Year 6 Topic Overview

Topic/Theme	**Blood, Sweat and Tears!**	**I'm a Pupil, Get Me Out of Here!**	**Lights, Camera, Action!**
Term	**Autumn**	**Spring**	**Summer**
Hook activities	Evacuation day- making gas mask boxes and evacuee passports, playing WW2 board games.	Hook activities - rainforest art, bush tucker trial.	Macbeth- Picasso witch art.
Key Literature	***Letters from the Lighthouse*** *by Emma Carroll*	***The Explorer*** *by Katherine Rundell*	***Shakespeare Stories*** - Andrew Matthews and Tony Ross.
First-hand experiences	Trip to Duxford Air Museum	Bush tucker trial Science Week – Lindermann Trust visit World Book Day	End of year summer play Year 6 residential
English Reading	Using key literature to look more closely at inference as well as developing key retrieval skills and analysing an author's use of language, structure and presentation (and how these contribute to meaning). Begin to develop children's confidence making points, finding evidence and explaining their thoughts. Summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas. Make comparisons within and between books.	Opportunities through whole class reading lessons to focus on preparation for multiple-mark questions. Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (focus particularly on poetry). Identify and discuss themes and conventions in and across a wide range of writing (eg events, structures, issues, characters). Retrieve, record and present information from non-fiction.	Pre-SATS - looking at a range of different texts and revising different question-answering strategies (especially 3 mark answers). The texts used are still high-quality texts (from our Reading Curriculum) chosen to encourage reading for pleasure. Post-SATS - range of topic related texts from our Reading Curriculum - exploring different genres of writing to support writing foci and encouraging reading for pleasure.

English Writing	Letters based on war experiences e.g. evacuees, the home front, soldiers. Newspaper writing Warning Stories – The Canal Portal stories Topic - related writing (e.g explanation texts on the circulatory system or biographies of key wartime figures.)	Dramatic event writing based on The Explorer by Katherine Rundell. Information texts based on the Amazon Rainforest Biased arguments - Should children be able to use social media? Story with a moral/Traditional Tales based on the Great Kapok Tree	Alternative endings of a Shakespearean play. Mixed foci - writing for different purposes: newspapers, playscripts, dramatic events, descriptive settings, biography.
English speaking and listening	Applications for class roles Historical debates – Was Dunkirk a glorious success or a crushing Failure? For or against the use of the atomic bomb.	Presentation of homework Retelling the text maps in English Presenting posters as part of Geography project.	Preparation for the performance – play script and performance skills. Debate – political parties (linked to Julius Caesar) Presenting posters as part of Geography project.
Maths	**Place value** -Read, write, order and compare numbers up to 10,000,000. -Round any whole number to a required degree of accuracy. -Use negative numbers in context, and calculate intervals across 0. **Addition and Subtraction** -Consolidate written columnar methods of addition and subtraction. -Solve addition and subtraction multi-step problems. -Use estimation to check answers. **Multiplication and Division**	**Geometry: Properties of Shape** -Draw 2-D shapes using dimensions and angles. -Recognise, describe and build simple 3-D shapes, including making nets. -Compare and classify geometric shapes based on their properties and find unknown angles in triangles, quadrilaterals, and regular polygons. -Name parts of circles, including radius, diameter and circumference. -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry: Position and Direction** Describe positions on the full coordinates grid.	Revision activities based upon Spring assessments, identifying areas for development. Increased problem-solving opportunities, calculator problems, reasoning challenges. Revisit areas of weakness: measure, ratio, fractions, decimals, percentages, algebra Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

	-Multiply numbers up to 4 digits by a 2-digit number using the formal written methods. -Divide numbers up to 4 digits by a 2-digit number using the formal written methods, and interpret remainders as whole numbers, fractions or decimals. -Divide numbers up to 4-digits by a 2-digit number using the formal written method with remainders. -Perform mental calculations, including with mixed operations and large numbers. -Identify common factors, multiples and prime numbers. -Use knowledge of the order of operations to carry out multi-step calculations. **Fractions, decimals and percentages.** -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. -Compare and order fractions. -Add and subtract fractions with different denominators and mixed numbers. -Multiply proper fractions, writing the answer in its simplest form. -Divide proper fractions by whole numbers. -Associate a fraction with division to calculate decimal fraction equivalents. -Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000. -Multiply numbers with up 2-decimal places by whole numbers.	-Draw and translate simple shapes on the coordinates plane, and reflect them. **Ratio and proportion** -Solve problems involving the sizes of two quantities, where missing values can be found by using multiplication and division facts. -Solve problems involving shapes, where the scale factor is known or can be found. -Solve problems involving sharing and grouping using knowledge of fractions and multiples. **Measure** -Solve problems involving the conversion of units of measure, using decimal notation to three 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. -Convert between miles and kilometres. -Recognise that shapes with the same areas can have different perimeters and vice versa. -Find the area of parallelograms + triangles. -Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed and cubic metres. **Algebra** -Express missing numbers algebraically. -Use simple formulae expressed in words. -Generate and describe linear sequences.	Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

	-Use division methods in cases where the answer has up to 2 decimal places. -Use equivalences between simple fractions, decimals and percentages. -Solve problems involving the calculations of percentages (e.g. of measures).	-Find pairs of numbers that satisfy number sentences involving two unknowns. -Find all possibilities of combinations of 2 variables. **Statistics** -Interpret and construct pie charts and line graphs and use these to solve problems. -Calculate and interpret the mean.	
Science	**Animals including humans** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise and lifestyle on the way their bodies function. Plan, write up, conclude and evaluate a range of investigations linked to the circulatory system and healthy living. Describe the ways in which nutrients and water are transported within animals, including humans.	**Living things and their Habitats** 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. **Evolution and inheritance** Identify how animals 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 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	**Light** 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. **Electricity** 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.

			Use recognised symbols when representing a simple circuit in a diagram. *Recognise the impact of drugs on the way bodies function - this will be taught through the PSHE curriculum.*
Computing	**Computing Systems and Networks: Communication** **Digital Literacy:** Talking Safely Online **Creating Media: Web Pages** **Digital Literacy:** Digital Citizens	**Programming: Variables** **Digital Literacy:** Privacy Rules. **Introduction to Spreadsheets** **Digital Literacy:** Cyberbullying	**3-D modelling** **Digital Literacy:** Stereotyping **Programming: Variables using Sensors**
Art and Design	**Activism** -Explore how art can be used to share their ideas, passions and interests. -Explore artists who are activists -Understand how printing techniques can be used to duplicate and distribute art. -Children go on to make their own art inspired by activism artists.	**Brave Colour** -Take inspirations from artists who use colour, light and form to create installations. -Explore a range of installation artists. -Work together to create an immersive installation based on colour. **Exploring Identity** -Explore artists who have used various aspects of their identify to create art. -Explore using layers and juxtaposition. -Listen to artists explaining the meaning behind their art.	**Shadow Puppets** -Explore both traditional and contemporary artists and craftspeople who have created artwork. -Explore puppets in different cultures the meaning behind the puppets. -Take inspiration from artists and adapt their ideas to suit their way of working. -Create puppets in collaboration with others. -Record, generate, test and reflect on ideas using sketchbooks.

		-Using a range of media including drawing, collage, printing and painting to create portraits expressing identity.	
Design technology	**2D Drawing to 3D Making - Packaging Design** Use a range of design and technology skills to create package designs, including: -Conducting market research -Explaining design choices based on audience and purpose -Accurately measuring, mark and cut out materials and components. -Evaluating design choices whilst making and adjusting to improve the quality. **Food technology:** As part of Geography lessons children look at where different foods come from and calculate air miles. During Science lessons children learn about healthy diets and the role they play in keeping us healthy.	**The term has an Art focus, but the Art unit covers a range of DT skills, including:** -Planning and conducting artist research to inform creative/design decisions. -Evaluating a finished piece of art. -Working with a range of materials and textiles to create an art instillation.	**Take a Seat** Use a range of design and technology skills to create chairs for specific purposes, including: -Creating logical plans based on user needs. -Using selected tools and equipment precisely. -Accurately assembling and joining materials and applying a range of finishing techniques. -Evaluating designs against the specification and stating if it is fit for purpose. **Food technology:** Prepare and cook biscuits as part of the mini enterprise project. Taste and sell biscuits, providing an opportunity for evaluation and reflection of enterprise success.
History	**A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066 (World War II)** Exploring the enquiry questions: -What countries were involved in WWII? -How to Hitler and the Nazis rise to power? -What were the key events in the chronology of WWII? -Was Dunkirk a success or a failure for the allied forces? -How did people in Britain protect themselves during the Blitz?	**A non-European society that provides contrasts with British history - Mayan civilisation c. AD 900.** Exploring the enquiry questions: -When and where did the Mayans live? -What were Mayan writing and number systems like? -What were Mayan cities like? -How did the Mayans live? -What caused the Maya to decline?	**Shakespeare:** Explore different themes in Shakespearean plays with some consideration of the historical context. Contextual reference to Elizabethan England.

	-What do historical sources tell us about D-Day? -What roles did women play in the war? -What are the arguments for and against the use of the atomic bomb? Local impact – links to Duxford.	Children will use a range of Mayan sources to help explore these enquiry questions.	
Geography	Use different mapping tools, including digital maps, to identify the countries of Europe and their major cities. Describe and understand how natural resources are distributed around the world. Consider this in the context of WWII and the challenges this presented. Consider the impact of human activity, such as warfare, on the settlements and characteristics of the UK.	Locate the world's countries, using maps to focus on **South America**, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Compare and contrast key physical, cultural and human features within South America. Understand geographical similarities and differences through a study of human and physical geography of a region of **South America.** Identify the impact of human activity (ie deforestation) on physical features and the consequences for humans. Identify the importance of biomes and vegetation belts within a different context.	Consolidate all terminology from KS2. Compare and contrast different regions of Africa and identify similarities and differences. Explore the distribution of natural resources and economic activity including trade links. Understands how some products are locally produced and how our shopping choices can have an impact on others (Fairtrade). Understand where our energy and natural resources come from and the impacts of their use. Communicate geographical information and map the imports of foodstuffs from around the world.
Music	**Listening -** Responding to musical traditions in England and Brazil. **Singing-** Singing repertoire with three- and four-part rounds. Introducing syncopation.	**Listening –** Listening to popular music and exploring the cultural background to each genre. Discover common progressions associated with folk.	**Create an end of year project using Foley art, video and music composition.** **Rehearse and perform end of year performance.**

	Develop harmony and choral sections involving soloists and duets. **Composition-** Compose phrases using scales and use rhythms explored from musical traditions. **Improvisation-** Improvise using a variety of scales and understand key changes. Freely over a chord, sequence using major and minor keys. **Performance-** learning to perform a solo and ensemble piece.	**Singing-** Singing lyrics and chord-based songs. **Composition-** Compose cords progressions with additional parts. Using notation, learn well known songs on a Ukulele. **Performance-** Practising performing skills in an ensemble and using chords and melodies from notation (Ukulele). Learn to play several parts to a piece of music and perform alongside peers.	**Listening –** Listen to music genres and identify genres from common themes. **Singing-** Develop a singing repertoire in readiness for performance. **Performance-** Performing as an ensemble/band. Using chosen instruments, develop the repertoire from the pervious term.
RE	Big philosophical questions: Is the pen mightier than the sword? Are there rules to life? Christianity and Judaism - is religion what you say or what you do?	**Buddhism** - what does it mean to be a Buddhist? Can we all be enlightened?	How and why do 'religions' help the poor? Explore fundraising and aid in different belief systems (link to school charity event). Focus on looking for themes which span religions and perspectives e.g. forgiveness, laws, uncertainty.
PSHE	Rights, Rules and Responsibilities My Emotions Anti-Bullying	Working together Relationship & Sex Education	Managing Safety and Risk Drug Education Healthy Life Styles Financial Responsibility.
PE	Football Health Related Fitness Netball OAA	Dance Tag Rugby Gymnastics Kwik Cricket	Swimming Athletics Rounders

Spanish	**Clothes in Spanish-** learning vocabulary related to clothing and describing outfits. Using dictionaries to check the gender of nouns and the correct form of adjectives. **School life in Spanish-** learning names of school subjects and learning to express their likes and dislikes about them.	**Household tasks in Spanish-** Using Spanish phrases and vocabulary to give opinions about household tasks. **Maya City Treasure Hunt-** Identify different buildings and locations using prepositions in Spanish. Write detailed descriptions applying the new language they have learnt.	**Free time activities in Spanish-** Describe what they like to do in their free time and use adjectives to justify their opinions. **Shopping in Spain-** Describing locations and different market stalls in Spanish. Apply their knowledge of numbers to handling money.