

Year 6 Long Term Overview 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mayan Civilisation		Battling Britain!		Leisure and Tourism	
Trips	Cadbury World		RAF Museum		Visit to see CMK – bowling/golf	
Literacy	Non chronological report Instructions Character & Setting Descriptions Explanation Texts Playscripts Explanation Text Letters		Information text Biography Newspaper reports Diary entries Poetry		Adverts Balanced argument Poetry Fantasy Stories	
Texts	Kensuke's Kingdom Macbeth		Good Night, Mr Tom Ann Frank's Diary The boy in the striped Pyjamas		Holes Wonder	
Numeracy – thematic links	Formal methods for addition and subtraction Short multiplication Short division Long multiplication Long division Fractions Negative Numbers Coordinates		Percentages Decimals Multiplying & dividing by 10, 100 & 1000 Perimeter & Area Ratio Statistics		Properties of Shape Venn & Carroll diagrams Preparation & consolidation for SATs Problem solving & Investigations Preparation for KS3	
Science	<p><u>Animals, including humans:</u></p> <p><i>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including pulse and clotting)</i> <i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p> <p><i>describe the ways in which nutrients and water are transported within animals, including humans</i></p>	<p><u>Living Things and Habitats:</u></p> <p><i>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</i> <i>give reasons for classifying plants and animals based on specific characteristics</i></p>	<p><u>Evolution and Inheritance:</u></p> <p><i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></p> <p><i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p><i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i></p> <p><i>Recognise how and why the human skeleton has changed over time (since separation from primates)</i></p>	<p><u>Electricity:</u></p> <p><i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>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</i></p> <p><i>use recognised symbols when representing a simple circuit in a diagram</i></p>	<p><u>Light:</u></p> <p><i>recognise that light appears to travel in straight lines</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (predict the size of shadows when the position of the light source changes)</i></p>	
<u>Scientific Enquiry</u>	<p><i>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p><i>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs (Y6), bar and line graphs</i></p>					

	<p><i>identify scientific evidence that has been used to support or refute ideas or arguments</i></p> <p><i>report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p><i>use test results to make predictions to set up further comparative and fair tests</i></p>					
	Measuring Heart rate	Cleaning Pennies	Rainbow Skittles	Changing Circuits	Speed and travelling of Light	Shadows
Computing	<u>Purple Mash:</u> Online safety Coding	<u>Purple Mash:</u> Spreadsheets	<u>Purple Mash:</u> Blogging	<u>Purple Mash:</u> Text Adventures	<u>Purple Mash:</u> Networks Quizzing	<u>Purple Mash:</u> Binary
History	<u>Mayan Civilisation</u> Mayan lifestyle Mayan Gods Mayan Writing Mayan Number System History of chocolate		<u>World War Two</u> Battle of Britain The Blitz Anne Frank Holocaust			
Geography	Comparison between Wales, Finland and Mexico.				<u>Leisure & Tourism</u> Biomes Vegetation belts Land use Economic diversity Resources Traffic survey	
Art – skills teaching through theme	Mayan Masks Spirit of the RainForest (Eden Project)		Propaganda Posters/Graphic Design Sewing: creating WW2 toys.		Pop Art, including sculpture	
DT	Design and make your own chocolate packaging. Building/Engineering Bridges Spaghetti – STEM Wood work		Growing own produce/rationing: WWII style! Anderson shelters			
Food Tech	Design and make own chocolate		Traditional WW2 food from own produce		Tasting different foods from different cultures	
RE	Are the Saints encouraging role models?	Is 'God made Man' a good way to understand the Christmas story? Covered by Bridgebuilder – Christmas Cracked learning session.	Do clothes express beliefs?	Is the resurrection important to Christians? Covered by Bridgebuilder – Easter cracked learning session.	Can we know what God is like?	Does it matter what we believe about creation?
PSHE	<u>Getting to know you and setting rules:</u> To agree and follow rules for their group and classroom, and	<u>Disasters – Who's responsible:</u> To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action To realise the consequences of antisocial and aggressive	<u>Social Action and Technology:</u> To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences Pupils should be taught to talk and write about their opinions, and explain their	<u>Mental Health:</u> DRE – Preventing Early Use To understand the effects, risks and law relating to cannabis To understand the risk of volatile substance abuse (VSA) To be aware of the options for getting help. Advice and support	<u>Respecting Others:</u> To talk and write about their opinions, and explain their views, on issues that affect themselves and society To research, discuss and debate topical issues, problems and event	<u>RSE: Puberty and Reproduction</u> To consider puberty and reproduction <u>Relationships and Reproduction</u>

	<p>understand how rules help them</p> <p>To talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p>To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><u>Democracy and the economy</u></p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>To learn where individuals, families and groups can get help and support</p>	<p>behaviours, such as bullying and racism, on individuals and communities</p> <p>To recognise the different risks in different situations</p> <p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13); To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (R14).</p>	<p>views, on issues that affect themselves and society (1a) Pupils should be taught about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action (1.c). To participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting) To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities</p>		<p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To talk and write about their opinions, and explain their views, on issues that affect themselves and society To research, discuss and debate topical issues, problems and event To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>To consider reproduction in the context of relationships</p> <p><u>Conception and Pregnancy</u></p> <p>To explore the process of conception and pregnancy</p> <p>Brook – extra RSE lessons</p>
MFL	<p><u>Our School!</u></p> <p>Places around school</p> <p>School subjects</p> <p>School Stationery</p>	<p><u>All in a day:</u></p> <p>Routines</p> <p>Names of rooms</p> <p>What's in your house - furniture</p> <p>Time</p>	<p><u>My Town:</u></p> <p>Asking questions (about places in town)</p> <p>Names of places in town e.g. library, church</p> <p>Saying the year</p>	<p><u>This is France:</u></p> <p>Directions</p> <p>Famous French people</p> <p>Landmarks</p>	<p><u>Let's go shopping:</u></p> <p>Food</p> <p>Ordering in a restaurant</p> <p>Clothes</p> <p>Shops</p>	
Music	<p><u>Charanga Music Scheme:</u></p> <p>Happy</p>	<p><u>Charanga Music Scheme:</u></p> <p>Classroom Jazz 2</p>	<p><u>Charanga Music Scheme:</u></p> <p>A new year Carol</p>	<p><u>Charanga Music Scheme:</u></p> <p>You've got a friend</p>	<p><u>Charanga Music Scheme:</u></p> <p>Music and Me</p> <p>Year 6 performance</p>	<p><u>Charanga Music Scheme:</u></p> <p>Reflect, Rewind, Replay</p> <p>Year 6 Performance</p>
PE	<p>Cross Country - Fitness</p> <p>Badminton</p>	<p>Basketball</p>	<p>Football</p>	<p>Football</p>	<p>Rounders</p>	<p>Cricket</p> <p>OAA</p>

	Gymnastics <i>Balances and Rolls</i>	Gymnastics <i>Sequences and Equipment</i>	Dance	Dance	Athletics	Athletics
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