Year 6- Overview 2021/2022

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|  | Autumn 1 | Autumn 2 PANTO | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | Fiction Genres and Explanation texts | Reports, Recounts and Poetry | Narrative workshop reviewing techniques- Discussion | Non-fiction texts - Persuassion | Study skills- ‘Take One’ book | Poetry-Debating |
| Maths | Place Value  Negative numbers  Rounding | Common factors, common multiples and primes, mental strategies | Fractions, Algebra  Perimeter , area | Statistics, shape, multi-plication, division strategies | Ration proportion, volume, measures | Constructing Pie Charts, Statistical Representations  Further Algebra  Financial Maths and Enterprise |
| Science | Animals including humans | Living things and their habitats | Electricity | Light | Evolution and Inheritance | |
| RE | **Buddhism**  Beliefs and practices  What does it mean to be a Buddhist?  **Sources of Wisdom**  Stories of Buddha  Symbols and actions What does it mean to be a Buddhist? | Christian concept:  **Incarnation**  Was Jesus the Messiah? | **Buddhism**  **Identify and belonging, Prayer worship and reflection Ultimate questions**  Eightfold Path  The teaching of Compassion. | Christian concept:  **Salvation**  What difference does the resurrection make for Christians? | **Human responsibility and values**  Religious plurality  **Justice and fairness**  Charity | Christian concept:  **Kingdom of God**  What kind of King is Jesus? |
| PE | Tag Rugby Basketball | HRE Dance Gym |  |  |  |  |
| Computing | 6.1-6.2 Purple Mash (plus 6.8) | | 6.3-6.4 Purple Mash | | 6.5-6.7 Purple Mash | |
| Art |  | Painting  Artist Link: Hockney, William Morris, Vermeer |  | 3D sculpture  Artist Link: Kinetic Sculpture, Nevelson, Michelangelo, Damien Hirst | Drawing  Artist Link: Durer, Hopper |  |
| Art Link |  | History- images through time |  | Geography our world | Science evolution  **Plus Batik Origami** |  |
| DT | Food Savoury cooking healthy menu design |  | Coding construction |  |  | Textiles- slippers |
| History | **Impact of War**  Did WW1 or WW11 have the biggest impact on our locality? |  |  | **The Ancient Greeks**  What did the Greeks do for us? |  | **The Mayan Civilisation**  Why should we remember the Maya? |
| Geography | What is life like in the Amazon? |  | Are we damaging our world? Global Warming and Climate Change | Are we damaging our world? | Our World in the future  How will our world look in the future. |  |
| Music |  |  |  |  |  |  |
| PSHE (Jigsaw) | Being me in my world | Celebrate difference | Dreams and goals | Healthy me | Relationships | Changing me |
| French | Verbs and Grammar | At School | The Weekend | Habitats (revisited yr 6 version) | Healthy Lifestyles | The Planets |
| Trips | Kingswood  1940 HOP  Geog study Mini police | Mini police | Leventhorpe books | Science dome | SATs May  Crucial | Stanbor  St Albans  Buddhist temple |
| Creative Curriculum | Allotment-growing Winter vegetables (History) growing food  Impact of War-Create Wreath for War Memorial Service at Church. (Nov) | Poems (English) look at the ones which children had to learn as part of the Victorian curriculum | Victorian Log Book (History)  Darwin Day (Whole school activity) | 1911 Census-carried out by previous Head Master, Mr Greengrass. Look at local population and how it has changed. | Thomas Rivers (Evolution) Charles Darwin, link to the orchard. | Scarecrow Festival Preparation-Brilliant Butterflies.  WW2: Log book with records of what happened during an air raid at the school.  Create Sampler linked to the one in the entrance of the school. |