledge:*** Identifying ways to resolve conflict through negotiation and compromise.
* Discussing how and why respect is an important part of relationships.
* Identifying ways to challenge stereotypes.
* Exploring the process of grief and understanding that it is different for different people.
* To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
* To understand what respect is.
* To understand that everyone deserves respect but respect can be lost.
* To understand that stereotypes can lead to bullying and discrimination.
* To understand that loss and change can cause a range of emotions.
* To know that grief is the process people go through when someone close to them dies.
 | Health and wellbeing**Skills and Knowledge:*** Considering ways to prevent illness.
* Identifying some actions to take if I am worried about my health or my friends’ health.
* Identifying a range of relaxation strategies and situations in which they would be useful.
* Exploring ways to maintain good habits.
* Setting achievable goals for a healthy lifestyle.
* Exploring my personal qualities and how to build on them.
* Developing strategies for being resilient in challenging situations.
* To understand that vaccinations can give us protection against disease.
* To know that changes in the body could be possible signs of illness.
* To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
* To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
* To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).
* To know the effects technology can have on mental health.
 | Citizenship**Skills and Knowledge:*** Learning about environmental issues relating to food.
* Discussing how education and other human rights protect us.
* Identifying causes that are important to us.
* Discussing how people can influence what happens in parliament.
* Discussing ways to challenge prejudice and discrimination.
* Identifying appropriate ways to share views and ideas with others.
* To know that education is an important human right.
* To know that our food choices can affect the environment.
* To know that the prime minister appoints ‘ministers’ who have responsibility for different areas, such as healthcare and education.
* To know that prejudice is making assumptions about someone based on certain information.
* To know that discrimination is treating someone differently because of certain factors
 | RSE sessions **Skills and Knowledge:** | IdentityEconomic wellbeing**Skills and Knowledge:*** Recognising differences in how people deal with money and the role of emotions in this.
* Discussing some risks associated with gambling.
* Identifying jobs that might be suitable for them.
* To understand that there are certain rules to follow to keep money safe in bank accounts.
* To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
* To understand that different jobs have different routes into them.
* To understand that people change jobs for a number of reasons.
* To know that banks and organisations such as Citizens’ Advice can help with money-related problems.
 | Heads up Programme**Skills and Knowledge:** |
| **PE** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **SECULAR MUSIC** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **IVRIT** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |