

YEAR OVERVIEW 2021-22 for YEAR 6

Subject	HT1 (7 ½ weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
	Ancient Egypt	Ancient Egypt	Ancient Greece	Ancient Greece	Natural disasters	
Literacy Links: History Geography	Week 1 Narrative story writing based on: _____ (assessment) Week 2, 3, 4 Action Narrative: Alex Rider: Stormbreaker (Link: novel study) Action extracts: Innovate for short film Ruin Week 5, 6, 7 Descriptive Poetry with stimuli <u>Novel study</u> Alex Rider: Stormbreaker	Week 1, 2, 3 Narrative: Sci-fi (Link: Young Usborne, The War of the Worlds) Week 4, 5, 6 Science explanation (link to animals and their habitats). <u>Novel study</u> Young Usborne, The War of the Worlds	Week 1, 2 Formal letter Week 3, 4, 5 Non-fiction: Newspaper report Linked to Theseus and the Minotaur/ancient Greece. Week 6 Diary entry Linked to Theseus and the Minotaur/ancient Greece. <u>Novel study</u> Holes	Week 1, 2, 3, Narrative: Myths and legends Week 4, 5, 6 Recount: linked to the cube TV show <u>Novel study</u> Good night Mr Tom	Week 1, 2, 3, 4, 5 minus SATs week Non-fiction: Discussion Linked to current affairs debate and whole school debate <u>Novel study</u> Skellig	Week 1, 2, 3 Non-fiction: Recount (first Y6 trip) Week 4, 5, 6, 7 Playscripts linked to Computing in previous half-term. Perform scripts at Leavers' Assembly? <u>Novel study</u> Clockwork

<p>Numeracy</p>	<p>Wks 1, 2, 3 Power Maths 6A Unit 1 Place value within 10,000,000</p> <p>Wks 4, 5, 6, 7 Power Maths 6A Unit 2 Four operations (1)</p> <p>2 days a week dedicated to addressing gaps from previous years.</p>	<p>Wks 1, 2 Power Maths 6A Unit 3 Four operations (2)</p> <p><i><u>Mental calculations and reasoning about known facts taught throughout year throughout morning work, calculation etc</u></i></p> <p>Wks 3, 4, 5, 6, 7 Power Maths 6A Unit 4 Fractions (1) + (2)</p> <p><i><u>Minus Four rules of fractions</u></i></p>	<p>Wks 1, 2 Power Maths 6B Unit 7 Decimals</p> <p>Wks 3, 4 Power Maths 6B Unit 8 Percentages</p> <p>Wks 5, 6 Power Maths 6B Unit 10 Measure – imperial and metric measures</p> <p><i>Taught in afternoons and linked with geography</i> Power Maths 6A Unit 6 Geometry – position and direction</p>	<p>Wks 1, 2 Power Maths 6B Unit 11 Measure – perimeter, area and volume</p> <p>Wks 3, 4 Power Maths 6B Unit 12 Ratio and proportion</p> <p>Wks 5, 6 Power Maths 6B Unit 9 Algebra <i>Taught in afternoons and linked with</i> Power Maths 6C Unit 13 Geometry – properties of shapes</p>	<p>Wks 1, 2 Power Maths 6C Unit 15 Statistics</p> <p>Wks 3, 4, 5, 6 SATs practice and SATs</p>	<p>Wks 1, 2, 3, 4, 5, 6, 7 Power Maths 6C Unit 14 Problem solving</p>
<p>Number Fluency</p>	<p>6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.</p>	<p>Pupils should continue to practise adding whole numbers with up to 4 digits, and numbers with up to 2 decimal places, using columnar addition. This should include calculations with more than 2 addends, and calculations with addends that have different numbers of digits.</p>	<p>Extending 5MD-3 Pupils should also learn to use short multiplication to multiply decimal numbers by 1-digit numbers</p>	<p>Extending 5MD-3 Pupils should be able to multiply a whole number with up to 4 digits by a 2-digit whole number</p>	<p>Extending 5MD-4 Pupils should be able to divide any whole number with up to 4 digits by a 2-digit number, recording using either short or long division.</p> <p>Pupils should also learn to use short division to express remainders as a decimal fraction.</p>	<p>6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</p>

<p>Science</p> <p>Links: English Art</p>	<p><u>Living things and their habitats</u></p> <p>Initial assessment of knowledge followed by carousel activities. (1 week) To group animals according to their characteristics using branching diagrams. (1 week) To research the classification systems for animals and plants. (1 week) To plan and conduct a fair test into preferred habitat in the local environment. (1 week) To describe how micro-organisms, are classified and the uses of microorganisms in everyday life. (1 week) To write a newspaper report on a microorganism breakthrough. (1 week) To assess knowledge.</p> <p><u>Curriculum links:</u> Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p><u>Animals including humans</u></p> <p>Initial assessment of knowledge followed by carousel activities. (1 week) To know the parts and function of the human heart. (1 week) To know the main functions of the circulatory system and functions of blood. (1 week) To investigate the nutritional content of food. (1 week) To investigate the effect of exercise on the human body. (1 week) To investigate the effects of drugs and alcohol on the human body. (1 week) To assess knowledge.</p> <p><u>Curriculum links:</u> Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p><u>Light</u></p> <p>Initial assessment of knowledge followed by carousel activities. (1 week) To recognise that light appears to travel in straight lines. (1 week) To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (1 week) To explain that we see things because light travels from light sources to our eyes. (1 week) To explain that a beam of light it is reflected off surface and a beam of light is refracted as it passes through water or glass. (1 week) To know that white light can be split into its constituent colours by passing it through a prism. (1 week) To assess knowledge.</p> <p><u>Curriculum links:</u> Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b use the idea that light travels in straight lines to explain that objects</p>	<p><u>Electricity</u></p> <p>Initial assessment of knowledge followed by carousel activities. (1 week) To identify and create circuit diagrams. (1 week) To undertake circuit repairs and understand how to circuit changes affect components. (1 week) To investigate types of electrical wires. (1 week) To investigate what makes an electrical cells. (1 week) To understand the difference between series and parallel circuits. (1 week) To assess knowledge.</p> <p><u>Curriculum links:</u> Sc6/4.2a 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><u>Evolution and inheritance</u></p> <p>Initial assessment of knowledge followed by carousel activities. (1 week) To discuss extinction of animals & plants & how there have been changes over time. (1 week) To understand and explain fossils and evolution of a species. (1 week) To investigate inherited characteristics. (1 week) To investigate adaptation due to environmental pressures. (1 week) To investigate how changes that happen by chance can give advantages that allow plant & animals to survive better in their environment. (1 week) To assess knowledge.</p> <p><u>Curriculum links:</u> Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the</p>	<p>No Science this half-term</p>
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	<p>including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>are seen because they give out or reflect light into the eye</p> <p>Sc6/4.1c 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>Sc6/4.1d 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>Sc6/4.2b 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>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
<p>Curriculum links:</p> <p>Taught throughout sessions</p> <p>Sc5/1 Working Scientifically</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
<p>Art</p> <p>Links: History</p>	<p>Making Egyptian masks</p> <p>Drawing – Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using</p>	<p>Making Canopic jars</p> <p>Drawing - Develop ideas using different or mixed media, using a sketchbook.</p> <p>Painting - Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary</p>	<p>No Art this half-term.</p>	<p>No Art this half-term.</p>	<p>Tsunami Artwork</p> <p>Developing ideas - Use sketchbooks to collect and record visual information from different sources.</p> <p>Drawing - Work in a sustained and independent way, over a number of sessions, to develop their own style of</p>	<p>No Art this half-term.</p>

	<p>different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Painting – Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form - Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form -Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>			<p>drawing.</p> <p>Painting - Work in a sustained and independent way to develop their own style of painting. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, using washes and using thickened paint to create textural effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Ar2/1.1 To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting</p>	
DT	No DT this term.		Making Greek sandals		Making model volcanoes	Food around the world
			DT2/1.1a Design			

<p>Links: History</p>					<p>use research and develop design criteria to inform the design. DT2/1.1b Design generate, develop, model and communicate their ideas. DT2/1.2a Make select from and use a wider range of tools and equipment. DT2/1.2b Make select from and use a wider range of materials and components. DT2/1.3a Evaluate investigate and analyse a range of existing products. DT2/1.3b Evaluate evaluate their ideas and products against their own design criteria.</p>	<p>DT2/1.4a Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures. DT2/1.4b Technological Knowledge understand and use mechanical systems in their products. DT2/1.4c Technological Knowledge understand and use electrical systems in their products DT2/1.4d Technological Knowledge apply their understanding of computing to programme, monitor and control their products</p>	<p>DT2/2.1a Cooking & Nutrition understand and apply the principles of a healthy and varied. DT2/2.1b Cooking & Nutrition prepare and cook savoury dishes using range of techniques. DT2/2.1c Cooking & Nutrition become competent in a range of cooking techniques. DT2/2.1c Cooking & Nutrition understand the source, seasonality and characteristics of a broad range of ingredient</p>
<p>PE Outdoor</p>	<p>PE2/1.1a Key Skills (including Athletics and personal challenges). Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</p>	<p>PE2/1.1a Key Skills (including Athletics and personal challenges). Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</p>	<p>PE2/1.1b Rounders • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Understand, choose and apply a range of tactics and strategies for defence and attack more consistently • Learning to lead and</p>	<p>PE2/1.1b Football • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Understand, choose and apply a range of tactics and strategies for defence and attack more consistently • Learning to lead and</p>	<p>PE2/1.1b Tennis/Hockey • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Understand, choose and apply a range of tactics and strategies for defence and attack more consistently • Learning to lead and</p>	<p>PE2/1.1e Off site orienteering. Develop and refine orienteering and problem-solving skills when working in groups and on their own Decide what approach to use to meet the challenge set Understand how the challenge of outdoor and adventurous</p>	

			referee	referee	referee	activities can help their fitness, health and wellbeing Adapt their skills and understanding as they move from familiar to unfamiliar environments (local park)
PE Indoor	<p>PE2/1.1c Gymnastics Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</p> <ul style="list-style-type: none"> • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 	<p>PE2/1.1d Dance (Linked to Ancient Egypt topic) Explore, improvise and combine movement ideas fluently and effectively Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances Prepare effectively for dancing Understand how a dance is formed and performed</p>	<p>PE2/1.1b Benchball/ Dodgeball</p> <ul style="list-style-type: none"> • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Understand, choose and apply a range of tactics and strategies for defence and attack more consistently • Learning to lead and referee 	<p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>(including personal challenges)</p>	<p>PE2/1.1b Basketball</p> <ul style="list-style-type: none"> • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Understand, choose and apply a range of tactics and strategies for defence and attack more consistently • Learning to lead and referee 	<p>PE2/1.1d Dance Explore, improvise and combine movement ideas fluently and effectively Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances Prepare effectively for dancing Understand how a dance is formed and performed</p> <p>PE2/1.1f Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>(including personal challenges)</p>

<p>Geog</p> <p>Links: History English Science</p>	<p>English region focus: North West (Lake District)</p> <p>Ge2/1.1b Locational knowledge</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>No Geography this half-term</p>	<p>No Geography this half-term</p>	<p>Greece (ancient Greece topic)</p> <p>Ge2/ 1.1a Locational knowledge</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1c Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ge2/1.4a Geographical fieldwork</p>	<p>Natural disasters</p> <p>Ge2/1.3a Human & Physical Geography</p> <p>describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Sustainability</p> <p>Ge2/1.3b Human & Physical Geography</p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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<p>History</p> <p>Links: Geography English</p>	<p>Ancient Civilizations (Egypt)</p> <p>Hi2/2.3 Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</p>		<p>Ancient Greece</p> <p>Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>		<p>No History his term.</p>	
<p>Computing</p>	<p>No computing this half-term.</p>	<p>Unit 1.6 How do I use a computer as a designer? Draw bitmap images. Discuss raster-based packages (painting) and vector-based packages (drawing). Create a Sketch-Up model of the school.</p>	<p>Unit 4.6 How do I build complex physical systems? Examine example codes <i>Flowol</i>, <i>Python</i>, <i>Kodu</i> or <i>Hopscotch</i>. Work through <i>Mobile</i> mimic activities in <i>Flowol</i>. Examine real-life Big Wheel and plan flowchart in <i>Flowol</i> to control Big Wheel.</p>	<p>Unit 3.6 How do we use spreadsheets? Look at different way of presenting data. Analyse spreadsheets, look at potential errors and introduce simple operations. Create spreadsheets and plan a party.</p>	<p>Unit 2.6 What makes an excellent film? Analyse films (some made by children) and discuss what makes a good film. Discuss camera angles and editing. Write scripts, assign roles, rehearse.</p>	<p>Unit 5.6 How do I use Scratch as a games designer? Analyse computer games – what makes a good one etc. Look at <i>repeat until...then...else</i> commands. Discuss operators <>=.</p>
<p>RSHE</p>	<p>Family – What makes a family? Fa1 Why do some people get married? Fa2 Are families ever perfect? Fa3 Is there such a thing as a normal family?</p>	<p>Friends – Keeping friendships healthy. Fr4 Why are some people unkind? Fr5 What are stereotypes? Fr6 How do I accept my friends for who they are?</p>	<p>Community – Our communities. C6 What makes us feel we belong? C7 What does it mean to be British?</p>	<p>Community - Online safety. Os5 Analysing digital media (N1). Os6 Bias (N2). Os7 Echo chambers (N5). Os8 Does the internet make us happy? (L1)</p>	<p>Mental well-being – Understanding my feelings. M1 Does everyone have the same feelings? M2 Should we be happy all the time?</p> <p>Physical health – Staying healthy. P2 How can I stay fit and healthy? P3 Can I avoid getting ill? P4 Why do some people take drugs?</p>	<p>Growing up – Puberty. G2 How will my feelings change as I get older? G3 How will I stay clean during puberty? G4 What is menstruation?</p>

<p style="text-align: center;">RE</p>	<p>Teachings, wisdom and authority.</p> <ul style="list-style-type: none"> • Judaism/Buddhism/Islam/Christianity. • What do sacred texts and other sources say about God, the world and human life? • What can we learn by reflecting on words of wisdom from religions and world views? <p>To know Buddhist teaching: The Four Noble Truths and the Eightfold Path. (1 week) To express thoughtful ideas about what is right and wrong in the light of their learning. (1 week) To know the teachings about rebirth, kamma (karma – law of actions and effects) and nibbana (nirvana – liberation from suffering) (1week) To know the importance of the Torah and the shema prayer. (1week) To know the 10 Commandments and 613 commandments. (1week) To discuss modern day situations concerning the Ten Commandments. (1week) To express thoughtful ideas about what is right and wrong in the light of their learning. (1week) To compare the 2 religions and find the similarities between the two. (2 weeks) To consider why some texts from the Torah (e.g. the Shema), is seen as a source of wisdom in different communities. (1week) To consider why some texts from the Bible (e.g. 1 Corinthians 13) is seen as a source of wisdom in different communities. (1week) To consider why some texts from the Qur'an (e.g. The 1st Surah, the Opening) is seen as source of wisdom in different communities. (1week) To respond thoughtfully to the ideas found in the texts with ideas of their own. (2 weeks)</p>	<p>Religion, family and community.</p> <ul style="list-style-type: none"> • All religions of Sheffield – Islam focus for local area and comparison with other areas of Sheffield. • What contributions do religions make to local life in Sheffield? • How can we make Sheffield a city of tolerance and respect? <p>To investigate the different religions in Sheffield. (3 weeks) To choose a way in which you excel. (1 week) To investigate the differences between two religions in Sheffield. (3 weeks) To discuss and apply ideas from different religious codes for living- Islam. (1 week) To discuss and apply ideas from different religious codes for living- Hinduism. (1 week) To discuss and apply ideas from different religious codes for living- Christianity. (1 week) To discuss and apply ideas from different religious codes for living- recap on Buddhism and Judaism. (1 week) To compile a charter of their own moral values and respect for all. (2 weeks)</p>	<p>Belief in action in the world.</p> <ul style="list-style-type: none"> • Judaism/Christianity/Islam • How do different religions respond to global issues? • How do the different religions respond to human rights, fairness and social justice in the world? • How do different religions view the importance of the environment? <p>To identify what do we know about charities already. (1 week) To understand how and why does Islamic relief try to change the world. (1 week) To understand how and why does Christian Aid try to change the world. (1 week) To understand how Christian Aid and Islamic Relief are similar or different. (1 week) To decide how I will make a difference to the world in my life. (1 week) To understand how global religious charities use the web. Could they do better? (1 week) To understand how I can express my ideas about unfairness in our world through a creative piece of work? (2 weeks) To present what have I learned about the two charities? Will it make a difference to me? (2 weeks)</p>
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MFL	<i>No French in HT1 As children settle in to new yr groups lessons shared across HT2,3,4,5&6</i>	Lesson 1 Classroom instructions and opinions. Lesson 2 Sports and opinions. Lesson 3 Sports, opinions and sports clothing Lesson 4 Revise 'avoir'	Lesson 5 Revise 'avoir' with negative/ adjectival agreement Lesson 7 Weather Lesson 8 Describing the weather Lesson 9 Hobbies Lesson 10 Revise hobbies, pets	Lesson 12 Poems Lesson 13 Baby Elephant story. Verb être Lesson 14 Numbers 1-31, sums Months and dates revision	Lesson 16 Schools subjects and French schools Lesson 17 Schools subjects, preferences 18 Tortoise birthday story, verb 'aller' Lesson 19 Revise 'aller' Transport Lesson 21 Classroom items	Lesson 22 Possessive adjectives Lesson 23 Prepositions Lesson 25 Pronunciation Lesson 26 Revision of 'aller' . Simple future
Music	See AB for planning					