

Year 6 Long Term Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Crime and Punishment | Lest We Forget | Victorian Bradford | | Glorious Greeks | |
| Key Texts | The Fib and Other Stories <i>George Layton</i> | Armistice Runner <i>Tom Palmer book</i> | Street Child <i>Berlie Doherty</i> | Street Child 2 <i>Berlie Doherty</i> | Greek Myths | Boy 87 <i>Ele Fountain</i> |
| English | F: Dilemma Story NF: Persuasive text P: Ilkley Moor Bah'Tat; Albert and the Lion. | F: Historical fiction NF: Diary | F: Portal Story NF: Discussion – Should Jim have escaped the workhouse? P: Poetry- Personification | F: Alternative text Grimm’s Fairy tales. NF: Biography | F: Myths-Heroes and Villains NF: Non chronological report on ancient Greece P: Myth of the Minotaur | NF: Non-Chron Report to Y5’s on Y6. F: Flashbacks |
| Maths | Number: Place Value <ul style="list-style-type: none"> Numbers to ten million. Compare an order any number. Round any numbers. Negative numbers. Add and subtract whole numbers. <ul style="list-style-type: none"> Multiply up to 4 digit by 1 digit number. Short division. Division using factors. Long division Common factors. Common multiples. Primes. Squares and cubes. Order of operations. Mental calculations and estimation. Reasoning from known facts. | Number: Fractions <ul style="list-style-type: none"> Simplify fractions. Fractions on a number line. Compare & order (denominator). Compare & order (numerator). Add & subtract fractions. Mixed addition and subtraction. Multiply fractions by integers. Multiply fractions by fractions. Divide fractions by integers Four rules with fractions. Fraction of an amount. Finding the whole Geometry: Position and Direction <ul style="list-style-type: none"> Coordinates in the first quadrant. Coordinate in four quadrants. Translations. Reflections. | Number: Decimals <ul style="list-style-type: none"> Three decimal places. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiply decimals by integers. Divide decimals by integers. Division to solve problems. Decimals as fractions. Fractions to decimals Number: Percentages <ul style="list-style-type: none"> Fractions to percentages. Equivalent FDP. Percentage of an amount Percentages –missing values. Percentage increase and decrease. Order FDP Number: Algebra <ul style="list-style-type: none"> Find a rule one step. Find a rule –two step. Use an algebraic rule. Substitution. Formulae. Word problems. Solve simple one step equations. Solve two step equations. Find pairs of values. Enumerate possibilities | Measurement: Converting Units <ul style="list-style-type: none"> Metric measures. Convert metric measures. Calculate with metric measures. Miles and kilometres. Imperial measures. Measurement: Perimeter, Area and Volume <ul style="list-style-type: none"> Shapes –same area. Area and perimeter. Area of a triangle Area of a parallelogram. Volume –counting cubes. Volume of a cuboid. Number: Ratio <ul style="list-style-type: none"> Use ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Using scale factors. Calculating scale factors. Ratio and proportion problems. | Geometry: Properties of Shapes <ul style="list-style-type: none"> Measure with a protractor. Introduce angles. Calculate angles. Vertically opposite angles. Angles in a triangle. Angles in a triangle –special cases. Angles in a triangle –missing angles. Angles in special quadrilaterals. Angles in regular polygons. Draw shapes accurately. Nets of 3D shapes Problem Solving | Statistics <ul style="list-style-type: none"> Read and interpret line graphs. Draw line graphs. Use line graphs to solve problems. Circles. Read and interpret pie charts. Pie charts with percentages. Draw pie charts. The mean. Investigations |
| Science | Electricity <ul style="list-style-type: none"> Associate brightness and voltage Compare components Use circuit symbols | Light <ul style="list-style-type: none"> Recognise how light travels Explain how we see and how shadows are formed | Animals including humans <ul style="list-style-type: none"> Identify and name circulatory system Recognise impact of lifestyle | Animals including humans <ul style="list-style-type: none"> Identify and name circulatory system Describe transportation of nutrients | Living Things <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including | Evolution <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago |

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| | | | | | microorganisms, plants and animals | <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment |
| History | Crime and Punishment Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past | WWI A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Compare beliefs and behaviour with another time studied Link sources and work out how conclusions were arrived at | Children in Victorian Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study – Victorian History Place current study on time line in relation to other studies Know key dates, characters and events of times studies Be aware that different evidence will lead to different conclusions Use a range of sources to find out about an aspect of time past | | Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Use relevant dates and terms Bring knowledge gathered from several sources together in a fluent account | |
| | | Local area (Ilkley) <ul style="list-style-type: none"> Name and locate the key topographical features including features of erosion, hills and rivers Understand how these features have changed over time Distribution of natural resources focussing on energy Use fieldwork to observe, measure and record the human and physical features in the local area | Local area (Saltaire) <ul style="list-style-type: none"> Map how land use has changed in local area over time (Bradford/Saltaire) Name and locate counties and cities of the UK Describe and understand key aspects of human and physical geography Use the eight points of a compass Use fieldwork to observe, measure, record and present information | | Greece <ul style="list-style-type: none"> Locate the world's countries using maps to focus on Europe Describe and understand key aspects of human geography Use maps/atlasses/ globes/digital mapping to locate countries Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country (Focus on Greece) | |
| RE | How do Sikhs show commitment? | What do Christians believe about Jesus' death and resurrection? | What do Christians believe about Jesus' death and resurrection? | How does growing up bring responsibilities? | How does growing up bring responsibilities? | How do Jews remember the Kings and Prophets in worship and life? |
| PSHCE | Relationships Families and friendships Attraction to others; romantic relationships; civil partnership and marriage Safe relationships Recognising and managing pressure; consent in different situations Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues | | Living in the wider world Belonging to a community Valuing diversity; challenging discrimination and stereotypes Media literacy and digital resilience Evaluating media sources; sharing things online Money and work Influences and attitudes to money; money and financial risks | | Health and wellbeing Physical health and mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and hanging Human reproduction and birth; increasing independence; managing transition Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | |
| | Art | | In Flanders Fields Explore various media to create poppy to | Multimedia: Hockney Explore Hockney's work and methods-use | | Sculpture: Greek masks Use mod roc and wiring to design and make |

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| | | support the text 'In Flanders Field' | photography to create collage | | own mask and explore colours and pattern to decorate | |
| DT | <p>Mechanisms: Fairgrounds</p> <p>Explore how pulleys, levers and linkages create movement</p> | | | | <p>Food Technology: Moussaka</p> <p>Understand and apply the principles of a healthy, varied diet; prepare and cook a variety of savoury dishes Understand food hygiene and safety</p> | <p>Textiles: Sewing cushions</p> <p>Explore fabric and sewing skills to design and make a cushion; understand the need for seam allowance, join textiles with appropriate stitching</p> |
| Computing | <p>Online Safety Networks</p> <p>Identify benefits and risks of mobile devices broadcasting the location of the user/device</p> <p>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon</p> <p>To find out what a LAN and a WAN are. To find out how we access the internet in school</p> | <p>Coding</p> <p>Use technology safely and respectfully</p> <p>Design, write and debug programs</p> <p>Use sequence, selection and repetition in programs</p> | <p>Spreadsheets</p> <p>Use of spreadsheets in 'real life'</p> <p>Creating a computational model</p> <p>Use a spreadsheet to plan an event</p> | <p>Text Adventures</p> <p>Use technology safely and respectfully</p> <p>Design, write and debug programs</p> <p>Use sequence, selection and repetition in programs</p> | <p>Blogging</p> <p>To understand how to write a blog.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog</p> <p>To understand the importance of regularly updating the content of a blog</p> | <p>Quizzing</p> <p>To make a quiz that requires the player to search a database</p> |
| MFL | <p>Around Town</p> <p>Identify and say typical activities to be found in French towns;</p> <p>Understand and order multiples of 10 and give a simple address in French;</p> <p>Describe some of France's cities;</p> <p>Identify in French what activities or features are found in their own town;</p> <p>Write simple sentences about asking for directions giving simple addresses;</p> <p>Use a bilingual dictionary to increase confidence in translating French-English and vice versa</p> | <p>the Move</p> <p>Describe some types of sport;</p> <p>Use Je... and Tu... correctly in simple sentences;</p> <p>Respond to simple instructions for direction and movement;</p> <p>Show simple directions to a place on a map.</p> <p>Use the correct article to precede a noun according to gender;</p> <p>Use 1st person, 2nd person (singular) and 3rd person of 'go' accurately with the correct pronoun;</p> <p>Understand and respond to simple instructions/directions;</p> <p>Show simple directions by substituting vocabulary as necessary;</p> <p>Show simple directions to a place on a map</p> | <p>Shopping</p> <p>Understand and respond to topic vocabulary</p> <p>Answer questions using the topic vocabulary</p> <p>Take part in role play as a shopkeeper/shopping in French</p> <p>Understand and respond to simple instructions</p> <p>Use the correct forms of 'le' and 'du' and 'les' and 'des'</p> <p>Use adjectives (colours) and describe them after the noun</p> | <p>Where In the World</p> <p>Understand and respond to topic vocabulary;</p> <p>Answer questions orally using topic vocabulary;</p> <p>Write an answer in a sentence using the topic vocabulary;</p> <p>Use an English/French vocabulary to translate from English to French.</p> <p>Understand that because a pronoun is always feminine preposition 'en' is always used for 'in';</p> <p>Use the correct masculine/feminine position</p> | <p>at's the Time</p> <p>Understand and write a sentence to the time (o'clock)</p> <p>Understand and write in fives to at least 30 minutes</p> <p>Understand and use the words avant and après;</p> <p>Answer questions about a TV schedule</p> <p>Understand and write a sentence to the time (o'clock and half past).</p> | <p>Days and Hobbies</p> <p>Understand and respond to topic vocabulary</p> <p>Answer questions orally using topic vocabulary</p> <p>Write an answer in a sentence using the topic vocabulary;</p> <p>Present ideas and information orally to a range of audiences</p> <p>Use the correct position: en for feminine countries, au for masculine countries;</p> |

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| PE | <p>Netball</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>Multi-skills</p> <p>Master basic movements including running, jumping and striking and begin to apply these in a range of activities. Develop basic agility, balance and coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> | <p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>OAA</p> <p>Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>Hockey</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> |
| | Music | <p>Happy</p> <p>Listen and appraise a range of different pop and Motown songs. To explore and develop a range of musical concepts including pulse and pitch</p> | <p>Classroom Jazz 2</p> <p>Listen and appraise a range of jazz, Latin and blues music. To explore and develop a range of musical concepts including rhythm</p> | <p>Benjamin Britten- A New Year Carol</p> <p>Listen and appraise a range of Benjamin Britten's music. To explore and develop a range of musical concepts including composition</p> | <p>You've Got a Friend</p> <p>Listen and appraise a range of Carol King's music. To explore and develop a range of musical concepts including rhythm and pitch</p> | <p>Music and Me</p> <p>Listen and appraise a range of contemporary music To explore and develop a range of musical concepts including pulse and composition</p> |