

YEAR OVERVIEW 2022 -23 for Year Group 6

Subject	HT1 (4 days + 6 weeks)	HT2 (7 weeks)	HT3 (3 days + 5 weeks)	HT4 (6 weeks)	HT5 (5 weeks+ 4 days)	HT6 (7 weeks)
English Writing: Links:	<p>Narrative story writing based on: Story opener- exploring an abandoned temple. (assessment)</p> <p>Action Narrative: Who Let the Gods Out! (Greek)</p> <p>Action extracts: Percy Jackson</p> <p>Descriptive Poetry: Greek mythical creatures</p> <p>W1. Select vocabulary carefully to help convey action W2. Select vocabulary effectively to reflect the appropriate level of formality W3. Select precise and subject-specific vocabulary W4. Use the correct form of all past tenses accurately</p> <p>S2. Add detail with expanded noun-phrases S3. Write sentences which are in the passive voice</p>	<p>Narrative: Hercules</p> <p>Non-Chron: Travel brochure</p> <p>Information text Egyptian Gods</p> <p>Explanation: Mummification</p> <p>W1. Select vocabulary carefully to help convey action W2. Select vocabulary effectively to reflect the appropriate level of formality W3. Select precise and subject-specific vocabulary W4. Use the correct form of all past tenses accurately</p> <p>T1. Integrate dialogue and action to clearly convey character T2. Use a range of adverbials which help the cohesion of my writing T3. Use a range of conjunctions which help the cohesion of my writing T5. Create a different atmosphere by careful choice of vocabulary T8. Interweave dialogue, action and description to advance the plot</p> <p>S1. Use modal verbs (could, should, might, may, shall) S2. Add detail with expanded noun-phrases S3. Write sentences which are in the passive voice S4. Write sentences which are in the subjunctive mood S5. Use brackets for parenthesis S7. Join dependent clauses using a colon or dash S8. Join independent clauses using a semi-colon</p>	<p>Narrative: Linked to film???</p> <p>Non-fiction: Newspaper report Linked to natural disaster.</p> <p>Diary entry: Survival story</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality W3. Select precise and subject-specific vocabulary</p> <p>S1. Use modal verbs (could, should, might, may, shall) S2. Add detail with expanded noun-phrases S4. Write sentences which are in the subjunctive mood S5. Use brackets for parenthesis S6. Use commas for clarity and meaning S7. Join dependent clauses using a colon or dash S8. Join independent clauses using a semi-colon</p> <p>T2. Use a range of adverbials which help the cohesion of my writing T3. Use a range of conjunctions which help the cohesion of my writing T4. Use a range of clause structures effectively</p> <p>Novel study Holes</p>	<p>Narrative: Science-fiction (Imaginary Communities)</p> <p>Explanation: Volcanoes and Earthquakes</p> <p>Poetry: Natural disasters</p> <p>W1. Select vocabulary carefully to help convey action W4. Use the correct form of all past tenses accurately</p> <p>S2. Add detail with expanded noun-phrases S3. Write sentences which are in the passive voice S5. Use brackets for parenthesis S6. Use commas for clarity and meaning S8. Join independent clauses using a semi-colon</p> <p>T1. Integrate dialogue and action to clearly convey character T2. Use a range of adverbials which help the cohesion of my writing T5. Create a different atmosphere by careful choice of vocabulary T4. Use a range of clause structures effectively T7. Use metaphors and personification to help create atmosphere T8. Interweave dialogue, action and description to advance the plot</p>	<p>Non-fiction: Discussion Linked to current affairs</p> <p>Formal Letter: Local Issue</p> <p>Non Chronological report- Lake District (Science links)</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality W3. Select precise and subject-specific vocabulary</p> <p>S1. Use modal verbs (could, should, might, may, shall) S4. Write sentences which are in the subjunctive mood S5. Use brackets for parenthesis S7. Join dependent clauses using a colon or dash</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing T4. Use a range of clause structures effectively T6. Vary the positions of clauses for effect</p> <p>Novel study Skellig</p>	<p>Play scripts: stop motion anime (Computing link- film)</p> <p>Fiction: Manga Comic</p> <p>Non-Chronological report: Japan</p> <p>W4. Use the correct form of all past tenses accurately</p> <p>S1. Use modal verbs (could, should, might, may, shall) S2. Add detail with expanded noun-phrases S5. Use brackets for parenthesis S6. Use commas for clarity and meaning</p> <p>T2. Use a range of adverbials which help the cohesion of my writing T4. Use a range of clause structures effectively T7. Use metaphors and personification to help create atmosphere T9. Vary the length of sentences for effect</p> <p>Novel study ??? Japanese Comic???</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>Novel study Percy Jackson and the Lightning Thief.</p>	<p>Novel study Percy Jackson and the Lightning Thief.</p>		<p>T9. Vary the length of sentences for effect</p> <p>Novel study Holes</p>		
<p>ENGLISH: Reading</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> <ol 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> <ol 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

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En6/2.2d distinguish between statements of fact and opinion

En6/2.2e retrieve, record and present information from non-fiction

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

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

En6/2.2h provide reasoned justifications for their views.

<p>MATHS Links:</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 through 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>
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<p>Calculation</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 Links:</p>		<p>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</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>Light Y6 content Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b use the idea that light travels 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</p>	<p>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</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</p>	<p>Evolution and inheritance Y6 content</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils 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>same shape as the objects that cast them</p>	<p>simple circuit in a diagram.</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 Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	
<p>ART AND DESIGN Links:</p>	<p>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.</p>	<p>Making Canopic jars 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.</p>	<p>No Art this half-term.</p>	<p>No Art this half-term.</p>	<p>Tsunami Artwork Developing ideas - Use sketchbooks to collect and record visual information from different sources. Drawing - Work in a sustained and independent way, over a number of sessions, to develop their own style of drawing.</p>	<p>Manga/Anime Artwork Developing ideas - Use sketchbooks to collect and record visual information from different sources. Drawing - Work in a sustained and independent way, over a number of sessions, to develop their own style of drawing. Painting - Work in a sustained and independent way to</p>

	<p>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.</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</p>	<p>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>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>	<p>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>
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	<p>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>COMPUTING Links:</p>			<p>Unit 4.6 How do I build complex physical systems? Examine example codes <i>Flowol, Python, Kodu or 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 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>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>DESIGN AND TECHNOLOGY Links:</p>	<p>No DT this term.</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.</p>		<p>Food around the world</p> <p>DT2/2.1a Cooking & Nutrition understand and apply the principles of a healthy and varied.</p> <p>DT2/2.1b Cooking</p>	<p>No DT this term.</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.</p>

		<p>DT2/1.4b Technological Knowledge understand and use mechanical systems in their products.</p> <p>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>& Nutrition prepare and cook savoury dishes using range of techniques.</p> <p>DT2/2.1c Cooking & Nutrition become competent in a range of cooking techniques.</p> <p>DT2/2.1c Cooking & Nutrition understand the source, seasonality and characteristics of a broad range of ingredients.</p>		<p>DT2/1.4b Technological Knowledge understand and use mechanical systems in their products.</p> <p>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>
GEOGRAPHY Links:	<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>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>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>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>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>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>HISTORY Links:</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>Ancient Civilizations (Japan)</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.</p>	
<p>MFL (KS2) Links:</p>	<p><i>No French in HT1</i> <i>As children settle in to new yr groups lessons shared across HT2,3,4,5&6</i></p>	<p>Lesson 1 Classroom instructions and opinions. Lesson 2 Sports and opinions. Lesson 3 Sports, opinions and sports clothing Lesson 4 Revise 'avoir'</p>	<p>Lesson 5 Revise 'avoir' with negative/ adjectival agreement Lesson 7 Weather Lesson 8 Describing the weather Lesson 9 Hobbies</p>	<p>Lesson 12 Poems Lesson 13 Baby Elephant story. Verb être Lesson 14 Numbers 1-31, sums Months and dates revision</p>	<p>Lesson 16 Schools subjects and French schools Lesson 17 Schools subjects, preferences 18 Tortoise birthday story, verb 'aller'</p>	<p>Lesson 22 Possessive adjectives Lesson 23 Prepositions Lesson 25 Pronunciation Lesson 26 Revision of 'aller' . Simple future</p>

			Lesson 10 Revise hobbies, pets		Lesson 19 Revise 'aller' Transport Lesson 21 Classroom items	
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 Rounders <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 	PE2/1.1b Football <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 	PE2/1.1b Tennis/Hockey <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 	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 activities can help their fitness, health and wellbeing Adapt their skills and understanding as they move from familiar to unfamiliar environments (local park)
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:	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: 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

	LO: Developing song cycles for performance LO: Learning to sing major and minor note patterns accurately					
HALF TERM DRIVERS						
Experiential						