

Learning Overview - Year 6 - 2022/23

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Darwin Discoveries	Frozen Worlds	Waterways to the World	I'm glad it wasn't me	Mysterious Myans	Keep an open mind
Trips / visitors	Stubbington Study Centre			Visitor who experienced WW2		
Hook and Outcome	<p>Hook Who was Charles Darwin ?</p> <p>Outcome Presentation to parents about their learning at Stubbington</p>	<p>Hook Video of Einaudi</p> <p>Outcome Make a persuasive podcast appealing to parents about global warming</p>	<p>Hook Picture of Southampton Now and Then</p> <p>Outcome News report using iMovie on the importance of Southampton waterways</p>	<p>Hook First hand story The Night the Clock Stopped</p> <p>Outcome WW2 Assembly to parents reciting own and published poetry</p>	<p>Hook Hot Chocolate Day</p> <p>Outcome Invite parents in for a game of Pok A Tok</p>	<p>Hook Experiment that goes with a BANG !</p> <p>Outcome Leavers assembly inspired by famous people and our aspirations for the future</p>
Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.					
	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books Reading books that structured in different ways and reading for different purposes Identifying and discussing different themes and conventions in and across a wide range of writing Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books - other cultures and traditions Identifying and discussing different themes and conventions in and across a wide range of writing Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying lay ideas 	<ul style="list-style-type: none"> Making comparisons within and across books Identifying and discussing different themes and conventions in and across a wide range of writing Identify how language structure and presentation contribute to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying lay 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books - traditional stories Identifying and discussing different themes and conventions in and across a wide range of writing Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas 	<ul style="list-style-type: none"> Making comparisons within and across books Increasing their familiarity with a wide range of books -myths legends and traditional stories. Identifying and discussing different themes and conventions in and across a wide range of writing Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying lay 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books - literary heritage Identifying and discussing different themes and conventions in and across a wide range of writing Learning a wider range of poetry by heart, preparing poems to read aloud and perform Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarise the main ideas drawn from more than one

	<ul style="list-style-type: none"> • Asking questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Retrieve, record and present information from non-fiction • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read • Provide reasoned justifications for their views 	<ul style="list-style-type: none"> • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Retrieve, record and present information from non-fiction • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read • Provide reasoned justifications for their views 	<p>details to support the main ideas</p> <ul style="list-style-type: none"> • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Discuss and evaluate how authors use language including figurative language considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read • Provide reasoned justifications for their views 	<ul style="list-style-type: none"> • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Learning a wider range of poetry by heart, preparing poems to read aloud and perform • Discuss and evaluate how authors use language including figurative language considering the impact on the reader • Retrieve, record and present information from non-fiction • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read • Provide reasoned justifications for their views 	<p>details to support the main ideas</p> <ul style="list-style-type: none"> • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Identify how language structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Recommend books that they have read to their peers giving reasons for choices • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read, including through formal presentations and debates • Provide reasoned justifications for their views 	<p>paragraph, identifying lay details to support the main ideas</p> <ul style="list-style-type: none"> • Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence • Predicting what might happen from details stated and implied • Discuss and evaluate how authors use language including figurative language considering the impact on the reader. • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books, building on their own and others' ideas • Explain their understanding of what they have read, including through formal presentations and debates • Provide reasoned justifications for their views
<p>Writing</p>	<p>Descriptive A= captain of the Beagle P= to inform about the Galapagos Island</p> <p>Writing/Atmospheric A= Syms' daughter P= to entertain the reader</p> <p>Non-Chronological report A= the world P= to inform the world</p> <p>Persuasion A= potential travellers to the Galapagos Island</p>	<p>Biography A= Year 5 pupils P= to describe the life of an explorer</p> <p>Persuasion A= everyone P= to persuade others to be more responsible</p> <p>Explanation A= Year 3 and 4 pupils P= to describe and compare</p> <p>Letter</p>	<p>Descriptive diary recount A= Cherry's family P= to tell them what happened to her</p> <p>Narrative- ending A= ourselves P= rewrite the ending to change the mood</p> <p>Non-chronological report A= people interested in immigration P= to inform them about</p>	<p>Narrative A= each other P= to entertain the reader</p> <p>Explanation A= a younger sibling P= to explain what evacuation is</p> <p>Letter A= Parents P= to let them know what it is like where they are</p> <p>Diary</p>	<p>Instructions A= SLT & Governors P= To instruct how to transform cacao to chocolate</p> <p>Descriptive Setting A= Victorian book of Mayans P= To describe the Mayan lifestyle to people from the past</p> <p>Narrative Dialogue in the style of Just So Stories A= Younger children</p>	<p>Non-chronological report (Marconi) A= Children in Year 6 P= Information for science collection</p> <p>Explanation A= Younger children P= To explain how a torch works</p> <p>Letter/Email A= Barry Marshall P= To thank him for the book</p>

	<p>P = persuading people to visit Diary A= themselves P= to reflect on Scientific findings</p>	<p>A= Scott's family P= to explain what happened Narrative A= each other P= to entertain the reader</p>	<p>immigration Balanced argument A= to the travellers P= to help make a decision to travel or not travel News article A= local people P= to inform them about pollution and their responsibility</p>	<p>A= themselves P= to reflect on own thoughts and feelings Poetry A= School and parents P= to entertain and perform</p>	<p>P= To explain how animals came to be Explanation/ Significance of Mayan Culture A=Book Publisher P= To write and sell a book about Mayans</p>	<p>and explain how it has inspired them Diary (Marie Curie) A= Self P= to reflect on scientific findings Narrative A= Year 5 P= to entertain Persuasion/Fleming A= Medical sceptics P= To persuade them of the benefits of antibiotics</p>
SPaG	<ul style="list-style-type: none"> Consolidate Year 5 SPaG Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs Use expanded noun phrases to convey complicated information concisely Use colons, semi-colons or dashes to mark boundaries between independent clauses Use of ellipsis Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs Use expanded noun phrases to convey complicated information concisely Use a colon to introduce a list Use hyphens to avoid ambiguity in writing Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Punctuate bullet points consistently Use colons, semi-colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs Use expanded noun phrases to convey complicated information concisely Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including subjunctive forms Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little] Use colons, semi-colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> Recap, revise and consolidate all KS2 SPaG and writing skills. 	
Maths	<p>Calculations - using structures</p> <p>Number and Place Value Numbers up to 10,000,000</p>	<p>Multiplication and Division Long Multiplication and Division Fractions</p>	<p>Measure Area and Perimeter/Position and Direction</p>	<p>Calculating using structures (2)</p> <p>Solving Problems with 2 unknowns</p>	<p>Statistics and the Mean/Position & Direction</p> <p>Calculation Revision Addition and Subtraction</p>	<p>Secondary Reading Programme Consolidation, investigation and</p>

	<p>Geometry Draw, compose and decompose shapes</p>	<p>Fractions & percentages Statistics</p>	<p>Addition and Subtraction Multiplication and Division Ratio and Proportion Fractions Fractions Revisited</p>	<p>Geometry 2D and 3D shapes/ Angles</p>	<p>Multiplication and Division Revision of all Concepts/Reasoning</p>	<p>preparation for KS3</p>
<p>Science</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> - To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Animals, including humans</p> <ul style="list-style-type: none"> - To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - To recognise the impact 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - To give reasons for classifying plants and animals based on specific characteristics 		<p>Light</p> <ul style="list-style-type: none"> - To recognise that light appears to travel in straight lines - To 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 - To 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 - To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 		<p>Electricity</p> <ul style="list-style-type: none"> - 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 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 use recognised symbols when representing a simple circuit in a diagram

	<p>of diet, exercise, drugs and lifestyle on the way their bodies function</p> <ul style="list-style-type: none"> - To describe the ways in which nutrients and water are transported within animals, including humans 					
Computing	<p><u>Computing systems and networks</u> Communication and collaboration Identifying and exploring how data is transferred and information is shared online.</p>	<p><u>Creating media</u> Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><u>Programming A</u> Variables in games Exploring variables when designing and coding a game.</p>	<p><u>Data and information</u> Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.</p>	<p><u>Creating media</u> 3D modelling Planning, developing, and evaluating 3D computer models of physical objects.</p>	<p><u>Programming B</u> Sensing Designing and coding a project that captures inputs from a physical device.</p>
Art	<p>Technique - Pencil drawing - To improve their mastery of art and design techniques as well as understand a variety of drawing medium eg pencils, ink, charcoal: pencil drawing - biological illustration. - Use Darwin's sketches and other naturalist illustrations as a base for our own work. - Final piece: Victorian anatomical drawing from field work.</p>	<p>Technique - digital art - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Famous Digital Artist Portrait artist Vitali Vin</p>		<p>Technique - Painting - To improve their mastery of art and design techniques, with a focus on subtle use of colour. - Pupils learn about great artists, architects and designers in history. - Paul Nash – WW1 artist - Final piece: interpretation of 'We are making a new world' - watercolour.</p>	<p>Techniques - sketching & Pastel - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	
DT		<p>Ice Breaker - To use research and develop design criteria to</p>		<p>Stuffed toy for WW2 - To generate, develop, model and communicate</p>	<p>Come Dine with Me - To understand and apply the principles of a</p>	<p>Steady Hand Game - To apply their understanding of</p>

		<p>inform the design of innovative, functional products</p> <ul style="list-style-type: none"> - To use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - To apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>healthy and varied diet</p> <ul style="list-style-type: none"> - To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>computing to program, monitor and control their products.</p>
History				<p>WW2</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Mayans</p> <ul style="list-style-type: none"> - A non-European society that provides contrasts with British history- Mayan Civilisation 	<p>Famous Inventors</p> <ul style="list-style-type: none"> - A study in how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

<p>Geography</p>	<p>Locational Knowledge Geographical skills and fieldwork</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Galapagos Islands (South America) Malta (Europe) Isle of Wight (UK)</p> <p>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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, plans and graphs, and digital technologies.</p>	<p>Locational Knowledge</p> <p>- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To study physical geography, including: climate zones, biomes and vegetation belts. To study human geography, including the distribution of natural resources including energy, food, minerals and water</p>	<p>Geographical skills and fieldwork</p> <p>- To study human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 and the wider world</p>	<p>Locational Knowledge</p> <p>- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- How Europe changed</p>		
<p>RHE</p>	<p><u>Family and Relationships</u></p> <ul style="list-style-type: none"> • Family • Friendships • Respectful relationships • Change and loss 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Health and Prevention • Physical health and wellbeing • Mental wellbeing 		<p><u>Safety and the Changing Body</u></p> <ul style="list-style-type: none"> • Being safe (including online) • Basic First Aid • Drugs, alcohol and tobacco • The changing adolescent body 		

Music	Hey Mr Miller - Swing music - Syncopation - Big band - Scat singing - Historical context WWII - Progression snapshot 1	Touch the Sky - Scottish music - 3-time - Folk instruments - Pentatonic scale - Touch the sky	Dona Nobis Pacem - 3-part round/ polyphonic texture), 3/4 time, church music in Latin, progression snapshot 2.	Ain't gonna let nobody - Civil rights movement - Spiritual, gospel, RnB, choral - Vocal improvisation - Chords C minor and G7	Ame sau vala tara bal - Raag Bhairavi, Musical instruments of India, Team folk orchestra winner - Tere Mohalle from Besharam - Easy bhangra dance - Candle light by G. Sidhu - Video	Nobody Knows - Songwriting - Chords - Writing lyrics on theme of 'leavers'
RE	Jesus: His teachings	Interpretation: The birth Narratives	Community Umma	Justice: Stories of justice	Stewardship: Stewardship creation	Symbol: Flights
PE	Invasion games	Creative learning	Net and wall games	Outdoor adventurous activities	Athletics	Strike and Field