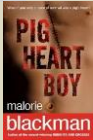
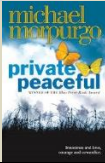
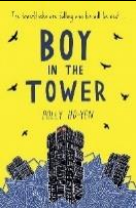
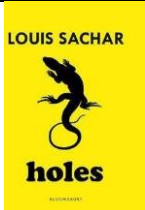


Year 6 Yearly Overview 2024/25

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	Creation and Covenant The second account of Creation is one of the best-known and frequently misunderstood passages of the Bible. To understand why this is, pupils should know something of the literary form of which it is an example. Aetiology (or etiology) is a form of literature common in the ancient world that uses a story to explain the cause of something or why things exist the way they do.	Prophecy and promise When exploring the stories of some of the prominent women in the Old Testament, pupils will need to understand the context in which the stories take place, historically and culturally.	Galilee to Jerusalem In the next three branches, pupils will study the gospel of St John. In this gospel, St John presents Jesus as the Messiah who reveals his kingdom through seven signs. In the Bible, the number seven indicates perfection.	Desert to Garden As the Church moves through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life.	To the Ends of the Earth Pupils will continue to journey with St John's gospel in this branch. Pupils started the year learning about the Fall and humanity's broken relationship with God. In this branch, they will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored.	Dialogue and encounter As pupils reach the end of the primary phase of their education, they should consider what dialogue means in action.
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	Pig Heart Boy 				Private peaceful 	
Whole Class Reader						
Phonics/ Spelling	Y5/6 list 'able/ible' Adding suffixes to words ending 'fer'	Y5/6 word list Homophones 'ce/se' 'cious/tious'	Y5/6 word list I before e ant/ent sure/ture review suffixes silent letters Personal word lists	Y5/6 word list affixes ough rare combination 5/6 list homophones hyphens	Rare GPCs Y5/6 word lists apostrophes	Y5/6 word list 'ent/ence/ency' Homophones

Maths <i>(White Rose Planning)</i>	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	<u>Animals including humans</u> 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 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		<u>Evolution and inheritance</u> Recognise living things reproduce -Recognise that living things change over time -Identify how animals and plants adapt to suit environment	<u>Electricity</u> 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 use recognised symbols when representing a simple circuit in a diagram.		SCIENCE WEEK	<u>Light</u> 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 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.	<u>Living things and Habitats</u> 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..
Geography	<u>California</u> - 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?			What factors influence where people live in the UK			Can I carry out an independent fieldwork enquiry	
History			How did the Ancient Greeks help to shape the Western world?			Should the Benin bronzes be returned?		What caused World War II and how did it change people’s lives?
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	To know that shading can make a 2D sketch look 3D. - To know that mark making can add texture to sketches by utilising different line thickness and size. - Lines to represent movement. - Shading to show light and shadow. - Use of a variety of different drawing techniques (hatching, cross hatching, circling, contour lines etc) can add interesting effects. <u>Key Artists: Frida Kahlo – self portraits</u>			Building and bonding Construct a piece of pottery. To know what 3 dimensional means. - To be familiar with clay artefacts. - To be aware of the properties of clay and how it can be manipulated. - To know that clay can dry out and how this affects how the artist uses it. - To know how to join clay pieces together using scratch and slip technique. - To know work with clay creates both visual and tactile effects. - To now tools can be used to create texture and patterns to portray moods. <u>Key Artists: Greek pots</u>			Capturing light in paint Create a painting in the style of Monet To understand the definition of Impressionism and the characteristics of impressionist art To know Monet’s artistic techniques Understand the role of light in impressionism <u>Key Artists: Monet</u>	

D&T		Mechanisms – pulleys and gears		Frame structures using CAD Designing, making and evaluating CAD structures to design a vehicle for a toy		Electrical systems- complex switches Designing, making and evaluating an alarm to protect a valuable artefact
PE	Tag Rugby 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. Swimming 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.	Dance Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and expression. Basketball 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.	Gymnastics Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. Leadership - OAA 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.	Health related exercise Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility Football Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.	Athletics Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. Cricket 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.	Tennis Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. Rounders 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.
PSHE	JIGSAW PLANNING 1. Being Me in My World	JIGSAW PLANNING 2. Celebrating Difference	JIGSAW PLANNING 3. Healthy me	JIGSAW PLANNING 4. Dreams & goals	JIGSAW PLANNING 5. Relationships	JIGSAW PLANNING 6. Changing Me/transition
RSE	Created and Loved By God Calming the Storm LIFE TO THE FULL	Me, My Body, My Health LIFE TO THE FULL	Emotional Well Being LIFE TO THE FULL	Created to Love Others Personal Relationships/ Life Cycles LIFE TO THE FULL	Keeping Safe Life Cycles LIFE TO THE FULL	Created to Live in Community LIFE TO THE FULL
Spanish	1. Describing me and others	2. Saying what I and others have	3. Saying what I and others do	4. Saying where you are going and what is there	5. Saying what I and others do	6. Saying what I and others like and dislike doing