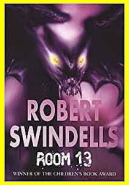
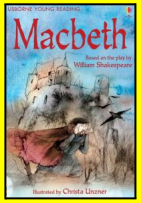
Year 6 Yearly Overview

Terms:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **As readers and writers we will be learning about…**	**Writing** Text/Stimulus Genre (Fiction/ Nonfiction/ Poetry)	 **Friend or Foe** Recount  **Social Media** Balanced Argument	 **Alma** Setting description  **Room 13** Travel Brochure	 **Midsummer Night's Dream** Narrative  Persuasive writing	 **Macbeth – William Shakespeare** Character description Newspaper article	 **Francis** Story writing- Suspense	 **Holes** Diary Entry Information Leaflet
	Spelling	-Suffixes (1) -Suffixes (2)	-Suffixes (3) -Suffixes (4)	-Suffixes (5) -The sh sound spelt ti or ci	-The sh sound spelt si or ssi - Silent Letters	-Spellings ei and ie -Words ending in -ible and -able	-Plural nouns (1) -Plural nouns (2)
	Handwriting	Playing with words, MFL, dictation, KS2 SATs spelling	KS2 spelling & grammar	KS2 punctuation & grammar		Note taking, maths, word search, figurative language, geography, history, science	
	Reading	**Whole Class Text** Kensuke's Kingdom	**Non Fiction:** Bessie Coleman **Poetry**: We are Refugees - Benjamin Zephaniah	**Whole Class Text** Tyger	**Non Fiction:** Tomb of the Unknown Warrior **Poetry: T**he Charge of the Light Brigade	**Whole Class Text** The boy in the striped Pyjamas	**Fiction-** The Giant's Necklace/ Fantastic Beasts **Non Fiction:** Wallaby Castle Endangered **Poetry:** We Refugees/ The Raven
As Mathematicians we will be learning about…		**Place Value within 10,000,00; Addition, Subtraction, Multiplication and Division** **PM- Shape; Position and Direction;**	**Fractions A; Fractions B ; Converting Units** **PM-Area, Perimeter and Volume; Statistics**	**Ratio; Algebra; Decimals**	**Fractions, Decimals and Percentages**	**Themed Projects; Consolidation ; Problem Solving**	**Themed Projects; Consolidation ; Problem Solving**

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As Scientists, we will be learning about…	**Biology - Living things and their habitats** Use classification keys, extending this to micro-organisms. Begin to give reasons for classification. Scientist:Charlotte Armah	**Physics - Electricity** Investigate how the number and voltage of cells in a circuit impacts components in the circuit. Compare and give reasons for variations of components and begin to draw diagrams of circuits using symbols. Scientist Alan Turing	**Physics - Light** Understand how light travels in straight lines and the implications of this. Understand how light helps us to see objects and explain why shadows have the same shape as the objects that cast them Scientist: James Clerk Maxwell	**Biology - Animals including Humans** Understand how the circulatory system works to transport blood, nutrients and water. Understand the impact of diet, exercise, drugs and lifestyle on our bodies: Scientist: Donald Palmer	**Biology - Evolution and inheritance** Understand how living things have evolved and adapted over time. Understand variation in offspring. Scientist:Richard Dawkins	**Biology - Fossils** Understand how living things have evolved and adapted over time. Scientist: Recap
As Geographers we will be learning about…	**Energy and Climate Change** How local actions in the UK affect global climate		**Ethiopia** How do global changes affect local places in Ethiopia?		**Local Geography study**	
As Historians we will be learning about…	**The Maya** How historians know about the Maya	**Mediaeval African kingdoms: Ethiopia & Benin** Culture, society and technology	**Era of the Second World War**		**London Migration: 20th Century**	
As Theologians we will be learning about…	**Christianity, Islam and Non-Religious** U2.9 What can be done to reduce racism? Can religion help?		**Christianity and Non–Religious** U2.7 What matters most to Christians and to Humanists?	**Christianity, Hinduism, Islam** U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	**Christianity, Hinduism, Islam and Non-Religious** U2.3 What do religions say to us when life gets hard?	**Christianity, Islam, Non-Religious and Sikhism** U2.5 Is it better to express beliefs in art or charity?
As Artists and Designers Technologists we will be learning about…	**Art: Drawing** Develop skills in enlargement using observational drawings and portraits from different times and styles. *Artist: Various*	**DT: Food Technology** 'Great British Dishes' Explore national dishes of the UK, how ingredients are grown, reared, caught and processed, and how they have been influenced by other countries	**Art: Painting** Develop skills in colour theory responding to the work of Cubists. *Artist: Patrick Heron*		**Art: 3D Art- clay/ paper mache** Explore a range of view points to create a 3D form in response to figure work. *Artist: Henry Moor*	**DT: Electrical** 'Fairground rides' Investigate how fairground rides move and electrical motors work to design and create a ride with rotating parts *Links to Science/ Computing*
As Spanish speakers we will be learning…	**This is me!** Personal info recap, adjectives to describe personality and appearance, aspirations and professions	**Homes and houses** Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf	**Sports** Sport nouns, opinions, verb to play, sports descriptions	**My best day ever** Time, activities during the day, funfair rides and opinions	**Tapas culture** Typical Spanish tapas, opinions, ordering politely, menus, café conversation	**Let's Celebrate!** Read/Hear all about it! Language recall, personal information, family, favourites
As Computer Scientists we will be learning about…	**Communication and Collaboration:** Exploring how data is transferred by working collaboratively online.	**Web Page Creation** Designing and creating web pages, giving consideration to copyright, aesthetics, and navigation.	**Variables in Games** Exploring variables when designing and coding a game.	**Introduction to Spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**3D Modelling** Planning, developing, and evaluating 3D computer models of physical objects.	**Sensing Movement** Designing and coding a project that captures inputs from a physical device.

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As good citizens we will be learning about PSHE and SMSC	**Being Me in My World** How my choices can have an impact on people in my immediate community and globally	**Celebrating Differences** Ways in which differences can be a source of conflict or a cause for celebration.	**Dreams and Goals** Understand different ways to work with others to help make the world a better place.	**Healthy Me** Understand when substances, including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others	**Relationships** Identify when people may be experiencing feelings associated with loss, and also recognise when people are trying to gain power or control	**Changing Me** Self-image and how my body fits into that, and the pressures linked to appearance. Circle of change and looking ahead to the new year
As Sports people we will be learning about…	**Outdoor and Adventurous Activities- Effective group working** Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones	**Invasion Games- Attacking and defending play** Develop and use skills to play end-to-end games, (one against one, one against two, two against two, two against three, and three against three) to develop problem solving, technical, and decision making skills	**Gymnastics- matching and mirroring** Create sequences of at least eight to ten elements that show an awareness of matching and mirroring; Use their knowledge of compositional principles to develop their sequences with a partner or in small groups	**Athletics- Developing technical understanding** Use sound, basic techniques in a range of running, jumping and throwing activities and events	**Striking/fielding Games- Tactical play and officiating** Select their shot based on where the ball is bowled and with the intention of avoiding the fielders; increase accuracy, placement and control in hitting, bowling, and fielding	**Dance- Visual media** Explore basic body actions, e.g. jumping, shapes and travel, and use different parts of their body to make movements; create and repeat short dances inspired by themes
As Musicians we will be learning about….	**Four-chord pop: Playing in a band**		**Songs that speak: Lyrics and messages**		**Music technology: Electronic dance music**	