

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	Evacuation day	Hook day - rainforest art, bush tucker trial	Macbeth, witch-based, activities: creating potions, spell writing, Picasso witch art.
Key Literature	The Silver Sword Goodnight Mr Tom My Secret War Diary Once	The Explorer by Katherine Rundell The Wonder Garden	Shakespeare Stories - Andrew Matthews and Tony Ross. Mr William Shakespeare's Plays - Marcia Williams National Theatre: All About Theatre
First-hand experiences	Holocaust visitor Trip to Duxford	Bush tucker trial Science Week World Book Day	Drama workshop 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.	Topic related guided reading opportunities 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) Post-SATS - range of topic related texts - exploring different genres of writing to support writing foci.

<p>English Writing</p>	<p>Letters as an evacuee Newspaper writing Warning Stories Portal stories</p> <p>Topic - related writing (ie explanation texts on the circulatory system or biographies of key wartime figures.)</p>	<p>Dramatic event writing. Information texts based on the Amazon Rainforest Biased arguments - Should children be able to use social media? Story with a moral</p>	<p>Alternative endings of a Shakespearean play.</p> <p>Mixed foci - writing for different purposes: newspapers, playscripts, dramatic events, descriptive settings, biography.</p>
<p>English speaking and listening</p>	<p>Applications for class roles</p> <p>Historical debates – Was Dunkirk a glorious success or a crushing Failure? For or against the use of the atomic bomb.</p> <p>Questions for Holocaust survivor</p>	<p>Presentation of homework</p> <p>Retelling the text maps in English</p>	<p>Preparation for the performance</p> <p>Debate – political parties (linked to Julius Caesar)</p>
<p>Maths</p>	<p>Place value</p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across 0.</p> <p>Addition and Subtraction</p> <p>Consolidate written columnar methods of addition and subtraction.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Continue with fractions, decimals and percentages.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the calculations of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.</p> <p>Geometry: Properties of Shape</p> <p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p>	<p>Revision activities based upon Spring assessments, identifying areas for development.</p> <p>Increased problem-solving opportunities, calculator problems, reasoning challenges.</p> <p>Revisit areas of weakness: measure, ratio, fractions, decimals, percentages, algebra</p> <p>Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</p> <p>Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing</p>

	<p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiplication and Division</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p>	<p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Geometry: Position and Direction</p> <p>Describe positions on the full coordinates grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinates plane, and reflect them in the axes.</p> <p>Ratio and proportion</p> <p>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>sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</p>
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	<p>Multiply one digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p>	<p>Express missing number problems algebraically.</p> <p>Use simple formulae expressed in words.</p> <p>Generate and describe linear number sequences.</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns.</p> <p>Enumerate all possibilities of combinations of two variables.</p> <p>Statistics</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>Frequent revision of arithmetic skills.</p> <p>History link: Mayan maths and numerical representations.</p>	
<p>Science</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>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.</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>Recognise the impact of diet, exercise and lifestyle on the way their bodies function.</p> <p>Plan, write up, conclude and evaluate investigations.</p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</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>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 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>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>Recognise the impact of drugs on the way bodies function - <i>this will be taught through the PSHE curriculum.</i></p>
<p>Computing</p>	<p>Computing Systems and Networks: Communication</p> <p>Digital Literacy: Talking Safely Online</p> <p>Creating Media: Web Pages</p> <p>Digital Literacy: Digital Citizens</p>	<p>Programming: Variables</p> <p>Digital Literacy: Privacy Rules.</p> <p>Introduction to Spreadsheets</p> <p>Digital Literacy: Cyberbullying</p>	<p>3-D modelling</p> <p>Digital Literacy: Stereotyping</p> <p>Programming: Variables using Sensors</p>

Art and Design	<p>Drawing focus developing into colour.</p> <p>Use of mixed media to create Blitz silhouettes.</p> <p>Focus on surrealism (Dali) - develop sketching skills to sketch planes, working towards putting these into a final surrealist piece.</p> <p>Explore different paint brush techniques to create poppy art.</p> <p>Sketchbook work continues to develop - recording progress in their forest art project as part of their portal story.</p> <p>Paint skills - mixing and matching colours</p>	<p>Art based on famous South American artists : Beatriz Milhazes, Frida Kahlo, Torres Garcia.</p> <p>Explore how these artists use geometric shape; mimic these styles and consider different meanings of elements of the pieces to create their own composition.</p> <p>Explore Kahlo's self-portraits, using their own; link to creation of clay monkeys.</p> <p>Rainforest display - origami flowers and animal silhouettes</p>	<p>Make connections to Science with shadow puppet art, developing drawing skills in sketch books.</p> <p>Develop perspective and pencil techniques - forests drawn from Macbeth style; replicate skills with witch art.</p> <p>Shakespeare dioramas (see DT) - artist link to Su Blackwell.</p> <p>Prop and costume making for production - see David Rockwell set design and architecture.</p>
Design technology	<p>Model planes (using lollysticks): explore and investigate examples of planes from WWII and examples of model planes; design planes through annotated diagrams, considering choice of material; make planes using different materials and evaluate final product.</p> <p>Design and test an Anderson shelter: select from different materials; considering how</p>	<p>Dream catchers: explore and investigate examples; consider the design elements including the use of materials and colours. Create the dream catches using a range of materials (eg wool).</p> <p>Clay Monkeys (Art link): make models using different techniques (shaping, moulding, smoothing) and finish with extra details.</p> <p>Candombe drums: Consider design elements relating to candombe drums such as the use of materials; make drums and finish using extra details and colours.</p>	<p>Macbeth dioramas: explore and analyse examples, including those of Su Blackwell, and design a diorama, using annotated diagrams; apply knowledge of electrical circuits to consider how to incorporate a light element into the design.</p> <p>Mini-Enterprise project (cooking biscuits): use market research to design the logo, name, packaging, advert and nature of the biscuit; explore how to construct and put biscuit packaging together; bake and evaluate biscuits.</p>

	to reinforce the shelter and evaluating the effectiveness through testing.	<p>Mayan masks: explore real-life examples and discuss designs; design and make masks using templates; use mosaic techniques to finish masks considering aesthetic aspects (eg colour and pattern)</p> <p>Stepped pyramids (homework project) - children have the option of designing and creating their own stepped pyramid.</p>	Prop and Costume Creation: select appropriate materials to design and make props and costumes for the Year 6 production; consider construction and how to reinforce and stiffen props to ensure they are long-lasting and fit for purpose.
History	<p>A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066 (World War II)</p> <p>Key events and chronology - Dunkirk, Battle of Britain, Blitz, D-Day. Local impact – links to Duxford. Key themes – women, Holocaust, life during the war. Change over time/differences and similarities. Legacy of the war.</p>	<p>A non-European society that provides contrasts with British history - Mayan civilisation c. AD 900.</p> <p>Key events and chronology Writing and numbers Architecture and social structure Mayan recreation. Legacy of the Mayan civilisation.</p>	<p>Shakespeare:</p> <p>Explore different themes in Shakespearean plays with some consideration of the historical context.</p> <p>Contextual reference to Elizabethan England.</p>
Geography	<p>Taught through the context of World War II: geopolitics, the movement of troops, key capital cities.</p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</i></p>	<p>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.</p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts and the water cycle.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography (comparing UK and Africa).</p> <p>Human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

		<p>Understand geographical similarities and differences through a study of human and physical geography of a region of South America.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Map-work linked to different places we know: Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p>
<p>Music</p>	<p>Composition</p> <p>Understand and appraise music using the inter related dimensions of music.</p> <p>Learning to take apart a piece of music while explaining and composing the texture's individually with expression.</p> <p>Singing</p> <p>Perform as a choir.</p> <p>Learning melody and harmony in both solo and ensemble scenarios.</p>	<p>Playing</p> <p>Learning to perform as an ensemble while exploring timbre and texture of everyday sound.</p> <p>Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple everyday sounds.</p> <p>Transcribe</p> <p>Reading score and playing on a piano.</p> <p>Listening to the Great composers.</p> <p>Learning to read and play notes with expression.</p> <p>Developing the use of arpeggios on a piano.</p>	<p>Improvise</p> <p>Use scales and modes relevant to a variety of genres.</p> <p>Choose and focus on particular pieces for live and recorded performance.</p> <p>Learn and demonstrate the ability to discuss music with knowledge.</p> <p>Composition and songwriting</p> <p>Create original pieces while learning to write the music for reference.</p> <p>Study songwriting structure and the relationship between chord and melody.</p>

	<p>Perform Carols and Winter songs to an audience.</p> <p>Sing in a variety of languages.</p>	<p>Recording music and layering texture.</p>	<p>Listen to and recall sounds: focus on songs in the summer production.</p> <p>Appreciate recorded music from different traditions (contrast between South American and Western styles)</p> <p><i>Play and perform in solo and ensemble contexts (summer production)</i></p>
<p>RE</p>	<p>Big philosophical questions: Is the pen mightier than the sword? Are there rules to life?</p> <p>Christianity and Judaism - is religion what you say or what you do?</p>	<p>How and why do 'religions' help the poor? Explore fundraising and aid in different belief systems (link to school charity event).</p> <p>Focus on looking for themes which span religions and perspectives e.g. forgiveness, laws, uncertainty.</p> <p>Include humanism and Sikhism.</p>	<p>Buddhism - what does it mean to be a Buddhist? Can we all be enlightened?</p>
<p>PSHE</p>	<p>Rights, Rules and Responsibilities</p> <p>My Emotions</p> <p>Setting expectations.</p> <p>Identifying ambitions and aspirations.</p>	<p>Working together</p> <p>Financial Capability</p>	<p>Risk Management: exploring different types of risk, attitudes towards taking these, specific types of risk (railway, road, electrical, cycling)</p> <p>Links to Shakespeare plays and values within them (P4C weekly questions.)</p> <p>Drugs education. Relationship and Sex Education</p> <p>Transition into secondary school.</p>

<p>PE</p>	<p>Tag Rugby Health Related Fitness Football Outdoor Activity - Orientation</p>	<p>Dance Netball Gymnastics/counter balance Kwik Cricket</p>	<p>Swimming Athletics Rounders</p>
<p>Spanish</p>	<p>City places Describing ourselves - heads/faces Christmas</p>	<p>My town/directions. Festival: La Semana Santa</p>	<p>Summer This is Me Where is Spanish spoken?</p>