



St Mary's CE Primary School

Year 6 Overview

“Love one another as Jesus loved us”
(John 13 v 34-35)

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
English	<p>Autobiography and biography Diary Fiction (Fantasy) – ‘defeat the monster’ story</p> <p>Key Texts Alan Gibbons Anne Frank Skellig</p>	<p>Journalistic Writing: Balanced Argument: ‘Should Daleks be allowed to help humanity?’ Poetry / Imagery: Create atmosphere through the use of setting, dialogue and character responses.</p> <p>Key Texts ‘Britain’s Sharks Face Extinction’ Persuasive texts ‘For the birds’ Poetry: ‘The Dreadful Menace’ Skellig</p>	<p>The importance of Healthy Eating Stories with flashbacks – Instruction: Recipe for human kindness Diary</p> <p>Key Texts Kidnapped by Pie Corbett The diary of a ghost Clockwork</p>	<p>Mystery / Narrative – authors and texts: Non Chronological reports (The Mayans) Plan - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.</p> <p>Key Texts Alma-‘The Twin Dolls’ Story’ / Blodden Clockwork</p>	<p>Non-chronological report – Ancient Greece Recount – varied examples Poetry - Find a voice</p> <p>Key Texts ‘The Call’ Charlotte Mew Holes</p>	<p>Formal/Informal- Play scripts conventions of</p> <p>Key Texts Charles Dickens’ David Copperfield (The Boat House) & ‘The Woman in White’ by Wilkie Collins Holes</p>
	<p>Grammar: Revise & secure the use of simple and compound sentences. (coordinating conjunctions) Develop complex sentences Build cohesion</p>	<p>Grammar: Degrees of possibility: adverbs and modal verbs – Secure use of complex sentences by use of subordination. Identify main and</p>	<p>Grammar: Revise build cohesion Relative clauses beginning:: Use correct tense Subject/verb agreement Expand noun phrases.</p>	<p>Grammar: Revise build cohesion Assess effectiveness. Change / edit Subject/verb agreement Revise/ use correct tense in story writing – begin to use ‘progressive’ form.</p>	<p>Grammar: Assess effectiveness. Change / edit Use correct tense Subject/verb agreement Distinguish between speech and writing – choose appropriate register.</p>	<p>Grammar: Indicate degrees of possibility using adverbs: Organisational devices to guide the reader – effectiveness. Change / edit Use correct tense</p>



	<p>Relative clauses Imperative verbs in explanations Rhetorical questions Paragraphs Organisational devices to guide the reader Subject/verb agreement – correct noun / verb relationships. Expand noun phrases to add detail. Modal verbs Adverbials for time, place, number, tense choice. Generalisers Determiners Prepositions and adverbs for detail Parenthesis Tenses Technical vocabulary</p>	<p>subordinating clauses. Expand –ed clauses as starters Use correct tense begin to use ‘progressive’ form. Perfect form for verbs. Passive verbs for info in sentences – Dialogue – use of direct and indirect speech. Paragraphs – devices to develop cohesion within & across. Expand noun phrases. Use vocab and structure for formal speech & writing. To re-order sentences for maximum effect. Revise pronouns (relative and possessive) Develop fronted prepositional phrases.</p>	<p>Revise perfect form for verbs.</p>	<p>Literary features of poetry: similes, alliteration, onomatopoeia Passive verbs, expanded noun phrases and using relative clauses</p>	<p>Use vocab and structure for formal speech & writing. To build cohesion – eg: then/next/after that/firstly Relative clauses beginning:: who/which/where/when etc Assess effectiveness. Change / edit Use correct tense Subject/verb agreement</p>	<p>Subject/verb agreement Assess effectiveness. Modal verbs and adverbs for degrees of possibility. Literary features of poetry: similes, alliteration, onomatopoeia</p>
	<p>Punctuation:</p>	<p>Punctuation:</p>	<p>Punctuation:</p>	<p>Punctuation:</p>	<p>Punctuation: Revision</p>	<p>Punctuation: Revision</p>



	<p>Revision of punctuation covered previously</p> <p>Secure use of commas, including relative/embedded clauses</p>	<p>Speech marks & related punctuation</p> <p>Apostrophes mark omission & possession</p> <p>Ellipses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>The colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon.</p> <p>Using commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>How hyphens can be used to avoid ambiguity</p>		
<p>Maths</p>	<p><u>Number & Place Value:</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Rounding to a degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.</p> <p><u>Number- addition subtraction, multiplication + division</u> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p>		<p><u>Number: Decimals</u> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>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.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p><u>Number: Percentages</u> Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p>		<p><u>Geometry: Properties of Shapes</u> Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><u>Problem Solving</u></p> <p><u>Statistics</u> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	



	<p>Divide numbers up to 4 digits by a 2-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.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p><u>Fractions:</u> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p>	<p>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p><u>Number: Algebra</u> Use simple formulae Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p><u>Measurement Converting Units</u> _Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>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 3dp.</p> <p>Convert between miles and kilometres.</p> <p><u>Measurement: Perimeter, Area and Volume</u> Recognise that shapes with the same areas can have different perimeters and vice versa.</p>	<p>Calculate the mean as an average.</p> <p><u>Investigations</u></p>
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	<p>Compare and order fractions, including fractions > 1</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$]</p> <p>Divide proper fractions by whole numbers [for example $1/3 \div 2 = 1/6$]</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Geometry –position and direction:</u> Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3, km^3)</p> <p><u>Number: Ratio</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	
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Science	Living things and their habitats - Strand Biology	Animals including Humans - Strand Biology	Light - Strand Physics	Electricity- Strand Physics	Evolution & Inheritance- Strand Biology
	<p><u>What do they have in common?</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><i>-including: detailed classification system and sub-divisions</i></p> <p><i>-keys to ID some plants and animals in</i></p>	<p><u>What keeps us running?</u></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><i>-including: healthy living, how some drugs and other substances can be harmful, scientific</i></p>	<p><u>How do submarines see above the water's surface?</u></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to</p>	<p><u>What happens when you flick a switch?</u></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><u>Where do we all come from?</u></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>



	<i>immediate environment</i>	<i>research into the relationship between diet, exercise, drugs, lifestyles and health</i>	explain why shadows have the same shape as the objects that cast them			
	<p>Working scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 					
Religious Education	<p>Life as a Journey and Pilgrimage <u>Questful RE 6.1</u></p> <p>Ideas about God <u>Questful RE 6.1</u></p>	<p>Was Jesus the Messiah? <u>UC 2B.4</u></p> <p>How do Christians prepare for Christmas ? <u>Questful RE 6.2</u></p> <p>What does it mean if God is holy and loving? <u>UC 2B.1</u></p>	<p>Why is the Exodus such a significant event in Jewish and Christian history? <u>Questful RE 6.3A</u></p> <p>Ascension & Pentecost - In what ways do these events and beliefs make Christianity distinctive? Questful RE 6.5</p>	<p>When Jesus left what was the impact of Pentecost? <u>UC- 2A.6</u></p>	<p>People of Faith <u>Questful RE 6.7</u></p> <p>Non-Christian faith :Islam rules, Sacred books, sacred places, Visit to Mosque Pilgrimage - Haji</p>	<p>Eucharist Church visit</p> <p><i>Optional Unit 6.3 for information - Why do Christians celebrate the Eucharist?</i></p>



<p>Computing</p>	<p>E safety</p> <p>(Privacy settings) Use and amend own privacy settings to keep themselves safe. <i>Revisit Fakebook (Year 5).</i> Can they understand that some malicious adults may use various techniques to make contact and elicit personal information? Understand dangers of chatting/meeting up with online 'friend'. Can they understand the term peer pressure and how powerful the emotion of 'feeling left out' can be? Can they explain why people may publish content on the internet that is not accurate? Can they identify and recognise the</p>	<p>Data retrieving and organising</p> <p>(spreadsheets)</p> <p>Use spreadsheets in a real life situation to investigate probability, calculate discounts/final e.g. prices in a sale, plan how to spend pocket money, plan a school charity day. <i>Purple Mash – Unit 6.3 Spreadsheets/Excel</i></p>	<p>Algorithms & Programs (6.1 coding)</p> <p>Design and write a more complex program. Introduce functions. Introduce variables. Use flow charts to test and debug a program. Create and improve a game. <i>Purple Mash – Unit 6.1 Coding Espresso</i> <i>Lego WeDo – Plan and design a game – spinner, flying bird, cheerful fans, aeroplane rescue, giant escape, sailboat storm.</i></p>	<p>Communication /presentation (Non-linear)</p> <p>Create a non- linear presentation. Make quizzes with different question types. Make a quiz that requires a player to search a database. <i>Purple Mash 6.7 – Quizzing. (Quiz/who wants to be a millionaire?)</i></p>	<p>Communication /presentation (multimedia)</p> <p>Create a multimedia presentation. Confidently use text formatting tools. Explore menu bar and experiment with images. Presentation to include: Sound, animation, video, buttons to navigate. Consider design principles, make independent choices about the best media to use considering needs of the audience and the impact the presentation will have.</p>
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	<p>potential risks of scamming and phishing? <i>Google Be Internet Legends - Be Internet Sharp — Think Before You Share – Lesson 4 Pages 65-67</i></p> <p>Do they understand the <i>concept of being a good digital citizen?</i> <i>Twinkl – E-safety – Year 6 – Lesson 3 – People Online</i></p> <p>Can they access support surrounding incidents online? <i>Revisit: Azoome Search it up clips. Purple Mash – Unit 6.2 Online safety Google Be Internet Legends - Be Internet Sharp — Think Before You Share – Lesson 3 Pages 62 – Twinkl – E-safety – Year 6 – Lesson 1 – Cyberbullying</i> 64</p>				
	E Safety will be revisited at the start of each half term				
Geography	Rainforest & South America				Skills: Grid references and time zones



	<p><u>What do they have in common?</u></p>			<p><u>Where in the world? (mini topic)</u></p>
	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. • 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 <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key</p>			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical skills : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
Ongoing development of geographical skills and fieldwork				
History			<p>What deadly games did the Mayans play?</p> <p>A non-European society that provides contrasts with British history – early Islamic civilization, focusing upon Mayan civilization</p>	<p>Are you a slave or soldier, warrior or wimp and what is your legacy?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
	Ongoing development of chronological understanding and historical enquiry skills			
Art	<p>Collage: contrasting texture, colour and pattern</p> <p><i>Combine visual & tactile qualities. Experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned) Justify the materials you have chosen. Combine pattern, tone and shape</i></p> <p>Rousseau.</p>	<p>Painting: street art</p> <p><i>Use a wide range of techniques in your work including texture through paint mix and brush techniques</i></p> <p><i>Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.</i></p> <p>Graffiti</p>	<p>Drawing: Greek architecture</p> <p><i>Understand effect of light on objects from different directions. To interpret the texture of a surface.</i></p> <p><i>Produce increasingly accurate drawings of structures with concept of perspective.</i></p> <p>Greek architecture</p>	
	Artist to studied: Rousseau		Artist to studied: Kelzo (street art)	
Design Technology	<p>Control : through ICT and computer game design</p>		<p>Electrical/Mechanical Design a buggy</p>	<p>Structures: joining and strengthening accurately</p> <p>the Parthenon –</p>



					Fazlur Rahman Khan tubular designs for skyscrapers		
Physical education (PE)	Gymnastics: Matching & mirroring	Dance: 'Rainforest'	Gymnastics: Synchronisation and canon	Gymnastics: counterbalance and counter-tension.	Athletics: Obstacles and relays	Athletics: Combo jumping Varied throwing	
	Games: football	Games: basketball and netball	Dance: traditional	Games: striking and field	Outdoor and adventure: Team orienteering	Games: hockey	
Additional sessions to promote exercise for good health ie Daily Mile							
Languages (Spanish)	a vida deportiva! (Our sporting lives)		El Carnaval de los animales (Carnival of the Animals)		¿Qué tiempo hace? (What's the weather like?)		
	In Y6, there may be a 'story' or script learned in order to grow progressively complex sentence structures and confidence in everyday language and use of verbs.						
Personal. Social & Health Education (PSHE) (inc British Values and RSE)	Mental Wellbeing/Pressure of Media <i>Media images – effect on young people R4.1</i> <i>Sources of peer pressure R4.4 H7.5</i> <i>Resisting pressure / asking for help and having the vocab. to do so R5.1 R5.6 R5.7 R5.8</i> <i>Managing requests for images of ourselves/others R5.1</i> <i>Research/discuss/debate topical issues, problems and events</i> <i>How the media presents information</i> <i>Social Media and false information online and why age restrictions are applied R4.4 and why H7.6 H7.4 H7.7</i> <i>Where to find help if experiencing mental health issues H6.10</i>					Reproduction & Healthy Relationships <i>Taking care of our bodies R5.3</i> <i>Recognise unhealthy relationships, including within a family and a friendship and online, which makes us feel unhappy or unsafe and where to seek help R1.6 R2.5 R4.2 H7.3</i>	
					Physical Wellbeing How to achieve a healthy lifestyle and who to speak to if they need support H8.3 H8.4 How to spot early signs of physical illness and know the facts relating to allergies, immunisation and vaccination H11.1 H11.6 <i>Effect of drugs, alcohol, tobacco and 'energy drinks' on our health H9.3 H10.1</i> <i>Legal / illegal drugs</i>		



<p>British Values</p>	<p>Democracy: Election of School Council, Links to parliament</p> <p>Individual Liberty: <i>Resisting pressure / asking for help and having the vocab. to do so</i></p> <p>Respect <i>Media images</i></p>				<p>Tolerance of Different Faiths and beliefs: <i>Islam</i></p> <p>Rules, sacred books, sacred places, pilgrimage - <i>Hajj</i></p> <p>Mosque visit</p> <p>Individual Liberty: taking risks and choices how far to challenge themselves (residential Visit)</p> <p>Respect: for self and keeping a healthy lifestyle</p> <p>Rule of Law: Age limits and restrictions.</p>	
<p>Global Citizenship</p>	<p>Our World: Global warming Use of water and energy Biodiversity</p>					
<p>Music</p>	<p>Duration (Pulse and Rhythm) Pitch Notation</p> <p>Music Express : World Unite</p>	<p>Structure</p> <p>Music Express : Journeys</p>	<p>Duration (Pulse and Rhythm) Texture</p> <p>Music Express : Growth</p>	<p>Pitch Dynamics Tempo Timbre</p> <p>Music Express : Roots</p>	<p>Dynamics Tempo Structure</p> <p>Music Express : Class Awards</p>	<p>Performing Listening and Appraising Vocal Skills</p> <p>Year 6 Production</p>