

## YEAR 6 – YEARLY OVERVIEW OF LEARNING

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<b>Maths</b>	<ul style="list-style-type: none"> <li>Positive integers</li> <li>Negative numbers</li> <li>Addition &amp; subtraction of numbers of any size</li> <li>Factors, multiples and primes</li> <li>Long multiplication</li> <li>Short division</li> <li>Calculations with 4 operations</li> </ul>	<ul style="list-style-type: none"> <li>Adding and subtracting fractions with different denominators</li> <li>Multiply and divide fractions</li> <li>Coordinates, translations &amp; reflections</li> </ul>	<ul style="list-style-type: none"> <li>Calculating with decimals</li> <li>Calculating with percentages</li> <li>algebra</li> </ul>	<ul style="list-style-type: none"> <li>Solving problems involving converting between units of time</li> <li>Perimeter, area and volume</li> <li>Problems involving ration and proportion</li> </ul>	<ul style="list-style-type: none"> <li>2D &amp; 3D shapes and nets</li> <li>Missing angles and lengths</li> <li>All about circles</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Pie charts, line graphs</li> <li>Calculate the mean average</li> <li>investigations</li> </ul>
<b>English - Texts</b>	<ul style="list-style-type: none"> <li>The Unforgotten Coat - Frank Cottrell Boyce</li> <li>The Arrival - Shaun Tan</li> </ul>	<ul style="list-style-type: none"> <li>The Promise - Nicola Davies and Laura Davies</li> <li>Can We Save the Tiger? - Martin Jenkins</li> </ul>	<ul style="list-style-type: none"> <li>The Invention of Hugo Cabret - Brian Selznick (book and film)</li> <li>Suffragette: The Battle for Equality - David Roberts</li> </ul>	<ul style="list-style-type: none"> <li>The Three Little Pigs Project - The Guardian (film)</li> <li>The Last Wild - Piers Torday</li> </ul>	<ul style="list-style-type: none"> <li>Grimm Tales for Young and Old - Phillip Pullman</li> <li>Romeo and Juliet - William Shakespeare, Helen Street and Charly Cheung (book and film)</li> </ul>	<ul style="list-style-type: none"> <li>Night Mail - W H Auden and GPO Film Unit (poem and film)</li> <li>A Beautiful Lie - Irfan Master</li> </ul>
<b>Writing</b>	Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader, e.g. use of the first person in a diary, direct address in instructions and persuasive writing. Describe settings characters and atmosphere in narrative. Integrate dialogue in narratives to convey character and advance the action and plot.					
<b>Punctuation</b>	Use the full range of punctuation from previous year groups mostly correctly, including inverted commas, the semi-colon, colon, dash and hyphen. Select vocabulary and grammatical structures that reflect what the writing requires, e.g. Use of contracted words in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility. Use a range of devices to build cohesion throughout a piece of writing, e.g. Conjunctions, adverbials of time and place, pronouns. Use verb tenses consistently and correctly throughout writing.					
<b>Spelling</b>	In addition to learning most of the Year 5/6 words from the National Curriculum lists: Convert nouns or adjectives into verbs using suffixes, e.g. classify, criticise. Distinguish between homophones and other words, which are often confused. Use a dictionary or thesaurus to check the spelling of uncommon words or more ambitious vocabulary.					
<b>Reading</b>	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read fluently, using punctuation to inform meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with my learning. Read accurately and check that I understand. Recommend books to others and give reasons for my recommendation. Identify themes in texts. Identify and discuss the conventions in different text types. Identify the key points in a text. Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.					

<b>Science</b>	<u><b>ELECTRICITY KQ:</b></u> <b>Circuit breaker or circuit fixer?</b> -Impact of voltage on circuits -Changing components -Diagrams of simple circuits	<u><b>LIGHT</b></u> <b>KQ: Why can't I see round corners?</b> -Travels in straight lines -How objects are seen -Light sources Shadows -Reflection	<u><b>ANIMALS &amp; HUMANS</b></u> <b>KQ: Which bits of my body could I live without?</b> -Circulatory system -Healthy lifestyle - Transportation of nutrients and water	<u><b>EVOLUTION &amp; INHERITANCE</b></u> <b>KQ: Why aren't there any dinosaurs in Richmond?</b> -Changes over time -Variation -Adaptation and evolution	<b>Revision of previous units</b>	<u><b>LIVING THINGS &amp; HABITATS KQ:</b></u> <b>How do we know a camel is a mammal?</b> -Classification
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	<b>AUTUMN A</b>	<b>AUTUMN B</b>	<b>SPRING A</b>	<b>SPRING B</b>	<b>SUMMER A</b>	<b>SUMMER B</b>
<b>History</b>	<u><b>MAYAN CIVILISATION</b></u> <b>KQ: Why study the Mayans?</b> □ Calendar <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Religion</li> <li>• Daily life</li> <li>• Art and culture</li> </ul>		<u><b>1000 YEARS OF CRIME &amp; PUNISHMENT</b></u> <b>KQ: When was the best time to be a criminal in England?</b> Thematic study of how crimes and punishment have changed in the past 1000 years			
<b>Geography</b>		<u><b>OUR IMPACT ON OUR WORLD</b></u> <b>KQ: Which countries have the most reliable resources?</b> <ul style="list-style-type: none"> <li>• Natural resources (renewable and nonrenewable)</li> <li>• Trade links</li> <li>• Economic impact</li> </ul>		<u><b>NORTH AND SOUTH AMERICA</b></u> <b>KQ: Are there more similarities than differences?</b> <ul style="list-style-type: none"> <li>• Features of both continents (including names of countries, &amp; cities)</li> <li>• Comparison</li> <li>• Map work</li> </ul>	<u><b>LOCAL FIELDWORK – RICHMOND TOWN CENTRE</b></u> <b>KQ: Does Richmond need another supermarket?</b> □ Consider geographical impact (physical and human)	
<b>RE</b>	<u><b>CREATION STORIES</b></u> <b>KQ: How was the world created?</b> -Different cultures and their stories of creation including Africa	<u><b>THE CHRISTMAS STORY</b></u> <b>KQ: How do stories differ in the bible?</b> -Key events -Interpretation	<u><b>JUSTICE &amp; FREEDOM</b></u> <b>KQ: What does justice look like?</b> -Key figures in history -Non-violent protest -Human Rights	<u><b>THE CRUCIFIXION</b></u> <b>KQ: Was Jesus' death part of God's plan?</b> -Freewill and determinism -Easter Story	<u><b>HUMANISM</b></u> <b>KQ: What is humanism?</b> -Religious & nonreligious world views -Symbols	<u><b>ETERNITY</b></u> <b>KQ: Who wants to live forever?</b> -Mortality -Life Cycles -Reincarnation

		-Celebrations around the world			-Humanist Thinkers	-Heaven
<b>Computing</b>	<p><b><u>ONLINE SAFETY</u></b>  <b>KQ: What can't I share?</b></p> <ul style="list-style-type: none"> <li>-cyberbullying</li> <li>- find a link to a privacy policy</li> <li>-consider gender stereotyping</li> </ul>	<p><b><u>SPREADSHEETS</u></b>  <b>KQ: How can a spreadsheet help me plan my party?</b></p> <ul style="list-style-type: none"> <li>-enter formulae</li> <li>-edit data</li> <li>-use AVERAGE, MIN, MAX</li> <li>-create graphs</li> </ul>	<p><b><u>FILM MAKING</u></b>  <b>KQ: Am I as good as Steven Spielberg?</b></p> <ul style="list-style-type: none"> <li>-devise and make short film</li> <li>-use editing software</li> <li>-present finished movie</li> </ul>	<p><b><u>PROGRAMMING</u></b>  <b>KQ: Are you going the same way as me?</b></p> <ul style="list-style-type: none"> <li>-Use Kodu to create racetrack game</li> <li>-analyse and deconstruct code to work out its purpose</li> </ul>	<p><b><u>SCRATCH – ANIMATED STORIES</u></b>  <b>KQ: Who wants to watch my story?</b></p> <ul style="list-style-type: none"> <li>-create a sequence of story scenes with audio - add interactive user features</li> </ul>	<p><b><u>USING &amp; APPLYING</u></b>  <b>KQ: Can you design and launch a new game?</b></p> <ul style="list-style-type: none"> <li>-research game ideas</li> <li>-conduct market research</li> <li>-create game</li> <li>-advertise and promote game</li> </ul>

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<b>Art &amp; Design</b>	<p><b><u>TEXTILES</u></b>  Duro Olowu  <b>KQ: How are clothes made?</b></p> <ul style="list-style-type: none"> <li>-3D products</li> <li>-pattern</li> <li>-seam allowance</li> <li>-pin &amp; tack</li> <li>-blanket stitch</li> <li>-machine stitching</li> </ul>	<p><b><u>PRINTING</u></b>  William Morris  <b>KQ: How can you combine printing with other media?</b></p> <ul style="list-style-type: none"> <li>-lino printing</li> <li>-create printing blocks</li> <li>-3 colour overlays work into prints with other media</li> </ul>	<p><b><u>MODELLING</u></b>  David Hawcock  <b>KQ: How can we create toys?</b></p> <ul style="list-style-type: none"> <li>-slots</li> <li>-sheet materials</li> <li>-fixed and moving joinings</li> <li>-craft knives</li> <li>-cam mechanisms</li> </ul>	<p><b><u>COLLAGE</u></b>  Hannah Hock <b>KQ: Why layer?</b></p> <ul style="list-style-type: none"> <li>-contrast</li> <li>-add to other media</li> <li>-veiling and layering</li> </ul>	<p><b><u>PAINTING</u></b>  Chris Ofili  <b>KQ: How does colour affect mood?</b></p> <ul style="list-style-type: none"> <li>-colour match</li> <li>-add collage</li> <li>-mood</li> <li>-preliminary studies</li> <li>-variety of stimuli</li> </ul>	<p><b><u>FOOD</u></b>  Madhur Jaffrey  <b>KQ: What's the difference between a rub and a marinade?</b></p> <ul style="list-style-type: none"> <li>-select &amp; prepare food</li> <li>-use scales</li> <li>-cut and shape, beat, rub in, decorate - balanced diet</li> </ul>

<p><b>PSCHE (Jigsaw)</b></p>	<p><b><u>BEING ME IN MY WORLD</u></b></p> <ul style="list-style-type: none"> <li>• My year ahead</li> <li>• Global citizens</li> <li>• Learning charter</li> </ul>	<p><b><u>CELEBRATING DIFFERENCE</u></b></p> <ul style="list-style-type: none"> <li>□ Am I normal?</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Why bully</li> </ul>	<p><b><u>DREAMS AND GOALS</u></b></p> <ul style="list-style-type: none"> <li>• Personal learning goals</li> <li>• Steps to success</li> <li>• My dream for the world</li> <li>• Making a difference</li> </ul>	<p><b><u>HEALTHY ME</u></b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Emergency aid</li> <li>• Emotional &amp; mental health</li> </ul>	<p><b><u>RELATIONSHIPS</u></b></p> <ul style="list-style-type: none"> <li>• My relationship web</li> <li>• Love and loss</li> <li>• Power and control</li> <li>• Being safe with technology</li> </ul>	<p><b><u>CHANGING ME</u></b></p> <ul style="list-style-type: none"> <li>• My self-image</li> <li>• Puberty</li> <li>• Girl/boy talk □ Babies: conception to birth</li> <li>• Attraction</li> <li>• Secondary school transition</li> </ul>
<p><b>FRENCH</b></p>	<p><b><u>LE WEEKEND</u></b></p> <ul style="list-style-type: none"> <li>• Asking and talking about regular activities</li> <li>• Saying what you don't do</li> <li>• Asking and saying what other people do □ Talking about what you like/dislike doing</li> </ul>	<p><b><u>LES VETEMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Asking and saying which clothes you'd like</li> <li>• Giving opinions about clothes</li> <li>• Saying what clothes you wear</li> <li>• Asking and talking about clothes prices</li> </ul>	<p><b><u>LA JOURNEE</u></b></p> <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Times of daily routines</li> <li>• Breakfast</li> <li>• Describing a typical day</li> </ul>	<p><b><u>LES TRANSPORTS</u></b></p> <ul style="list-style-type: none"> <li>• Modes of transport</li> <li>• Describing where you're going and how you'll get there</li> <li>• Planning a trip □ Buying tickets for travel</li> </ul>	<p><b><u>LE SPORT</u></b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>Opinions of sports</li> <li>• Giving reasons</li> <li>□ Talking about a sporting event</li> </ul>	<p><b><u>ON VA FAIRE LA FETE</u></b></p> <ul style="list-style-type: none"> <li>• Places</li> <li>• Transport</li> <li>• Future plans</li> <li>• Describing people</li> <li>• Clothes</li> <li>• Ordering food in a cafe</li> </ul>
<p><b>PE – Indoor  (Outdoor in Summer)</b></p>	<p><b><u>DODGEBALL</u></b> <b>Hand-eye coordination</b> One handed overarm throw Dodging Catching Retrieving Curve balls</p>	<p><b><u>FITNESS &amp; HALL ATHLETICS</u></b> <b>Sportshall athletics</b> Standing long jump, standing triple jump, vertical jump, push throw, relay, foam javelin, speed bounce) <b>Fitness</b> Strength, Balance Speed, Flexibility Cardiovascular Endurance</p>	<p><b><u>GYMNASTICS &amp; DANCE</u></b> <b>Proficiency Award 3</b> <b>Wall Apparatus</b> <b>Stimulus:</b> Electricity Dynamics</p>	<p><b><u>YOGA</u></b> <b>Postures</b> <b>Breath awareness</b> <b>Sun salutations</b></p>	<p><b><u>INVASION</u></b> <b>1:5 Handball: Lacrosse</b> Rules and Tactics</p>	<p><b><u>ULTIMATE FRISBEE/ SWIMMING</u></b> <b>2:4 Rounders: Ultimate Frisbee</b> Rules and Tactics  <b>Swimming 25m</b></p>
<p><b>PE - Outdoor</b></p>	<p><b><u>INVASION</u></b> <b>5:2 Rugby: Football</b> Rules and Tactics</p>	<p><b><u>INVASION</u></b> <b>3:3 Football: Hockey</b> Rules and Tactics</p>	<p><b><u>INVASION</u></b> <b>4:2 Basketball: Handball</b> Rules and Tactics</p>	<p><b><u>NET</u></b> <b>4:2 Volleyball: Badminton</b> Rules and Tactics</p>	<p><b><u>STRIKE &amp; FIELD</u></b> <b>3:3 Cricket: Rounders</b> Rules and Tactics</p>	<p><b><u>FESTIVAL OF SPORT PRACTISE</u></b> Throwing, Catching, Jumping Strength, Stamina, Daily Mile Sprint, Coordination, Agility</p>

21 <sup>st</sup> Century Skills	Reason critically	Argue effectively	Think creatively	Work collaboratively	Behave responsibly	Learn effectively
<b>The teaching and learning of these skills and attributes is woven throughout the year in all lessons and wider school life.</b>	<ul style="list-style-type: none"> <li>• Consider reliability of evidence</li> <li>• Detect bias, opinion and stereotype</li> <li>• Justify opinions and conclusions</li> <li>• Experiment with problem-solving options</li> </ul>	<ul style="list-style-type: none"> <li>• Express a reasoned case</li> <li>• Begin to develop/change position through reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Pose questions that do not have straightforward answers</li> <li>• Challenge routine methods</li> <li>• See opportunities in mistakes and failures</li> <li>• Learn from others' ideas and experiences</li> <li>• Begin to develop value judgements about own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Take on different roles in a group</li> <li>• Take responsibility for part of a task</li> <li>• Help others with their learning</li> <li>• Respond to feedback</li> <li>• Compromising</li> <li>• Accepting and acting on group decisions</li> <li>• Manage own and others' disagreements</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices</li> <li>• Recognise the consequences of own choices on others</li> <li>• Anticipate the feelings of others</li> <li>• Respect the beliefs, attitudes and opinions of others</li> <li>• Begin to recognise and challenge injustice</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate own learning</li> <li>• Compare approaches with others</li> <li>• Become self-directed and more independent</li> <li>• Seek help from a variety of sources</li> <li>• Be confident in knowledge of personal strengths and weaknesses</li> <li>• Identify and act on barriers to learning</li> </ul>