Year 6 Overview

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Language Team** |
| English | **Poetry:** The Power of Imagery (2 weeks)**Texts:** *City Jungle by Pie Corbett* **Non-Fiction:** Biographies and Autobiographies(3 weeks): *Linked to Survival of the Fittest Topic (Bear Grylls)* | **Fiction:** Fiction genres(4-5 weeks)**Texts:***Short! by Kevin Crossley-Holland* **Short films:***Literacy Shed* **Poetry:**Finding a voice(1 week)**Texts:** *Poems by Pie Corbett*  | **Non-Fiction:**(Persuasion leading into) Arguments (3 weeks)**Texts:**Real-life stimulus **Fiction:**Short stories with flashbacks(3 weeks) **Texts:** *Kidnapped by Pie Corbett**Slog’s Dad by David Almond* **Short films:***Up and The Piano*  | **Non-fiction:** Journalistic writing(3 weeks)**Texts:***Tuesday by David Wiesner***Fiction:** Extending Narratives(2 weeks)**Texts:** *Just William by Richmal Crompton*  | **Non-Fiction:** Formal/impersonal writing(2 weeks)**Texts:**Real-life stimulus SPAG Revision(2-3 weeks) | **Fiction:**Extended Narrative Unit (4 weeks)**Texts:***Midnight Fox by Betsy Byars*  |
| French | En Classe | House and Home | Planning a Holiday |
| **STEM Team** |
| Maths | Place value, addition and subtraction,, statistics, multiplication and division, perimeter and area | Multiplication and division, fractions, decimal and percentages | Decimals, property of shapes, position and direction, converting units, volume  |
| Science | Classification | Healthy Bodies | Evolution and Inheritance | Light | Electrifying | The Titanics |
| Computing | We are Adventure Gamers | We are Computational Thinkers | We are Advertisers | We are Network Engineers | We are Travel Writers | We are Publishers |
| DT |  | Cooking and NutritionMexican Food |  | Structures | ElectronicsMotors |  |
| **Foundation Subjects Team 1** |
| History |  | The Mayan Civilisation |  | The Ancient Greeks |  | The Impact of War |
| Geography | South America – The Amazon |  | Global Warming and Climate Change |  | Our World in the Future  |  |
| **Foundation Subjects Team 2** |
| Art | Rainforests |  | Art to portray a message |  |  | Picasso - Wartime |
| Music |  | Pop Music and song writing |  | Elements of music - Fantasia |  | Indian Music |
| **Health and Wellbeing Team** |
| PE | Invasion GamesFrisbee(Sports UK)Circuits | GymnasticsNet & Wall Games(Volleyball) | DanceNet & Wall Games(Table Tennis) | Invasion Games(Basketball)Striking & Fielding(Cricket) | AthleticsOAA | Striking & Fielding (Softball)Invasion Games(TAG Rugby) |
| RE | Theme: Beliefs and PracticesKQ: What is the best way for a Muslim to show commitment to God? | Theme: ChristmasKQ: How significant is it that Mary was Jesus’ mother? | Theme: Beliefs and MeaningKQ: Is anything ever eternal? | Theme: EasterKQ: Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Theme: Beliefs and MoralsKQ: Does belief in Akhirah (life after death) help Muslim’s lead good lives? |
| PSHE | SREYou, Me, PSHEHealthy relationshipsRelationships SCARF resourcesLifesavers – Where does our money come from? | Keeping safe & managing risk You, Me, PSHEKeeping safe out and aboutPupils learn:•about feelings of being out and about in the local area with increasing independence•about recognising and responding to peer pressure •about the consequences of anti-social behaviour (including gangs and gang related behaviour)Living in the wider world SCARF resources Lifesavers – How does money make us feel? | Drug, alcohol & tobacco education You, Me, PSHEWeighing up riskPupils learn:•about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs •about assessing the level of risk in different situations involving drug use•about ways to manage risk in situations involving drug useHealth & Wellbeing – Keeping Safe SCARFLifesavers – What can we use our money? | Identity, society and equality You, Me, PSHEHuman rightsPupils learn:•about people who have moved to Islington from other places, (including the experience of refugees) •about human rights and the UN Convention on the Rights of the Child•about homelessnessLiving in the wider world – Rules, rights and responsibilities SCARFLifesavers – How can we look after our money? | Mental Health and emotional wellbeingYou, Me, PSHEHealthy mindsPupils learn:•what mental health is•about what can affect mental health and some ways of dealing with this•about some everyday ways to look after mental health•about the stigma and discrimination that can surround mental healthHealth & Wellbeing – Healthy lifestyles SCARFLifesavers – How can we look after our money? | SREYou, Me, PSHEPuberty / How a baby is madePupils learn:•about the changes that occur during puberty•to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact•what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships•about human reproduction in the context of the human lifecycle•how a baby is made and grows (conception and pregnancy)•about roles and responsibilities of carers and parents •to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need itHealth & Wellbeing SCARFSchool nurse visitsLifesavers – Keeping money safe |
| Educational Events and Visits | Blackhills CampResidential – Ing Hall |  |  |  |  | The Zone |