

## Year 6 Learning Overview

	Autumn 1 8wks	Autumn 2 7wks	Spring 1 5wks	Spring 2 5wks	Summer 1 7wks	Summer 2 6wks
Theme	<b><u>AROUND THE WORLD</u></b>		<b><u>AZTEC DISCOVERY</u></b>		<b><u>MAGICAL MEMORIES</u></b>	
English	<p><b><u>Entertain</u></b> *Narrative (Stories with historical Settings)</p> <p><b><u>Persuade</u></b> *Advertising (Travel Brochures)</p>	<p><b><u>Entertain</u></b> *Description (Genres) *Poetry</p> <p><b><u>Inform</u></b> *Biographies</p>	<p><b><u>Entertain</u></b> *Narrative (Adventures)</p> <p><b><u>Inform</u></b> *Explanation Texts</p>	<p><b><u>Discuss</u></b> *Balanced Argument</p>	<p><b><u>Entertain</u></b> *Narrative Study: Harry Potter</p> <p><b><u>Persuade</u></b> Letter Writing</p>	<p><b><u>Entertain</u></b> *Narrative (Scripts) *Poetry (Emotions)</p> <p><b><u>Discuss</u></b> *Review (Life at Beechwood)</p>
Maths	<p><b>1.Place value</b>, including decimals</p> <p><b>1.Addition &amp; Subtraction</b></p> <p><b>1.Multiplication &amp; Division</b></p> <p><b>1.Geometry</b> 2D and 3D shape</p> <p><b>2.Addition &amp; Subtraction</b></p> <p><b>2.Multiplication &amp; Division</b></p>	<p><b>1 Fractions.</b></p> <p><b>2 Fractions</b>, percentages, decimals and fractions</p> <p><b>2 Geometry</b> Angles</p> <p><b>1 Measurement</b> Length, perimeter, mass</p> <p><b>2 Measurement</b> Area and volume</p> <p>Consolidate and assess</p>	<p><b>2 Place value</b></p> <p><b>3 Geometry</b></p> <p><b>3 Measurement</b></p> <p><b>3 Fractions</b></p> <p><b>3 Multiplication &amp; Division</b></p> <p><b>4 Multiplication &amp; Division</b></p>	<p><b>1 Addition, subtraction, multiplication and division</b></p> <p><b>1 Ratio and proportion</b></p> <p><b>4 Geometry</b></p> <p><b>5 Measurement</b></p> <p><b>1 Statistics</b> (line graphs and pie charts)</p> <p>Consolidate and assess</p>	<p><b>3 Place value</b></p> <p><b>3 Addition &amp; Subtraction</b></p> <p><b>4 Fractions</b></p> <p><b>5 Geometry</b></p> <p><b>1 Algebra</b></p> <p><b>6 Measurements</b></p>	<p><b>2 Algebra</b></p> <p><b>4 Addition &amp; Subtraction</b></p> <p><b>5 Fractions</b></p> <p><b>2 Statistics</b></p> <p><b>6 Geometry</b></p> <p>Consolidate and assess</p>
Science	<p><b>Living Things and Their Habitats</b></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</p>	<p><b>Animals including Humans</b></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</p>	<p><b>Light</b></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><b>Electricity</b></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</p>	<p><b>Evolution and Inheritance</b></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</p>	<p><b>Revision of KS2 Science Coverage</b></p>

	<p>and animals</p> <p>-Give reasons for classifying plants and animals based on specific characteristics</p>	<p>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>-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 explain why shadows have the same shape as the objects that cast them</p>	<p>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>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>	
<b>History</b>	<p><b>Victorian Social Change</b></p> <p>-Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>The Shang Dynasty of Ancient China</b></p> <p>- The achievements of the earliest civilizations – An overview of where and when the first civilizations appeared and an in depth study of The Shang Dynasty of Ancient China</p>	<p><b>Mayans and Aztecs</b></p> <p>a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>			
<b>Geography</b>	<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>Human Geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</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>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>Use the 8 points of a compass, 6-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>	

<b>Art</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- about great artists, architects and designers in history.</li> </ul>
<b>DT</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>-apply their understanding of how to strengthen, stiffen and reinforce more complex Structures</li> <li>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>-understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>-apply their understanding of computing to program, monitor and control their products</li> </ul>
<b>Music</b>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Use and understand staff and other musical notations.</li> <li>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>-Develop an understanding of the history of music.</li> </ul>

<b>RE</b>	<b>Islam - Beliefs and practices</b>	<b>Christianity - Christmas</b>	<b>Christianity – Beliefs and Meaning</b>	<b>Christianity - Easter</b>	<b>Islam – Beliefs and moral values</b>	<b>Beliefs and Ideas</b> -Atheism, Budhism and others
<b>PE</b>	<p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic - principles suitable for attacking and defending.</p> <p>-Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns.</p> <p>-Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
<b>PSHE</b> Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me