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| **YEAR 6**  **Overview (17\18)** | AUTUMN 1/2 | AUTUMN 2/2 | SPRING 1/2 | SPRING 2/2 | SUMMER 1/2 | SUMMER 2/2 |
| **LITERACY** | **Narrative**  Floodland | **Explanation**  **Persuasion**  **Poetry** | **Narrative**  Private Peaceful | **Recount**  **Discussion**  **Poetry** | **Focus on Study Skills**  **Sats Week**  Skellig | **Narrative**  **Debating**  **Skills**  Street Boy |
| **NUMERACY** | **White Rose**  **WK 1 – 2 Number and place value.**  **WK 3 – 6 Addition, Subtraction, Multiplication and Division.**  **WK 7 – 10 Fractions.**  **WK 11 Geometry - Position and Direction.** | | **WK 1 - 2 Decimals.**  **WK 3 – 4 Percentages.**  **WK 5 – 6 Algebra.**  **WK 7**  **Measurement – converting units.**  **Wk 8 – 10**  **Measurement –**  **Perimeter, area and volume.**  **WK 11 Ratio.** | | WK 1 – 2 Geometry – Position and Shape.  Wk 3 – 5 Problem Solving.  WK 6 – 7 Statistics.  WK 8 – 11 Investigation. | |
| SCIENCE | **Living things and their habitats**  (classifying including micro-organisms) | **Evolution and inheritance**  (more about fossils, adaptation) | **Light**  (Travels in straight lines, how we see things) | **Animals, including humans**  (circulatory system, functions of heart, blood vessels and blood, health, water transport in animals) | **Electricity**  (what affects bulb brightness, buzzer volume, voltage, symbols) |  |
| HISTORY | Maya | | Australia | | **Countries and Cities**  **Linked to the residential** | **Trade Links** |
| **GEOGRAPHY** |
| ICT | eaware  Use technology safely and respectfully, keeping personal information private; identify  where to go for help and support when they have concerns about content or contact on the internet or other online technologies | Animated Stories  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Spreadsheets  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data  and information | Film Making  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | Blogging  select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | Kodu Programming  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Networks  understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration |
| FRENCH | **Unit 1 –Je parle francais** | | **Unit 2 – Je me presente** | | **Unit 3 – en famile** | |
| PE | **Swimming** Multi Skills / Indoor Athletics Skills –6weeks Learn how toperform the indoorathletics skills.Measure results eachweek with children demonstratingimprovement toachieve theirpersonal best. | **Swimming**  **Dance** – 6 weeks linked to topic if appropriate. Recap all of the basic dance elements / skills (dynamics, level, unison, canon, direction, formation and gesture). Introduce emotion / drama to the performance. Develop dance movements to a final performance with music. Children must be choreographing their own routines / parts of routines. | **Tennis**  **Gymnastics** – 6  weeks. Depending  on ability, children  may be working on  Key Steps 1, 2 or 3  skills. Children to  pick 6 skills and  practise. Once they  are confident, they  can make up a  simple routine. They could add dance  movements as  transitions / music. | **Tennis**  **Year 5 / 6 do netball or football.**  **Netball (high 5 rules) -** 3 weeks**.** Passing, receiving, footwork rule, game play and shooting. Skills must be transferred to game play and further developed. All of the high 5 netball rules need to be taught and understood.  **Football** – 3 weeks. Dribbling, receiving, passing, tackling, scoring and game play (using the space). Skills must be transferred to game play and further developed. | **Yoga**  **Striking and Fielding**– 3 weeks.  Rounders or cricket. Striking and fielding skills developed and transferred to the game. | **Athletics**  **Athletics Skills / Sports Day Rehearsal** – 6 weeks. Athletics and relays. All of the activities included on the sports day time table need to be rehearsed. Strength, speed and stamina developed. |
| **RE** |  | **How and Why are**  **sacred texts**  **important?** | **What can people**  **learn from the**  **bible?** | **What is faith and**  **how is**  **expressed**  **through arts?** | **What do**  **Humanists**  **celebrate and**  **why?** | **How can beliefs and**  **Values serve as a**  **guide for moral**  **decision?** |
| **PSHE** | Difference and  Diversity-  Tolerance of those  of different  faiths and beliefs | Challenge Stereotypes; gender identity and sexual orientation | Substances and staying safe | Relationships- friendships and bullying- peer  groups | Living in the Wider World/British Values | Puberty  Reproduction |
| **ART** | **Drawing –**  effect of light on objects and people from different directions.  -Interpret the texture of a surface.  -Produce increasingly accurate drawings of people.  -Concept of perspective.  Claude Monet |  | **Painting –**  hue, tint, tone, shades  and mood  . explore the use of  texture in colour  . colour for purposes  . colour to express  Feelings  **Monet** | **Pattern –**  -Create own abstract pattern to reflect personal experiences and expression  -create pattern for purposes  **Picasso** | **Printing –**  -Builds up drawings and images of whole or parts of items using various techniques  -Screen printing  -Explore printing techniques used  **Picasso** |  |
| **D & T** | Textiles – Christmas decorations, using progressive techniques.  Construction – Christmas Cards, using progressive mechanisms. | | Food  Programming – links to Computers. | | **Arts Week:**  Design, electoral, structure and construction.   * Strengthen * Stiffen * Reinforce * More complex structures * Gears * Pulleys * Cams * Levers * linkages | |
| **MUSIC** | **Charanga**  **Happy** | **Charanga**  **Classroom Jazz 2** | **Charanga**  **A New Year Carol** | **Charanga** | **Charanga**  **You’ve Got A**  **Friend** | **Charanga**  **Reflect, rewind and**  **replay** |