Year 6 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Remembrance Poetry** Identify the audience for and purpose of writing. Note and develop initial ideas, drawing on reading and research. Enhance meaning through selecting appropriate grammar and vocabulary. **Informal letter** writing. **Evaluate and edit** by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense	**Procedural Writing** Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. **Script writing** Storyboards and Stop Motion Film. Extending the children's understanding of effective narrative writing by analysing and writing each of the five parts of a narrative text: opening, build-up, dilemma, events and	**Non-Fiction Text** They use evidence from the text to find answers and scanning for specific information. They learn to use grammatical, presentational and organisational features to affect the presentation of information. Students should also be able to plan, structure and organise their non-fiction writing (using bullet points and subheadings, for example) and develop their initial ideas by drawing on reading and research where appropriate. They will be able to evaluate and edit their work, proposing changes to make sure the	**Journal Writing** Students will complete the unit by sharing their historical journals with one another. They will conclude by discussing the value in understanding a time period through different historical viewpoints. To produce texts which are appropriate to task, reader and purpose **Grammar, Vocabulary and Punctuation:** National Curriculum Focus: Subject and Object Ambiguity Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause	**Journal Writing** They will conclude by discussing the value in understanding a time period through different historical viewpoints. Students will carefully select the kinds of sentences that will give the effect they want. They will use a variety of sentences. Students will choose the best words to match the subject of my writing Students will choose my words carefully and ambitiously so that their writing is precise and has an impact on the reader. **Grammar, Vocabulary and Punctuation:**	**Fiction Writing** Students will plan, organise and create their own graphic novels, organise and present whole texts effectively, sequencing and structuring information, ideas and events. They will write a variety of different stories and has become familiar with genre types, conventions and themes, they will begin to explore stories using more complex mediums. **Grammar, Vocabulary and Punctuation:** National Curriculum Focus: Verb Tenses Editing and Evaluating Parenthesis -

throughout a piece of writing Proof-read for spelling and punctuation errors. **Grammar, Vocabulary and Punctuation:** National Curriculum Focus: Noun Phrases Modal Verbs and Subjunctive Mood Suffixes - Nouns and Adjectives to Verbs Relative Clauses Commas A **Spelling:** Ambitious Synonyms: Adjectives Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency	resolution/ending and supporting the children in writing their own narrative. While analysing the text and participating in demonstration lessons the children will learn how to construct sentences and paragraphs to achieve the effects needed to interest the reader. **Grammar, Vocabulary and Punctuation:** National Curriculum Focus Pronouns & Possessive Pronouns Adverbs to Show Frequency Prefixes Colons in Lists Subordinating Conjunctions and Clauses **Spelling:** Words ending in -able Words ending in -able Words	meaning of what they have written is clear. **Grammar, Vocabulary and Punctuation:** National Curriculum Focus Synonyms and Antonyms Adverbs to Show Possibility Root Words Hyphens Coordinating Conjunctions **Spelling:** Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word	**Spelling:** Words with endings which sound like /shuhl/ after a vowel letter. Words with endings which sound like /shuhl/ after a consonant letter. Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning. Statutory Spelling Challenge Words **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	National Curriculum Focus: Direct and Reported Speech Active and Passive Semi-colons, Colons and Dashes to Mark Clauses Formal and Informal Speech and Vocabulary Layout Devices **Spelling:** Word families based on common words, showing how words are related in form and meaning. Words that can be nouns and verbs. Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to	Brackets, Commas and Dashes Formal and Informal Writing Cohesion Across Paragraphs **Spelling:** Synonyms & Antonyms **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.

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	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	ending in -ably Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes microor mini **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words **Handwriting:** Students will be learning to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.		use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.	

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Maths	**Students will be learning about** Number & Place Value Addition & Subtraction	**Students will be learning about:** Multiplication & Division	**Students will be learning about:** Fractions Decimals Percentages	**Students will be learning about:** working on Measurement Geometry Property of shape	**Students continue learning about:** Geometry Position and direction. Statistics	**Students will be learning about:** Ratio & Proportion. Algebra
Geography	**Time Zones / World Maps** Latitude and Longitude. The Arctic and Antarctic Circles. Time Zones. Map Projection. Maps of the World	**Investigating Environment** Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.	**North America** The Countries of North America. Environmental Regions of North America. Rivers in North America. Cities in North America. Comparison of The UK and a region of North America.	**Globalisation** What is globalisation? Economic Globalisation. Political Globalisation. Social Globalisation. Globalisation; a global force for good.	**On the move** Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK	**I am a Geographer** Posing questions, completing fieldwork and presenting a geographical investigation
History	**WWI** There were three main groups during WW1. They are countries that are central powers, allied powers and neutral countries/territories. Key battle locations from WW1: -The following locations were where key battles took place during WW1: Marne,	**Interwar Years** Children will discuss debate and examine historical documents that outline the conditions imposed upon Germany after World War 1 and how this contributed to Germany starting World War 2. Additionally, the actions of Britain and France as well as the	**Celebrating Classroom Countries and Cultures** Children will investigate the history, art, culture of their home countries and create a presentation to celebrate the various countries throughout the class.	**WWII** To identify the key events that led up to, and was part of, WW2 and place these on a timeline. Understanding the main human geographical areas of Britain targeted by German bombing and why they were targeted Understand the events of Exeter's	**Cold War** Chronologically following on from the 'World War II' unit, this unit will challenge the pupils to consider how the Cold War differed from other wars they have previously studied (such as World War I and World War II). The aftermath of the	**Outdoor Learning** Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and managing positive relationships between participants, and between

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	France Somme, France Gallipoli, Turkey Ypres, Belgium Vimy Ridge, France Germany after WW1 – Following the signing of the Treaty of Versailles - Germany had to relinquish some of its territory.	Great Depression in the inter-war era will be scrutinised to allow students to develop an understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern-day politics		Blitz and the effect on local residents. Show an understanding of why WW2 started and the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front – rationing, evacuation, black-outs, Dig for Victory, Anderson shelters. The role women in WW2 and the role of the land army. The life of an evacuee child. Discuss what we can learn from the events of WW2 – how can it help us to shape our future?	World War II changed the global balance of power, creating a polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two superpowers never directly engaged in combat (hot war). Before this unit, children have learned about North America (Year 6) and Eastern Europe (Year 4) in geography	participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.
Science	**Body Systems** Impact of Diet and Lifestyle. How diet affects the body.	**Living things and their Habitats** Classify living things using the Linnaean	**Evolution and Inheritance** Explore how both Charles Darwin and	**Light** How do we see shadows, reflection and refraction. How	**Electricity** Explain how our understanding of electricity has	**Electricity** Explain how our understanding of electricity has

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What food groups do we need? Explore the different vitamins and minerals that the body needs. Look at the definition of a drug and learn about the different types, from caffeine, painkillers and prescription drugs, to alcohol, nicotine and illegal drugs. They will explore the effects of these drugs on the body and touch on the subject of addiction. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment,	system. Match groups of animals to their characteristics. Classify creatures based on their characteristics. Design a creature that has a specific set of characteristics, using prompts. Describe the useful and harmful effects of different microorganisms. Identify the variables in an investigation into harmful microorganisms. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing	Alfred Wallace separately developed their theories of evolution. Examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution. Develop an understanding of the development of evolutionary ideas and theories over time. Explain how human evolution has occurred and compare modern humans with those of the same genus and family. Understand that adaptation and evolution is not a uniform process for all living things. Give examples of selective and crossbreeding. **Working Scientifically:**	light travels and how this enables us to see objects. Demonstrate knowledge by making and starring in their own television programme. Make a functioning periscope, finding out about mirrors and the angles of reflection and incidence. Learn about Isaac Newton and his theory of light and colour. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking	changed over time. Draw circuit diagrams using the correct symbols and label the voltage correctly. Decide which variables to control while planning an investigation. Decide how to report their findings. Make new predictions based on the previous results. Select an appropriate scientific enquiry. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking	changed over time. Draw circuit diagrams using the correct symbols and label the voltage correctly. Decide which variables to control while planning an investigation. Decide how to report their findings. Make new predictions based on the previous results. Select an appropriate scientific enquiry. **Working Scientifically:** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking

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with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support	accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions,	repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.

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	or refute ideas or arguments.	or refute ideas or arguments.	causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.			
ICT	**Internet Safety** Students explore how data is transferred over the internet. Look at how the internet facilitates online communication and collaboration, considering what should and should not be shared on the internet.	**Creating Media** To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief.	**Coding** To know that there are text-based programming languages such as Logo and Code.org. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Coding and creating a game.	**Computing systems and networks** (Cross with History) To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological	**Skills showcase.** Create their own website. To know what designing an electronic product involves. To know which programming software/ language is best to achieve a purpose. To know the building blocks of computational thinking e.g. sequence, selection, repetition, variables and inputs and outputs.	**Skills showcase.** Create their own website. To know what designing an electronic product involves. To know which programming software/ language is best to achieve a purpose. To know the building blocks of computational thinking e.g. sequence, selection, repetition, variables and inputs and outputs.

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				advances in computing. To understand what techniques are required to create a presentation using appropriate software.		

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