Year 6 Yearly Overview

English International School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**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	**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	**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	**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

Year 6 Yearly Overview

English International School

	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	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	the 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	**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	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	Parenthesis - 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.

Year 6 Yearly Overview

English International School

	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.	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.	and meaning 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.	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.	

Year 6 Yearly Overview

English International School

Maths	**Place Value** Understanding and working confidently with numbers up to at least 10,000,000. Reading, writing, ordering, and comparing large numbers. Recognising the value of each digit in large numbers (including decimals to three decimal places). Rounding numbers to the nearest 10, 100, 1,000, 10,000, and beyond. Using place value knowledge to solve complex problems, including negative numbers. **Addition** Adding multi-digit whole numbers efficiently, including	**Negative Numbers** Understanding and using negative numbers in context (temperature, money, elevation). Ordering and comparing positive and negative numbers on a number line. Calculating with negative numbers in addition, subtraction, multiplication, and division. Solving problems involving negative values and interpreting their meaning in real-life situations. **Fractions** Simplifying fractions and understanding equivalent fractions.	**Simplifying Fractions:** Reduce fractions to their simplest form by finding the greatest common divisor. **Comparing and Ordering Fractions:** Compare and order fractions with different denominators by finding common denominators or using equivalent fractions. **Operations with Fractions:** Add, subtract, multiply, and divide fractions, including mixed numbers and improper fractions, using formal methods and visual models. **Converting Fractions to Decimals and Percentages:** Convert between	**Algebra Using Simple Formulae:** Understand and apply simple formulae to solve problems, such as calculating area or perimeter using given formulas. **Generating and Describing Linear Number Sequences:** Identify, extend, and describe linear sequences by finding the rule governing the sequence (e.g., adding or subtracting a constant number). **Expressing Missing Number Problems Algebraically:** Translate word problems and missing number challenges into algebraic expressions or equations using	**Measurement Converting Between Miles and Kilometres:** Understand the relationship between miles and kilometres and convert accurately between these units of distance. **Calculating Perimeter, Area, and Volume:** Calculate the perimeter of various 2D shapes. Find the area of rectangles, triangles, parallelograms, and composite shapes. Calculate the volume of cubes and cuboids using appropriate formulas. **Using Formulae for Area:** Apply and use formulae to find the	**Properties of Shape Comparing and Classifying Geometric Shapes:** Identify, compare, and classify a variety of 2D shapes, including different types of triangles and quadrilaterals, based on their properties such as sides, angles, and symmetry. **Parts of Circles:** Recognise and accurately name parts of a circle, including the radius, diameter, and circumference. **Angles:** Understand and identify angles that meet at a point, lie on a straight line, or are vertically opposite. Calculate missing angles using these relationships.

Year 6 Yearly Overview

English International School

	those with more than four digits. Using formal written methods for addition (column method). Solving addition problems involving decimals and measures. Applying addition skills in word problems and real-life contexts. **Algebra** Understanding simple algebraic expressions and equations. Using letters to represent variables and unknowns. Simplifying expressions by collecting like terms. Solving one-step and two-step equations.	Comparing and ordering fractions, including mixed numbers and improper fractions. Adding and subtracting fractions with different denominators. Multiplying and dividing fractions by whole numbers. Converting between improper fractions and mixed numbers. Solving word problems involving fractions in various contexts. **Shape and Measurement (related to Shape)** Identifying and classifying 2D shapes	fractions, decimals, and percentages fluently. Understand the connections and equivalences between these forms. **Recall and Use Equivalences:** Memorise common equivalences (e.g., ½ = 0.5 = 50%) and apply them to solve problems. **Ratio and Proportion:** Understand and solve problems involving ratio and proportion, including scaling quantities up or down and comparing ratios in different contexts.	letters to represent unknowns. **Finding Pairs of Numbers that Satisfy Equations with Two Unknowns:** Explore equations with two variables, and identify pairs of values that make the equation true, building foundational skills for solving simultaneous equations.	area of triangles and parallelograms confidently. **Recognising and Solving Problems Involving Measurement Units:** Work with different units of mass, capacity, and time. Convert between units (e.g., grams and kilograms, millilitres and litres). Solve real-life problems involving these units, including interpreting time durations and intervals.	**3D Shapes and Nets:** Draw, construct, and visualise simple 3D shapes using their nets. Understand the relationship between 2D nets and 3D solids.

Year 6 Yearly Overview

English International School

	Recognising and using formulae. Identifying patterns and sequences and expressing rules algebraically. **Measures** Converting between different units of measurement (length, mass, volume, time). Understanding and using imperial and metric units. Calculating perimeter, area, and volume of shapes, including composite shapes. Solving problems involving measures in real-world contexts. Using timetables and interpreting time	and 3D solids based on properties. Understanding and using angles: measuring, estimating, and calculating missing angles in triangles, quadrilaterals, and other polygons. Calculating perimeter and area of regular and irregular shapes, including compound shapes. Understanding volume and calculating the volume of cubes and cuboids. Applying knowledge of shapes and measurements in practical contexts. **Division**				

Year 6 Yearly Overview

English International School

	durations, including 24-hour clock and time intervals. **Subtraction** Subtracting large numbers using efficient methods, including the formal written column subtraction. Subtracting decimals accurately. Solving multi-step subtraction problems. Applying subtraction skills in practical and problem-solving situations. **Multiplication**	Dividing large numbers using formal written methods (long division). Understanding and using division with remainders, interpreting the remainder in context. Dividing decimals by whole numbers. Solving multi-step problems involving division. Using division facts and strategies efficiently. **Fractions and Percentages** Understanding the relationship between fractions, decimals, and percentages.				

Year 6 Yearly Overview

English International School

	Multiplying large numbers using formal written methods (long multiplication). Multiplying decimals by whole numbers. Understanding and applying the distributive law in multiplication. Using multiplication facts and strategies to solve problems quickly. Solving word problems involving multiplication in various contexts.	Converting between fractions, decimals, and percentages. Finding percentages of amounts, including non-standard percentages. Solving problems involving percentages, such as discounts, increases, and decreases. Applying percentage knowledge in real-life and word problem contexts.				
Humanities	**WWI** There were three main groups during WW1. They are countries that are central powers, allied powers and neutral countries/territories.	**Trade and Economics** Learn how trade and money affect people's lives. We'll explore where products come from, why countries import and export goods,	**Global Citizenship** Investigate the history, art, culture of their home countries and create a presentation to celebrate the various	**Raging Rivers** Explore the journey of a river from source to mouth. We'll learn about river features such as meanders, waterfalls, and floodplains, and	**Indus Valley to Maya Civilisation** Explore how early civilisations developed and what life was like in the Indus Valley and the Maya civilisation.	**Outdoor Learning Our Changing World** Explore how our environment changes over time and the impact humans have on the natural world. We'll take part in

Year 6 Yearly Overview

English International School

	Key battle locations from WW1: -The following locations were where key battles took place during WW1: Marne, 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.	and the role of producers and consumers. We'll also look at fair trade, globalisation, and how trade choices can impact the environment. Understand how trade connects the world and be able to explain how economic decisions affect communities locally and globally.	countries throughout the class.	discover how rivers shape the land through erosion and deposition. We'll also study why rivers are important for people, how they have influenced settlements and trade, and the impact of flooding and river management. Understand how rivers change over time, their importance to humans and the environment, and how they connect to the wider water cycle.	We'll learn about their cities, farming, writing systems, beliefs, and inventions, and compare how these societies were similar and different. We'll also think about what these ancient civilisations can teach us about the world today. Understand the achievements of both the Indus Valley and the Maya, and be able to explain how their legacies still influence our lives.	outdoor investigations, observing plants, animals, and habitats, and record how they adapt to the seasons. We'll also consider environmental issues such as climate change, pollution, and sustainability, and think about how we can make a positive difference. Understand how the world around us is changing, both naturally and through human actions, and how we can help care for our planet.
Science	**Living things and their Habitats** Classify living things using the Linnaean system. Match groups of animals to their characteristics. Classify creatures	**Body Systems** Impact of Diet and Lifestyle. How diet affects the body. What food groups do we need? Explore the different vitamins and minerals that the	**Light** How do we see shadows, reflection and refraction. How light travels and how this enables us to see objects. Demonstrate knowledge by making	**Electricity** Explain how our understanding of electricity has changed over time. Draw circuit diagrams using the correct symbols and label the	**Evolution and Inheritance** Explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. Examine	**Scientists and Inventors** Learn about famous scientists and inventors linked to the Upper Key Stage 2 science curriculum. They will learn about

Year 6 Yearly Overview

English International School

	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 accuracy and precision, taking	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, with increasing accuracy and precision, taking	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 repeat readings when appropriate, recording data and results of increasing	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	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:** Planning different types of scientific enquiries to answer questions, including recognising and	the life and work of Stephen Hawking, and carry out an investigation into Hawking's theories on black holes. The children will learn about Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and classification of these creatures. Children will look at the effects of cholesterol on the heart and blood vessels in the footsteps of Marie Maynard Daly. Your children will find out about Alexander Fleming and his discovery of penicillin, and will interpret data in a scatter graph to come to a conclusion about

Year 6 Yearly Overview

English International School

	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.	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.	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, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as	the effects of penicillin. **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 repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter

Year 6 Yearly Overview

English International School

					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 Curricular 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 advances in computing. To understand what techniques are	**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.

Year 6 Yearly Overview

English International School

				required to create a presentation using appropriate software.		