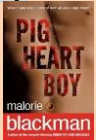
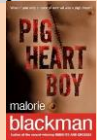
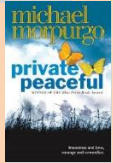
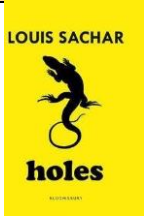
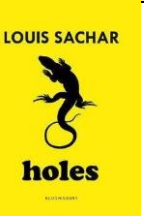
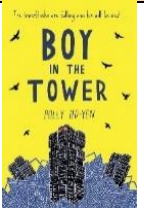


Year 6 Yearly Overview 2026/27

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 	Pig Heart Boy 	Reading comprehension	Reading comprehension	Private peaceful 	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>Why does population change?</u> 1. How is global population changing? 2. What are birth and death rates? 3. Why do people migrate? 4. How is climate change impacting the population? 5. How is population impacting our environment? Data collection 6. How is population impacting our environment? Findings		Where does energy come from? 1. Why is energy important? 2. What is renewable energy? 3. How does the Unites states generate energy? 4. How does the United Kingdom generate energy? 5. What is the best way to generate energy? 6. Where is the best place for solar panels on school grounds?		Can I carry out an independent fieldwork enquiry 1. Developing an enquiry question 2. Creating data collection methods 3. Mapping a route 4. Collecting the data 5. Analysing the data 6. Presenting the data	
History		Who should go on the £10 note? 1. Who features on banknotes and why? 2. Was Alfred the Great or Elizabeth I the more significant monarch? 3. How were Ellen Wilkinson and Betty Boothroyd historically significant? 4. Why is Mary Seacole historically significant? 5. Why are Lily Parr and Betty Snowball historically significant? 6. Who will be the face of the new £10 note?		What was the impact of WW2 on Great Britain? 1. Why did Britain go to war in 1935? 2. How did the battle of Britain affect the Royal air force? 3. What do sources tell us about the Blitz? 4. What was evacuation like? 5. Did World War two change women’s roles? 6. Why did some people migrate to Britain after WWII?		
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	Theme and Variations		KAPOW Baroque	KAPOW composing and performing leavers songs	Year 5/6 Play
ART		Express ideas 1. What is street art? 2. How do artists use one point perspective? 3. Scaling up 4. Planning street art		Artist study 1. David Hockney 2. Paul Rego- the dance 3. John Singer Sargent – the front line 4. Fiona Rae 5. Lubaina Himid		Memory boxes 1. Exploring self 2. 2. Relief sculptures 3. Memory museum 4. Memory sculpture 5. Complete and reflect

		5. Making a street art inspired piece 6. Every picture tells a story		6. Research and planning 7. Making art		
D&T	Bridges - To explore how to reinforce a beam to improve its strength - To build a spaghetti truss bridge - To measure mark out and cut materials to build a truss bridge - To complete, reinforce and evaluate my truss bridge		Automa toys			
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. 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. 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	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.	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 shorts. 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. 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.
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