













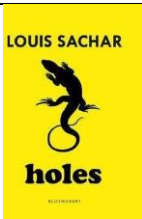
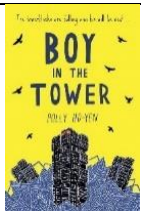


















































Year 6 Yearly Overview 2024/25

Year: 6 Teacher: Mrs Matteoni

	AUTUMN		SPRING		SUMMER	
Topic	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>
RE	KINGDOM OF GOD: In this topic the children will be introduced to the concept of the Kingdom of God. They will explore the concept of the Kingdom of God through some of the parables and miracles of Jesus and ways in which people respond to Jesus’ invitation to belong to his Kingdom. 	JUSTICE In this topic the children will learn what justice is and know that they are called to work for justice in the world. They will explore the concept through work on the prophet Elijah as well as more modern day Christians like Oscar Romero. In the latter part of the topic the children will explore the meaning of Advent and the customs associated with Advent and Christmas. 	EXPLORING THE MASS In this topic, the children will show knowledge and understanding of a range scripture passages that correspond to the scripture source used. Jn 6:1-14 Show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs. Show understand what happens at the offertory Be mindful of what happens at the consecration Make links that it is Jesus we receive in Holy Communion	JESUS THE MESSIAH In this topic the children will Deepen their understanding of Jesus Understand that Jesus is the Messiah know about the final journey that Jesus made to Jerusalem know about the events of Holy Thursday know about the crucifixion of Jesus deepen our understanding of the resurrection know about Holy week ceremonies in church 	THE TRANSFORMING SPIRIT In this topic children will learn What it is and was like to be a disciple. A range of religious beliefs The life and work of key figures in the history of the People of God What it means to belong to a church community Religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments Those actions of believers which arise as a consequence of their beliefs 	CALLED TO SERVE In this topic the children will learn that they are called to serve God by loving one another. They will reflect on their own calling to follow Jesus and explore how they can use their gifts in the service of God and other people. The children will learn about the Sacrament of Confirmation and how the gifts of the Holy Spirit are given through it. They will explore how Marriage and Holy Orders are ways through which people can serve God. OTHER FAITHS – Islam Beliefs, teaching and sources Celebration and ritual Social and moral practices and way of life 
English	Outsiders: narrative, character, recount (letter) Night of the Gargoyles/Mysteries Harris Burdick: Narrative Planetarium: NC report Grammar Cohesive devices, modal verbs, conjunction, subject, object 	Wisp (2 wks): Narrative. Persuasive speeches (3 wks): Persuasion Poetry (1 wk): Performance Warhorse- Micheal Morpurgo In Flanders Field by John McRae  Grammar Formal/informal speech, synonyms/antonyms, semi-colon.	Inform (3 weeks) Discussion (3 weeks)  Grammar Layout devices, use colon, use hyphen (man-eating shark), bullet points, active/passive 	Entertain (3 wks) Inform (2 wks) Poetry (1 wks) Grammar Repetition, conjunctions, bullet points, ellipsis 	Persuade (3 wks) Entertain (3 wks) Greek Myths by Ann Turnbull comprehensions Grammar Formal/informal speech, dialogue, formal/informal 	Discussion (2 wks) Poetry (2 weeks)  Explore (2 wks) Grammar Revisit key areas
Reciprocal Reading	Warhorse- Michael Morpurgo	Warhorse- Michael Morpurgo	Pig Heart Boy- Malorie Blackman	Pig Heart Boy- Malorie Blackman & Comprehension Assessment Practice	Skellig-David Amond & Comprehension Assessment Practice	Skellig-David Amond
Whole Class Reader						
Phonics/ Spelling	No Nonsense Spelling Y5/6 list ‘able/ible’ Adding suffixes to words ending ‘fer’	No Nonsense Spelling Y5/6 word list Homophones ‘ce/se’ ‘cious/tious’	No Nonsense Spelling Y5/6 word list I before e ant/ent sure/ture review suffixes silent letters Personal word lists	No Nonsense Spelling Y5/6 word list affixes ough rare combination 5/6 list homophones hyphens	No Nonsense Spelling Rare GPCs Y5/6 word lists apostrophes	No Nonsense Spelling Y5/6 word list ‘ent/ence/ency’ Homophones
Maths <small>(White Rose Planning)</small>	Block 1: Place Value Block 2: Four rules 	Block 3: Fractions Block 4: Position & direction	Block 1: Decimals Block 2: Percentages Block 3: Algebra	Block 4: Converting Units Block 5: Perimeter/Area/Volume Block 6: Ratio Block 7: Statistics	Block 1: Shape Block 2: SATs revision 	Block 4: Investigation and consolidation Block 5: Transition work 
Science	Animals including humans Animals Including Humans I can identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. I can describe the ways in which nutrients and water and transported within animals including humans. I can	Evolution and inheritance Recognise living things reproduce -Recognise that living things change over time -Identify how animals and plants adapt to suit environment 	Electricity To 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. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To	SCIENCE WEEK	Light Recognise that light appears to travel in straight lines. 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. Explain that we see things because light travels from light sources to our eyes or from	Living things and Habitats  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. Give reasons for classifying plants and animals based on specific characteristics..

	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		use recognised symbols when representing a simple circuit in a diagram.		light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
Geography	California - To study the location, characteristics and a range of human and physical features of a region in North America (California) Q- Would you like to live in California?  		Earth Matters Investigate issue of plastic pollution Locate countries on maps Describe key aspects of human geography including economic activity and trade links. Q- What can we do to help the Environment?			Paris Basin To study the location, characteristics and a range of human and physical features of a region in Europe (Paris basin) 'Paris is the best place to visit in France.'  
History		Ancient Greece - To study Greek life, achievements and their influence on the western world Q- What is the most important legacy of the ancient Greeks?  		Benin - To study a contrasting non-European society Q- Should the Benin bronzes be returned? ,   	Windrush	
Computing	WE ARE TOY MAKERS	WE ARE COMPUTATIONAL THINKERS	WE ARE CONNECTED	WE ARE ADVERTISERS	WE ARE AI DEVLEOPERS	SECONDARY READY COMPUTING SKILLS
Music	KAPOW Dynamics, Pitch and Tempo	Carol concerts	KAPOW Theme and Variations	KAPOW Baroque	KAPOW composing and performing leavers songs	Year 5/6 Play
Art/DT	D&T: Food seasonality Muffin using fruits- produce available Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.	ART: Express Yourself Key Skills- Drawing Focus Artist(s): Keith Haring, Picasso, Kandinsky, Munch, Chuck Close  		ART: Sculpting vases Key Skills 3D, printing Focus Artist(s): Paulo Ullian/Loreno Ratti, Lambert Rainville. Ronan & Erwin Bouroullec,	D&T: Mechanical systems- pullys or gears  Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Making Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. Technical knowledge and understanding Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project	DT- Dyson Process / Engineering Bo 

						
PE	<p>Tag Rugby  </p> <p>Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.</p> <p>Swimming</p> <p>Bring control and fluency to at least two recognised strokes. Implement good breathing techniques. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turns in isolation and during a stroke.</p>	<p>Dance  </p> <p>Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and expression.</p> <p>Basketball</p> <p>Apply aspects of fitness to the game, such as power and strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game.</p>	<p>Gymnastics  </p> <p>Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.</p> <p>Football</p> <p>Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drill for given skills.</p>	<p>OAA  </p> <p>Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas and amendments to games.</p> <p>Badminton</p> <p>Develop a wider range of shots, including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.</p>	<p>Athletics </p> <p>Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</p> <p>Rounders</p> <p>Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>Tennis  </p> <p>Develop backhand shorts. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.</p> <p>Cricket</p> <p>Apply cricket rules in a variety of system of games. Attempt a small range of recognised shots. Use a range of tactics and attacking and defending in the role of bowler, batter and fielder.</p>
PSHE	<p>JIGSAW PLANNING</p> <p>1. Being Me in My World</p> <p>  </p>	<p>JIGSAW PLANNING</p> <p>2. Celebrating Difference</p> <p>  </p>	<p>JIGSAW PLANNING</p> <p>3. Healthy me</p> <p>  </p>	<p>JIGSAW PLANNING</p> <p>4. Dreams & goals</p> <p>  </p>	<p>JIGSAW PLANNING</p> <p>5. Relationships</p> <p>  </p>	<p>JIGSAW PLANNING</p> <p>6. Changing Me/transition</p> <p>  </p>
RSE	<p>Created and Loved By God</p> <p>Calming the Storm</p> <p>LIFE TO THE FULL</p>	<p>Me, My Body, My Health</p> <p>LIFE TO THE FULL</p>	<p>Emotional Well Being</p> <p>LIFE TO THE FULL</p>	<p>Created to Love Others Personal Relationships/ Life Cycles</p> <p>LIFE TO THE FULL</p>	<p>Keeping Safe</p> <p>Life Cycles</p> <p>LIFE TO THE FULL</p>	<p>Created to Live in Community</p> <p>LIFE TO THE FULL</p>
Spanish	<p>1. Describing me and others</p>	<p>2. Saying what I and others have</p>	<p>3. Saying what I and others do</p>	<p>4. Saying where you are going and what is there</p>	<p>5. Saying what I and others do</p>	<p>6. Saying what I and others like and dislike doing</p>

