

Year 6 Overview 2023 – 2024

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	<ul style="list-style-type: none"> <li>Narrative Ghost story– Thornhill</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction Persuasive Letter – Letter to Scrooge</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – The Journey</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction newspaper report – Goldilocks</li> </ul>	<ul style="list-style-type: none"> <li>Narrative traditional tale – Hansel and Gretel</li> <li>Poetry – Moth</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction speech – Greta</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Statutory word lists</li> <li>Words ending in able/ably, ible/ibly</li> <li>Suffixes 'fer'</li> <li>SATS practice</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word lists</li> <li>Homophones- ce/se</li> <li>Endings 'cious' or 'tious'</li> </ul>	<ul style="list-style-type: none"> <li>Words 'ough'</li> <li>Statutory word list</li> <li>Words ending 'cial' and 'tial'</li> <li>Words generated from prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Homophones</li> <li>Statutory word list</li> <li>Generating words from prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Statutory word lists</li> <li>Words ending 'ant', 'ancy' and 'ance'.</li> <li>Root words and meanings</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'ent', 'ence' and 'ency'.</li> <li>Statutory word lists</li> <li>Homophones</li> <li>Commonly misspelt</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition, subtraction, multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Position and direction</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Converting units</li> <li>Perimeter, area &amp; volume</li> <li>Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Properties of shape</li> </ul>	<ul style="list-style-type: none"> <li>Maths Project</li> </ul>
<b>Science</b>	Electricity	Electricity	Classification	Heart and circulatory systems	Light	Evolution and inheritance
<b>History</b>			When did we create the British Empire?			What impact did WW1 and WW2 have on Rochdale?
<b>Geography</b>	What are the main features of South America and Brazil in particular? (latitude/ longitude)				Why has Britain been an attractive place to live for many who were not born there? (consider immigration, Brexit and European Union)	
<b>Art</b>	<b>3D Sculpture</b> Create ceramic clay head sculpture – Christ the Redeemer as Stimulus			<b>Drawing</b> Using pencil – Rochdale – buildings/streets/fauna	<b>Painting/Printing – Acrylic/Oil</b> Create posters that capture the use of propaganda WW	

						posters associated with the war.
DT		<b>Mechanical systems</b> Complex electrical circuit Traffic lights	<b>Food</b> <i>Celebrating culture and seasonality (inc cooking and nutrition requirements for KS2)</i> Pasta dishes		<b>Textiles &amp; Structure</b> Camouflaged nomadic desert tent	
Music						
<b>Computing</b>	<b><u>Online Safety</u></b> 1. Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. • Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • Identify the benefits and risks of giving personal information and device access to different software. 2. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate	Computing: <b><u>Coding</u></b> <b>1 and 2.</b> • To review good planning skills. • To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. • To use variables within a game to keep track of the properties of objects. <b>3.</b> To use functions and understand why they are useful in 2Code. • To debug a program and organise the code into tabs. • To organise code into functions and Call functions to eliminate surplus code in the program <b>4.</b> To explore the options for getting text input from the user in 2Code. • How to include	Computing: <b><u>Text Adventures</u></b> <b>1.</b> To find out what a text adventure is. To plan a story adventure. <b>2.</b> To make a story-based adventure. <b>3.</b> To introduce map-based text adventures. <b>4.</b> To code a map-based text adventure	Computing: <b><u>Networks</u></b> <b>1.</b> To discover what the children know about the internet. <b>2.</b> To find out what a LAN and a WAN are. To find out how we access the internet in school. <b>3.</b> To research and find out about the age of the internet. To think about what the future might hold.  <b><u>Spreadsheets</u></b> <b>1.</b> To use a spreadsheet to investigate the probability of the results of throwing many dice. <b>2.</b> Use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale	Computing: <b><u>Quizzing</u></b> <b>1.</b> To create a picture-based quiz for young children. <b>2 and 3.</b> To learn how to use the question types within 2Quiz. <b>4.</b> To explore the grammar quizzes. <b>5.</b> To make a quiz that requires the player to search a database. <b>6.</b> Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.	Computing: <b><u>Binary</u></b> <b>1.</b> • Recognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • Understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. <b>2.</b> Recognising that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11 • Representing whole numbers in binary, for example counting in binary from zero to 15,

	<p>behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it.</p> <p><b>3.</b> To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.</p> <p><b><u>Blogging</u></b></p> <p><b>1.</b> To identify the purpose of writing a blog. To identify the features of successful blog writing.</p> <p><b>2.</b> To plan the theme and content for a blog.</p> <p><b>3.</b> To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog.</p> <p><b>4.</b> To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.</p>	<p>interactivity in programming</p> <p><b>5.</b> • To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled.</p> <p><b>6.</b> To explore how 2Code can be used to make a text-based adventure game.</p>		<p><b>3.</b> To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p> <p><b>4.</b> To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</p> <p>Computing:</p> <p><b><u>Networks</u></b></p> <p><b>1.</b> To discover what the children know about the internet.</p> <p><b>2.</b> To find out what a LAN and a WAN are. To find out how we access the internet in school.</p> <p><b>3.</b> To research and find out about the age of the internet. To think about what the future might hold.</p> <p><b><u>Spreadsheets</u></b></p> <p><b>1.</b> To use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p><b>2.</b> Use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale</p> <p><b>3.</b> To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p>		<p>or writing a friend's age in binary.</p> <p><b>3.</b> Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary. • Exploring how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms.</p> <p><b>4.</b> Representing the state of an object in a game as active or inactive using the respective binary values of 1 or 0</p>
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	5. To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.			4. To use a spreadsheet to plan a school charity day to maximise the money donated to charity.		
<b>PSHE</b>	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feas	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care – Connections	Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money
<b>RE</b> <b>Visit to the Cathedral</b>	<b>U2.3 What do religions say to us when life gets hard? (Believing)</b> Christians, Humanists and Muslims		<b>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Expressing)</b> Christians, Humanists and Muslims		<b>U2.7 What matters most to Christians and to Humanists? (Living)</b> Christians and Humanists	
<b>PE</b>	Tennis Basketball	Athletics Fitness	Gymnastics Volleyball	Tri Golf Dodgeball	Hockey Cricket	OAA Rounders