

YEAR OVERVIEW 2023 -24 for Year Group _6_

Subject	HT1 (6 weeks) Assessment week Local Area	HT2 (8 weeks) Ancient Egypt	HT3 (5 weeks) Ancient Greece	HT4 (6 weeks) Natural Disasters	HT5 (6 weeks) SATS Focus	HT6 (7 weeks) Enterprise
<p>English Writing:</p> <p>Links: Science Geography History</p>	<p>Assessment week-Narrative Non-fiction</p> <p>Descriptive writing: Y6 spag focus Alma/Ruin</p> <p>Persuasive leaflet- Lake District (Geog links)</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>S1. Use modal verbs (could, should, might, may, shall)</p> <p>S4. Write sentences which are in the subjunctive mood</p> <p>S5. Use brackets for parenthesis</p> <p>S7. Join dependent clauses using a colon or dash</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p>	<p>Persuasion: visit Egypt.</p> <p>Information text: Egyptian Gods</p> <p>Explanation: Mummification</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>W4. Use the correct form of all past tenses accurately</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> <p>T5. Create a different atmosphere by careful choice of vocabulary</p> <p>T8. Interweave dialogue, action and description to advance the plot</p> <p>S1. Use modal verbs (could, should, might, may, shall)</p> <p>S2. Add detail with expanded noun-phrases</p> <p>S3. Write sentences which are in the passive voice</p> <p>S4. Write sentences which are in the subjunctive mood</p> <p>S5. Use brackets for parenthesis</p> <p>S7. Join dependent clauses using a colon or dash</p>	<p>Non-fiction: Newspaper report on Battle of Marathon.</p> <p>Narrative: Theseus and the Minotaur</p> <p>W1. Select vocabulary carefully to help convey action</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>W4. Use the correct form of all past tenses accurately</p> <p>S2. Add detail with expanded noun-phrases</p> <p>S3. Write sentences which are in the passive voice</p> <p>T1. Integrate dialogue and action to clearly convey character</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> <p>T5. Create a different atmosphere by careful choice of vocabulary</p> <p>T6. Vary the positions of clauses for effect</p> <p>T7. Use metaphors and personification to help create atmosphere</p> <p>T9. Vary the length of sentences for effect</p>	<p>Narrative: Science-fiction</p> <p>Explanation: Volcanoes and Earthquakes</p> <p>Descriptive poetry: Natural disasters</p> <p>W1. Select vocabulary carefully to help convey action</p> <p>W4. Use the correct form of all past tenses accurately</p> <p>S2. Add detail with expanded noun-phrases</p> <p>S3. Write sentences which are in the passive voice</p> <p>S5. Use brackets for parenthesis</p> <p>S6. Use commas for clarity and meaning</p> <p>S8. Join independent clauses using a semi-colon</p> <p>T1. Integrate dialogue and action to clearly convey character</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T5. Create a different atmosphere by careful choice of vocabulary</p> <p>T7. Use metaphors and personification to help create atmosphere</p> <p>T9. Vary the length of sentences for effect</p>	<p>Non-fiction: Discussion Linked to current affairs- Should Y6...</p> <p>Diary: linked to novel study book</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>S1. Use modal verbs (could, should, might, may, shall)</p> <p>S4. Write sentences which are in the subjunctive mood</p> <p>S5. Use brackets for parenthesis</p> <p>S7. Join dependent clauses using a colon or dash</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> <p>T4. Use a range of clause structures effectively</p> <p>T6. Vary the positions of clauses for effect</p> <p>T9. Vary the length of sentences for effect</p>	<p>Non-fiction: Persuasion Information</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>S1. Use modal verbs (could, should, might, may, shall)</p> <p>S4. Write sentences which are in the subjunctive mood</p> <p>S5. Use brackets for parenthesis</p> <p>S7. Join dependent clauses using a colon or dash</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> <p>T4. Use a range of clause structures effectively</p> <p>T6. Vary the positions of clauses for effect</p> <p>T9. Vary the length of sentences for effect</p>

	T5. Create a different atmosphere by careful choice of vocabulary T4. Use a range of clause structures effectively T6. Vary the positions of clauses for effect	S8. Join independent clauses using a semi-colon				
--	--	--	--	--	--	--

<p>ENGLISH: Reading</p> <p>Delivered through novel study-</p> <p>Percy Jackson Storm Breaker Holes Skellig</p>	<p>En6/2.2 Comprehension</p> <p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>En6/2.2b understand what they read by</p> <ul style="list-style-type: none"> i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning <p>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En6/2.2d distinguish between statements of fact and opinion</p> <p>En6/2.2e retrieve, record and present information from non-fiction</p> <p>En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>En6/2.2h provide reasoned justifications for their views.</p>
---	---

MATHS PPA- Power maths book C	Wks 1, 2, 3 Power Maths 6A Unit 1 Place value within 10,000,000 Wks 4, 5, 6 Power Maths 6A Unit 2 Four operations (1)	Wks 1, 2, 3 Power Maths 6A Unit 3 Four operations (2) Wks , 4, 5, 6, 7,8 Power Maths 6A Unit 4 Fractions (1) + (2)	Wks 1, 2 Power Maths 6B Unit 7 Decimals Wks 3, 4 Power Maths 6B Unit 8 Percentages Wks 5, Power Maths 6B Unit 10 Measure – imperial and metric measures	Wks 1, 2 Power Maths 6B Unit 11 Measure – perimeter, area and volume Wks 3, 4 Power Maths 6B Unit 12 Ratio and proportion Wks 5, 6 Power Maths 6B Unit 9 Algebra	SATS focus practice.	Wks 1, 2, 3, 4, 5, 6, 7 Power Maths 6C Unit 14 Problem solving
Calculation	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.	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.	Extending 5MD-3 Pupils should also learn to use short multiplication to multiply decimal numbers by 1-digit numbers	Extending 5MD-3 Pupils should be able to multiply a whole number with up to 4 digits by a 2-digit whole number	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. Pupils should also learn to use short division to express remainders as a decimal fraction.	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).
SCIENCE Links:	Living things and their habitats Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.	Light Y6 content Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b use the idea that light travels	Electricity Y6 content 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	Animals including humans Y6 content 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	Evolution and inheritance Y6 content Sc6/2.3a recognise that living things have changed over time and that fossils	Post SATS catch up of any missed content

	<p>Initial assessment of knowledge followed by carousel activities. (1 week)</p> <p>To group animals according to their characteristics using branching diagrams. (1 week)</p> <p>To research the classification systems for animals and plants. (1 week)</p> <p>To plan and conduct a fair test into preferred habitat in the local environment. (1 week)</p> <p>To describe how micro-organisms, are classified and the uses of microorganisms in everyday life. (1 week)</p> <p>To write a newspaper report on a microorganism breakthrough. (1 week)</p> <p>To assess knowledge.</p> <p>Curriculum links: Sc6/2.1a describe how living things are</p>	<p>in straight lines to explain that objects 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>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>(PE- link)</p>	<p>provide information about living things that inhabited the 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. Living things and their habitats Y6 content Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	
--	--	--	--	---	--	--

	classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals					
ART AND DESIGN Links:	Lake District-water colour landscapes Developing ideas - Use sketchbooks to collect and record visual information from different sources. 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.	Making Egyptian Death Masks Drawing - Develop ideas using different or mixed media, using a sketchbook. Painting - 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. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and	Making Greek Vases 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 different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.	Volcano College Ar2/1.1 To create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting	No art this HT	No art this HT

	<p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting</p>	<p>sculpture with a range of materials</p>				
<p>COMPUTING Links:</p>	<p>No computing this HT</p>	<p>Unit 2.6 What makes an excellent film? Lit link- Anime 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>No computing this HT</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>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 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>DESIGN AND TECHNOLOGY Links:</p>	<p>No DT this half term.</p>	<p>No DT this half term.</p>	<p>Making Greek Vases</p> <p>DT2/1.4a Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Making model volcanoes</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</p> <p>DT2/1.4d Technological Knowledge apply their understanding of computing to programme, monitor and control their products</p>	<p>No DT this half term.</p>	<p>Food around the world</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 ingredients.</p>
<p>GEOGRAPHY Links:</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</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>Ge2/1.3a 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</p>	<p>No Geography this HT</p>	<p>Sustainability 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>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>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>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>countries and describe features studied</p>		
<p>HISTORY Links:</p>	<p>No history this HT</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 this HT</p>	<p>No history this HT</p>	<p>Post SATS catch-up of any missed content.</p>

MFL (KS2) Links:	<i>No French in HT1</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
PE Links:	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	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	PE2/1.1b Handball • 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	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 referee	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 referee	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 referee
RE Links:	Teachings, wisdom and authority. 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?		Religion, family and community. 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?		Belief in action in the world. 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?	

RSHE Links:	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?	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?	Community – Our communities. C6 What makes us feel we belong? C7 What does it mean to be British?	Community - Online safety. Os5 Analysing digital media (N1). Os6 Bias (N2). Os7 Echo chambers (N5). Os8 Does the internet make us happy? (L1)	Mental well-being – Understanding my feelings. M1 Does everyone have the same feelings? M2 Should we be happy all the time? 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?	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?
MUSIC Links:	No music this HT.	LO: To explore the meter of three. LO: To sing in three piece harmony. LO: To use instruments to accompany a song. LO: Exploring expressive singing in a part-song with echoes. LO: Developing song cycles for performance LO: Learning to sing major and minor note patterns accurately	LO: Feeling and moving to a three-beat pulse and revising rhythmic ostinato LO: Performing and improvising rhythmic and melodic ostinato LO: Singing in harmony LO: Learning about chords	LO: Singing a traditional Ghanaian song LO: Devising rhythmical actions to music LO: • Improvising descriptive music LO: Playing rhythm cycles LO: Combining rhythm cycles in a percussion piece	LO: Singing a song with expression and sustained notes LO: Singing in two-part harmony LO: Performing complex song rhythms confidently LO: Learning to play a melody with chordal accompaniment	No music this HT.
HALF TERM DRIVERS						
Experiential						