



Year 6 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs South America		Crime and Punishment		World War II	
Model Text	Alex Rider: Strombreaker	Once	Holes		Wonder	
Experience	Lincolnshire Showground: Construction	Pantomime Multi-Faith Visit: Sikhism	Galleries of Justice	Lincoln Castle	Bomber Command Centre Arts week workshops	Residential
Enrichment		Enterprise: My Business	STEM Week	Career Opportunities: Lincoln College	Arts Week	Health and wellbeing week Enterprise: Make £5 Blossom
Child Protection and Safeguarding	<p>Lanyard protocol in school</p> <p><u>Darker evenings</u></p> <p>Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween.</p> <p><u>Equality and Diversity</u></p> <p>Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety.</p> <p><u>Peer pressure</u></p> <p>Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks.</p> <p>Trusted adults - helping hands</p>		<p>Medical Safety- drugs</p> <p>First aid- basics</p> <p><u>Keeping Safe</u></p> <p>Building site safety; Railway safety; Road safety</p> <p><u>Peer pressure</u></p> <p>PANTS- NSPCC</p>		<p>Water safety</p> <p>Sun safety</p> <p>Street safety and peer pressure</p> <p>Transition</p> <p>Keeping hydrated</p> <p>Looking after ourselves over the summer holidays</p> <p>E-safety</p> <p>Being safe outside, stranger danger, road safety,</p> <p>Electrical Safety</p>	
Art and Design	<p><u>Collage</u></p> <p>Justify the materials they have chosen.</p> <p>Combine pattern, tone and shape.</p> <p>Safety when using tools and materials</p> <p><i>Talking Textiles, Bayeux tapestry- telling a story through a tapestry- use a variety of materials to create a story.</i></p> <p><i>Could be linked to English</i></p>	<p><u>Sculpture</u></p> <p>Safety when using tools and materials</p> <p>Create work which is open to interpretation by the audience.</p> <p>Include both visual and tactile elements in their work.</p> <p><i>Clay Monkeys - Frida Khalo</i></p> <p>Geography link</p> <p>Rubber picture- use a rubber softly and heavily to make light and dark tone marks to create a portrait/picture.</p> <p>Rembrandt. vs a drawn picture using charcoal/pencil etc make comparisons between different methods/ tones etc.</p>	<p><u>Painting</u></p> <p>Safety when using tools and materials</p> <p>Explain what their own style is.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p><i>Graffiti art - creating and painting with stencils- creating backgrounds- Banksy</i></p> <p>PSHE</p>		<p><u>Drawing</u></p> <p>Safety when using tools and materials</p> <p>Sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>They explain why they have combined different tools to create their drawings.</p> <p>They explain why they have chosen specific drawing techniques.</p> <p><i>L.S Lowry's WW2 paintings- children to base drawings on his style but creating line drawings.</i></p> <p><i>Field sketches</i></p> <p><i>History and Geography link</i></p>	<p><u>Printing (OPTIONAL)</u></p> <p>Safety when using tools and materials</p> <p>Overprint using different colours.</p> <p>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</p> <p><i>Japanese Art - Woodblock printing - Nishikawa Sukenoby 1671-1757 (uklyo-e style print) alternative can be used to wood e.g potato/root vegetables to be carved.</i></p>
Computing	<p><u>Researching</u></p> <p>E safety - staying safe</p> <p>To know how to stay safe whilst researching.</p> <p>To evaluate sources of information - are they reliable?</p> <p>To adapt search terms based on results.</p> <p>To understand how a computer network works.</p> <p>To know why you need to use technology securely.</p>	<p><u>Using a range of programmes</u></p> <p>To collect, analyse and evaluate data.</p> <p>To use a range of digital devices to combine different software and present data and information.</p>	<p><u>Digital content</u></p> <p>E-safety - cyberbullying</p> <p>Explore the full range of graphical techniques available in the school's art package</p> <p>Use a wide range of techniques in taking and manipulating photographs to suit a particular purpose within a wider project (use photos on iPads - preset filters)</p>		<p><u>Programming</u></p> <p>E-Safety - Gaming Escape from... History</p> <p><u>Other programs</u></p> <p>Swift Playgrounds, Kodu or Code Studio</p> <p>To understand several key algorithms that reflect computational thinking for sorting and searching.</p> <p>To apply programming skills in a real world context.</p>	

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Design Technology	<p><u>Planning focus: creating products for Christmas Fair - Linked to RE</u></p> <p>Safety when using tools and materials</p> <p>To use research and exploration to identify and understand user needs when designing a product.</p> <p>To develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.</p> <p>To select from and use specialist tools and techniques for a range of uses.</p> <p>To select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.</p> <p>To build complex frameworks using a range of materials to support mechanisms</p> <p>To test, evaluate and refine ideas and products against a specification.</p> <p>To justify decisions made during the design process.</p> <p><i>Mathematics - Linked to measurement</i></p> <p>Built on from Year 5- testing and evaluating during process</p>				<p><u>Evaluation/ Cooking Focus WW2 Food- rationing History link</u></p> <p>Safety when using tools and materials and safety and hygiene when cooking and preparing food</p> <p>To evaluate products and use of information sources throughout the process and use this to inform planning.</p> <p>To cook a variety of savoury dishes.</p> <p>To know what a healthy and varied diet is.</p> <p>Built on Autumn term- Children to make and evaluate.</p> <p>Built on from Year 5: Using research and own experience to inform planning. E.g.</p> <p>Modifying recipes</p> <p><i>Science: cooking</i></p> <p><i>English: writing</i></p>		
English and Reading	Alex Rider: Stormbreaker (Persuasive Letter and information text) Mary and Frankenstein (Story opener)	Wisp (Diary) Snowman's journey (Poetry)	Twilight (News report, alternative ending and balanced argument)	Poetry Week Holes (Setting description and non-chronological report)	Wonder (Character description, character viewpoint and epilogue) Letters from the Lighthouse (informal letter and setting description)	The Tower (Diary) Macbeth (Persuasive speech)	
French	<p><u>La Phonétique - Lesson 4</u></p> <p>Introduce the fourth set of phonics sounds/ phonemes in French. The sounds introduced in this lesson are: QU GNE Ç EN AN</p> <p>Habitats</p> <p><i>Tell somebody the key elements animals and plants need to survive in their habitat</i></p> <p><i>Tell somebody examples of the most common habitats for plants and animals and give a named example of these habitats</i></p> <p><i>Tell somebody which animals live in these different habitats</i></p> <p><i>Tell somebody which plants live in these different habitats</i></p> <p>Respect and tolerance of other cultures and languages.</p>		<p><u>At School</u></p> <p><i>Repeat and recognise the vocabulary for school subjects</i></p> <p><i>Say what subjects they like and dislike at school</i></p> <p><i>Say why they like/dislike certain school subjects</i></p> <p><i>Tell the time (on the hour)</i></p> <p><i>Say what time they study certain subjects at school</i></p> <p>Respect and tolerance of other cultures and languages.</p>		<p><u>Healthy Lifestyles</u></p> <p>Name and recognise ten foods and drinks that are considered good for your health</p> <p>Name and recognise ten foods and drinks that are considered bad for your health</p> <p>Say what activities they do to keep in shape during the week</p> <p>Say in general what they do to keep a healthy life-style</p> <p>Learn to make a healthy recipe</p>		<p><u>The Weekend</u></p> <p>Ask what the time is</p> <p>Tell the time accurately</p> <p>Learn how to say what they do at the weekend</p> <p>Learn to integrate conjunctions into their work</p> <p>Present an account of what they do and at what time at the weekend</p> <p>Respect and tolerance of other cultures and languages.</p>

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Geography	<p>To locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, and major cities. (Science)</p> <p>Know the meaning of latitude or longitude and the Equator.</p> <p>Know the meaning of the Tropics of Capricorn and Cancer.</p> <p>To understand the significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Know the meaning of Biomes and vegetation belts and the role they play in the regulation of the climate.</p> <p>Know about the causes and effects of climate change on the environment</p> <p>To describe and understand key aspects of: physical geography in South America, including: climate zones, biomes and vegetation belts, rivers, mountains. Human geography in South America, including: types of settlement and land use, economic activity including trade and the distribution of natural resources (logging in the rainforest)</p> <p>To use multiple sources of complex information to draw conclusions.</p>				<p><u>Out in the field</u></p> <p>Use maps, atlases, globes and digital/computer mapping and describe features studied</p> <p>To be able to use digital mapping software independently</p> <p>To combine area and point markers to illustrate a theme.</p> <p>To use maps at different scales to illustrate a story or issue.</p> <p>To use maps to research factual information about locations and features.</p> <p>To use linear and area measuring tools accurately.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, graphs, and digital technologies.</p> <p>Relate maps to vertical aerial photographs.</p> <p>To follow routes on maps saying what is seen.</p> <p>To use agreed Ordnance Survey symbols.</p> <p>To make sketch maps of an area using symbols and keys. - <i>Mathematics and ICT</i></p> <p>Safe use of fieldwork equipment <i>(History WW2 bomber command/airfields)</i></p>	
History			<p>Y6 crime and punishment (half a term around the Tudors and half around the Victorians):</p> <p>To know what the Tudors/Victorians believed about crime and punishment.</p> <p>To know how the legal system worked in Tudor/Victorian Britain..</p> <p>To know different punishment methods in the Tudor/Victorian period.</p> <p>To know what Tudor/Victorian prisons were like.</p> <p>To know key facts about Dick Turpin. <i>(Link to Y4 English - The Highwayman)</i></p> <p>To know what modern day prisons are like.</p> <p>To know how crime and punishment has changed in the city of Lincoln.</p> <p>Look at how human rights have changed through crime and punishment in history</p> <p>To compare events in world history to place on timeline.</p> <p>To use questions to understand significant events.</p> <p>To understand the methods of historical enquiry, including how it is used to make historical claims.</p> <p>To talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</p> <p>To identify significant events, make connections, draw contrast and analyse trends.</p> <p>To explain, in detail, how a particular historical figure left a legacy from two different points of view.</p>		<p>WW2 (local study)</p> <p>To know why WW2 began.</p> <p>To know the key countries involved.</p> <p>To know the key political figures involved in WW2.</p> <p>To know the dates of key events.</p> <p>To describe the roles of the armed forces.</p> <p>To know the impact that Hitler and the Nazi party had on others.</p> <p>To know how and why WW2 is commemorated (Lincoln Bomber Command Centre).</p> <p>To know the role of the Dambusters in WW2.</p> <p><i>(Link to Geography- why was Lincolnshire the bomber command? -field work, sketch maps, compass work and internet search.</i></p> <p>Political fallout, aftermath of war, discrimination against the Jewish community and the impact of this</p> <p>To compare events in world history to place on timeline.</p> <p>To use questions to understand significant events.</p> <p>To understand the methods of historical enquiry, including how it is used to make historical claims.</p> <p>To talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</p> <p>To identify significant events, make connections, draw contrast and analyse trends.</p> <p>To explain, in detail, how a particular historical figure left a legacy from two different points of view.</p>	

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Mathematics	Number - Place Value - Addition and Subtraction	Number- Fractions Geometry Position and Direction	Number-Decimals and Percentages Algebra	Measurement Converting Units Perimeter Area Volume Ratio	Statistics Geometry Properties of Shape	Consolidation and Projects
Music	World Unite: Step, Dance Performance	Journeys: Song, Cycle Performance	Growth: Street Dance	Roots: Mini musical performance	Class Awards: Award show performance	Moving on: Performance
Physical Education	Invasion Games - Football (Synergy) Invasion Games - Netball Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Invasion Games - Dodgeball (Synergy) Invasion Games - Tag rugby Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Dance (Synergy) Gymnastics Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Fitness (Synergy) Tennis Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	OAA (Synergy) <i>Geography</i> Striking and Fielding - Cricket Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Athletics (Synergy) Striking and Fielding - Rounders Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment
PSHE	<p><i>How can we keep healthy as we grow?</i> (Health and wellbeing)</p> <p>How mental and physical health are linked</p> <p>How positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>How to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> How to plan a healthy meal How to stay physically active <p>How to maintain good dental health, including oral hygiene, food and drink choices</p> <ul style="list-style-type: none"> How to benefit from and stay safe in the sun How and why to balance time spent online with other activities <p>How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>How to manage the influence of friends and family on health choices</p> <ul style="list-style-type: none"> That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one <p>How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <ul style="list-style-type: none"> That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on That anyone can experience mental ill-health and to discuss concerns with a trusted adult <p>That mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p>That FGM is illegal and goes against human rights; that they should tell someone</p>		<p><i>How can the media influence people? E-Safety</i></p> <p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented; strategies to recognise this</p> <ul style="list-style-type: none"> To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts To recognise unsafe or suspicious content online and what to do about it <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <ul style="list-style-type: none"> To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have To discuss and debate what influences people's decisions, taking into consideration different viewpoints 		<p>What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none"> To discuss and debate what influences people's decisions, taking into consideration different viewpoints That people have different kinds of relationships in their lives, including romantic or intimate relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another That adults can choose to be part of a committed relationship or not, including marriage or civil partnership That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime How puberty relates to growing from childhood to adulthood about the reproductive organs and process -How babies are conceived and born and how they need to be cared for That there are ways to prevent a baby being made How growing up and becoming more independent comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	

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	immediately if they are worried for themselves or someone else					
Religious Education	<p><u>Islam and Sikhism</u></p> <p>Tolerance and respect for people of all faiths and none</p> <p><i>How do teachings guide the way Muslims and Sikhs act in the world?</i></p> <p>Identify teachings from the Quran.</p> <p>Identify teachings from the Guru Granth Sahib.</p> <p>Know how Muslims and Sikhs act in the world.</p> <p>Understand how the teachings have affected their actions.</p>	<p><u>Islam and Sikhism</u></p> <p>How are beliefs expressed in practice?</p> <p>Identify significant Muslims - e.g. Mo Farah, Amir Khan, Yusuf Islam, Salma Yaqoob, Nadiya Hussain, Zayn Malik.</p> <p>Identify significant Sikhs - e.g. Preet Kaur Gill.</p> <p>Understand how Muslims express their beliefs.</p> <p>Understand how Sikhs express their belief.</p>	<p><u>Christianity and Judaism</u></p> <p><i>How does worship and celebration build a sense of community?</i></p> <p>Tolerance and respect for people of all faiths and none</p> <p>Identify and name Christian celebrations; what happens and why?</p> <p>Know how they are celebrated - i.e. festivals, big gatherings, in the home etc.</p> <p>Know why these celebrations are important.</p> <p>Understand the role these celebrations play in the lives of a Christian family.</p> <p>Understand the role these celebrations play in the community.</p> <p>Understand the importance of worshipping together.</p>	<p><u>Christianity and Judaism</u></p> <p><i>How might language within worship express belief?</i></p> <p>Identify different forms of language within worship e.g. psalms, liturgy, the Lord's Prayer, creeds.</p> <p>Understand how they express belief.</p>	<p><u>Buddhism and Hinduism</u></p> <p><i>How does worship and celebration build a sense of community?</i></p> <p>Tolerance and respect for people of all faiths and none</p> <p>Identify and name Hindu celebrations.</p> <p>Identify and name Buddhist celebrations.</p> <p>Know how they are celebrated - i.e. festivals, big gatherings, in the home etc.</p> <p>Know why these celebrations are important - focus on Holi, Raksha Bandhan, Vesak.</p> <p>Understand the role these celebrations play in the lives of a Hindu/Buddhist family.</p> <p>Understand the role these celebrations play in the community.</p>	<p><u>Buddhism and Hinduism</u></p> <p><i>Big Question - What is a good life?</i></p> <p>Identify acts that religious people may see as a good deed.</p> <p>Understand how the teachings in the holy books guide religious people in their way of life e.g. ten commandments</p> <p>Understand why living a good life is important to religious people.</p> <p>Identify ways that non-religious people live a good life.</p>
Science	<p><u>Evolution and inheritance</u></p> <p>Introduction to the idea that characteristics are passed from parents to offspring (consider breeds of dogs, and what happens when, for example, labradors crossed with poodles).</p> <p>Appreciate that variation in offspring over time can make animals more/less able to survive in particular environments (eg exploring how giraffes' necks got longer, or development of insulating fur on the arctic fox).</p> <p><i>Explore work of palaeontologists such as Mary Anning and how Charles Darwin and Alfred Wallace developed ideas on evolution. Note:</i> At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p><i>Recognise living things have changed over time and fossils provide information about living things that inhabited Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p>Identify how animals and plants are adapted to suit their environment in</p>	<p><u>Living things and their habitats</u></p> <p>Build on the learning about grouping living things in Year 4 by looking at the classification system in more detail.</p> <p>Introduction to the idea that broad groupings, such as microorganisms, plants and animals can be subdivided.</p> <p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</p> <p>Discuss reasons why living things are placed in one group and not another.</p> <p><i>Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i></p> <p>Use classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p><i>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</i></p>	<p><u>Light</u></p> <p>Safety when carrying out any practical investigations</p> <p>Work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>Investigate the relationship between light sources, objects and shadows by using shadow puppets. Extend their experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><i>Recognise that light appears to travel in straight lines</i></p> <p><i>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</i></p> <p><i>Explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i></p> <p>Use the idea that light travels in straight lines to explain why shadows have the</p>	<p><u>Animals, including humans</u></p> <p>Safety when carrying out any practical investigations</p> <p>Learn how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body.</p> <p>Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p><i>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><i>Describe the ways in which nutrients and water are transported within animals, including humans.</i></p> <p><i>Mathematics data handling</i></p>	<p><u>Electricity</u></p> <p>Learn how to represent a simple circuit in a diagram using recognised symbols. (Note: Pupils are expected to learn only about series circuits, not parallel circuits.)</p> <p>Safety when carrying out any practical investigations</p> <p>Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>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</i></p> <p><i>Use recognised symbols when representing a simple circuit in a diagram.</i></p>	

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	<p>different ways and that adaptation may lead to evolution.</p> <p><i>Mathematics data handling</i></p> <p><i>Keep study of plants and animals to South America (Galapagos Islands)</i></p> <p><i>Geography (UK v S America)</i></p>	<p><i>including microorganisms, plants and animals</i></p> <p><i>Give reasons for classifying plants and animals based on specific characteristics.</i></p>	<p>same shape as the objects that cast them.</p> <p><i>Mathematics data handling</i></p>			