

YEAR 6 OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	VICTORIAN LONDON	VICTORIAN LONDON	SHAKE THINGS UP	CONFLICT	ISLE OF WIGHT PROJECT	TRANSITION PROJECT
Entry point	VICTORIAN DAY		DT DAY – BUILDING and CONSTRUCTING	N/A	ISLE OF WIGHT TRIP	TfL VISIT
English text (Power of Reading)	STREET CHILD	FAR FROM HOME: THE SISTERS OF STREET CHILD	WONDER		BOY IN THE STRIPED PYJAMAS	YEAR 6 SUMMER PRODUCTION SCRIPT
Science	<p>Staying Alive</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p>	<p>Electrifying!</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>Victorian scientists Darwin</p> <p>Form opinions on the contribution of individuals to past and present societies (C)</p>	<p>We Are Dinosaur Hunters</p> <p>Make accurate measurements, record and interpret results and use results to make predictions. Research and make accurate observation. Present and evaluate findings from research gathered.</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>Let It Shine</p> <p>Recognise that light appears to travel in straight lines. Explain how a shadow is formed, explore how to change the size of a shadow, take accurate measurements and report on findings</p> <p>Explore how light behaves at reflective surfaces, present conclusions from experiments</p> <p>Use secondary sources to answer questions</p> <p>Explore how white light can be split up and recognise that light is made up of more than one colour</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>Classifying Critters</p> <p>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>Give responses to searching and puzzling questions (Sp)</p>	<p>We're Evolving</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p>
Geography					<p>Cities in the UK</p> <p>Use maps, atlases and globes to locate countries and describe features studied</p> <p>Use the eight points of compass for direction</p> <p>Understand that cultures can change over time (C)</p>	
History	<p>The Victorians</p> <p>To include Darwin as a Victorian scientist but also like to science.</p> <p>Study the changing power of monarchs using Queen Victoria as a case study</p> <p>To show interest in and understanding of the way communities and societies function (so)</p>				<p>WWII</p> <p>An aspect of British history/ significant turning point of British history WWII – looking at the lead up to WWII and the impact on everyday life</p> <p>WW2 – A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Understand that cultures can change over time (C)</p>	
Computing	<p>We are APP planners planning a mobile app</p> <p>Understand capacities of smartphones and tablets and be able to pitch a proposal for an app</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>We are project managers developing project management skills</p> <p>To be able to identify the resources needed to complete a project eg using a range of digital devices.</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>We are market researchers</p> <p>Select and use a variety of software to analyse and present research findings</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>We are interface designers</p> <p>To work collectively to design an apps interface using wireframing tools.</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>We are app developers</p> <p>To be confident using another programming toolkit to debug, design and write a programme for an APP</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>We are marketers creating video and web copy for an app</p> <p>Developing communication skills using video, market for a unique selling point and develop a flyer incorporating text and images</p> <p>Give responses to searching and puzzling questions (Sp)</p>

DT			<p>Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of people who use them</p> <p>Focused practical tasks that develop a range of techniques, skills, processes and knowledge</p> <p>Designing and making assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles</p> <p>Investigate how different materials and designs can make a structure stronger. Use ideas to develop skills for building strongest possible structure</p>			
Art	<p>Wildlife</p> <p>Printing</p>		<p>Plants and Flowers</p> <p>Sculpting</p>		<p>North American Art</p> <p>Digital art</p>	
PE outdoor	<p>Invasion games</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>		<p>Striking and fielding</p> <p>Play competitive games and apply basic principles for attacking and defending</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>		<p>Athletics</p> <p>Take part in outdoor and adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	
PE indoor	<p>Gymnastics</p> <p>Perform dances using a range of movement patterns</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Athletics</p> <p>Take part in adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Gym</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>		<p>Netball</p> <p>Take part in adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Games</p> <p>Take part in adventurous activity challenges individually and as a team</p> <p>Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>
RE	<p>What is the Qur'an and why is it important to Muslims?</p> <p>Reflecting on ultimate questions and ... beliefs about...</p> <ul style="list-style-type: none"> Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view Investigation: knowing how to gather information from a variety of sources Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language and suggesting meanings of religious texts Evaluation: debating issues of religious significance e.g. Are the similarities and differences Analysis: distinguishing between opinion and fact, and the differences between the accounts Synthesis: linking significant features of religion together Expression: expressing religious views <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>	<p>Stories of Christianity</p> <p>Reflection: What influences my and other people's decisions?</p> <ul style="list-style-type: none"> Empathy: Identify with the change in emotions felt by the disciples at Pentecost; see the world through the eyes of others when faced with difficult choices Investigation: Find out about people's lives through asking relevant questions; gather information about people of faith and how the Holy Spirit has influenced their choices Interpretation: interpret religious symbols of the Trinity and the Holy Spirit Evaluation: debate issues of religious significance with reference to evidence and argument e.g. Is the Holy Spirit real? Application: discuss what influences the choices you make Expression: create your own symbols to represent ideas of the Trinity <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>	<p>What happens when we die?</p> <p>Reflecting on ultimate questions about...</p> <ul style="list-style-type: none"> Sadness: understanding that everybody will experience sadness in their lives Death: understanding how the death of a person is marked in different religions and communities Death: express ideas and understand others' ideas of what happens when someone dies Emotion: to understand that it is important to express emotions that you feel Remembrance: to think of practical ways of remembering someone who has died <p>Develop an appreciation that there are different ways of expressing sadness and emotions when coming to terms with death</p>	<p>How do people express their faith through the arts?</p> <ul style="list-style-type: none"> Expression: to recognise that expressing faith involves feelings and emotions Music: to find out how music can be a form of religious expression in many religions Colour: to understand how colour can be used to express religious feelings and ideas Art: to understand how art can be sacred and spiritual for believers Art: to find out how Islamic art helps Muslims to worship Drama: to understand how drama is used to reinforce important teachings and stories in religion <p>Develop an appreciation that there are different ways of expressing faith through the arts</p>	<p>Buddhist Worship and Belief</p> <p>Reflecting on ultimate questions and ... beliefs about...</p> <ul style="list-style-type: none"> Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view Investigation: knowing how to gather information from a variety of sources Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language and suggesting meanings of religious texts Evaluation: debating issues of religious significance e.g. Are the similarities and differences Analysis: distinguishing between opinion and fact, and the differences between the accounts Synthesis: linking significant features of religion together Expression: expressing religious views <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>	<p>Similar beliefs across the major religions</p> <p>Reflection: Reflecting on beliefs and practices of the Jewish community</p> <ul style="list-style-type: none"> Empathy: Seeing the world through the eyes of the Jewish Community Interpretation: Suggesting meanings of religious texts Investigation: Knowing how to gather information from a variety of sources Synthesis: by linking the importance of the synagogue / Tenakh / leaders with Jewish beliefs Application: making the association between the Jewish faith and ways of life for individuals, families, communities and the nation of Israel <p>Discuss religious beliefs with respect and understanding, engaging with the language of religion and faith (Sp)</p>

PSHE SEAL/ UNICEF values (on a two year cycle)	New beginnings Belonging Respect Friendship Happiness Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)	Say no to bullying Freedom Peace Unity Love/humility Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)	Going for goals Honesty Simplicity Hope Trust Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)	Good to be me Thoughtfulness Appreciation Understanding Care and compassion Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)	Relationships Confidence Quality Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)	Changes Fairness Courage Cooperation Responsibility Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)
Exit point	VICTORIAN SHOWCASE		DISPLAY OF DT WORK	N/A	ISLE OF WIGHT PROJECTS DISPLAY	END OF YEAR PRODUCTION!
Writing year objectives	<ul style="list-style-type: none"> ● Use of the colon to introduce a list ● Use of the semi-colon to mark the boundary between independent clauses (for example, It's raining; I'm fed up) ● Use of the colon to mark the boundary between independent clauses ● Confident use of adverbials such as on the other hand, in contrast, or as a consequence ● Use the present and past tenses correctly and consistently including the progressive form ● To use brackets, dashes or commas to indicate parenthesis ● To understand the use of the passive voice in writing ● Be able to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis ● To use modal verbs or adverbs to indicate degrees of possibility ● To recognising vocabulary and structures that are appropriate for formal speech and writing ● Understand how words are related by meaning as synonyms and antonyms ● Use further prefixes and suffixes and understand the guidance for adding them ● Use dictionaries and thesauruses to check the spelling and meaning of words ● Continue to distinguish between homophones and other words which are often confused ● Spell some words with 'silent' letters ● Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover) 					
Reading year objectives	<ul style="list-style-type: none"> ● Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet ● Can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Can read books that are structured in different ways and reading for a range of purposes ● Is confident to make comparisons within and across books. ● Can learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● Child is checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Are independently asking questions to improve their understanding of text ● Can summarise the main ideas drawn from more than one paragraph, identifying key details to support their main ideas ● Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions ● Can draw inferences justifying them with evidence from the text ● Can predict what might happen from both facts stated and implied in the text ● Can predict what might happen from both facts stated and implied in the text ● Can explain how language, structure and presentation contribute to meaning of the text as a whole ● Is confident to discuss how author's use language, is used including figurative language, considering the impact on the reader ● Is confident to discuss and evaluate how author's use language, including figurative language, is used considering the impact on the reader ● In nonfiction is able to distinguish between statements of fact and opinion ● Can recommend books that they have read to their peers, giving reasons for their choices ● Is able to participate in discussions about books, building on their own and others' ideas and challenging views courteously 					