



## Year 6 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><b>To persuade:</b> Balanced Argument based on Evacuation</p> <p><b>To inform:</b> Poetry based on The Evacuation</p> <p><b>To entertain:</b> Diary entries based on the Blitz</p>	<p><b>To explain:</b> Explanation Text based on rationing</p> <p><b>To inform:</b> Informal letters based on Dunkirk</p>	<p><b>To inform:</b> Non-chronological Report on Benin</p> <p><b>To entertain:</b> Narrative writing (suspense stories)</p>	<p><b>To Inform:</b> Biography based on Nelson Mandela</p> <p><b>To Instruct:</b> Instructions- how to make a Moroccan Tangine</p> <p><b>To entertain:</b> Poetry (Haiku)</p>	<p>SPAG focus with applied writing Recount (Review)</p>	<p><b>To inform:</b> Recount (newspaper report)</p> <p><b>To entertain:</b> Poetry free verse</p>
<b>SPAG</b>	<p>Relative clauses Parenthesis Modal Verbs</p>	<p>Expanded Noun phrases Semi-colons, colons and dashes Bullet points Formal and informal writing</p>	<p>Active and Passive voice Subjunctive form Cohesive devices Semi-colons, colons and dashes</p>	<p>Tenses (perfect verb form) Hyphens Semi-colons, colons and dashes Cohesive devices Bullet points</p>	<p>SATS consolidation</p>	<p>Revision of all SPAG terminology</p>
<b>Assessment focus</b>	<p><b>To persuade:</b> Balanced Argument based on Evacuation</p> <p><b>To inform:</b> Poetry based on The Evacuation</p> <p><b>To entertain:</b> Diary entries based on the Blitz</p> <p><b>Using a wide range of clause structures, sometimes varying their positions</b></p>	<p><b>To explain:</b> Explanation Text based on rationing</p> <p><b>To inform:</b> Informal letters based on Dunkirk</p> <p><b>Using a wide range of clause structures, sometimes varying their positions</b></p> <p><b>Selecting</b></p>	<p><b>To inform:</b> Non-chronological Report on Benin</p> <p><b>To entertain:</b> Narrative writing (suspense stories)</p> <p><b>creating atmosphere, and integrating dialogue to convey character and advance the action</b></p>	<p><b>To Inform:</b> Biography based on Nelson Mandela</p> <p><b>To Instruct:</b> Instructions- how to make a Moroccan Tangine</p> <p><b>To entertain:</b> Poetry (Haiku)</p> <p><b>Selecting vocabulary and grammatical structures that reflect the level of formality</b></p>	<p>SPAG focus with applied writing Recount (Review)</p>	<p><b>To inform:</b> Recount (newspaper report)</p> <p><b>To entertain:</b> Poetry free verse</p> <p><b>Using a wide range of clause structures, sometimes varying their positions</b></p>

		vocabulary and grammatical structures that reflect the level of formality				
<b>Love to Read</b> <b>Fiction</b> <b>Non-Fiction</b> <b>Poetry</b>	Goodnight Mr Tom by Michelle Magorian Churchill: His Finest Hours by Alan MacDonald Poems of the Second World War selected by Gaby Morgan	Resist (Tom Palmer) Rationing in WW2 by Stewart Ross Where the Poppies Now Grow by Hilary Robinson	Journey to Jo'Burg by Beverley Naidoo Nelson Mandela Long Walk to Freedom by Chris Van Wyk Africa by Gankhanani Moffat Moyo	Wonder by R.J. Palacio Explore Benin by Izzi Howell The Laughter of Africa by Gankhanani Moffat Moyo	SATs practice tests	Holes by Louis Sachar (9-11) Crime and Punishment Through the Ages by Grant Bage The Raven – Edgar Allen Poe
<b>Maths</b>	Place Value, four operations	Fractions, position and direction	Decimals, percentages, algebra	Converting units, perimeter, area, volume.	Properties of shapes, problem solving	Investigations, statistics
<b>RE</b>	What does it mean for a Jewish person to follow God?	Was Jesus the Messiah?	What will make our city a more respectful place? Anti- racism RE	Was Jesus the Messiah? What difference does the resurrection make?	Why do some people believe in God and some don't?	Reflecting on their experiences in a C of E school
<b>Games &amp; PE</b>	FMS / SSS	SSS	FMS / SSS	FMS / SSS	SSS	SSS
	Dance	Dodgeball (Invasion Games)	Fitness	Dance	Tag-Ruby (invasion Game)	Rounder's (striking & Fielding)
	Golf (Striking)	Gymnastics	Volleyball (Net & Wall)	Athletics	OAA	Football (Invasion Games)
<b>Computing</b>	Bletchley Park	Big Data I	History of computers	Programming- Python	Online safety	Revisit skills which require more development
<b>Science</b>	Light	Electricity	Evolution and inheritance	Scientific Enquiry	Living things and their habitats (including micro-organisms)	Animals including humans

<b>Art</b>	<b>Painting:</b> Dot work painting <i>Yayoi Kusama</i>		<b>Drawing:</b> Pencil and oil pastel <i>Margaret Fountaine</i>		<b>Collage:</b> Landscapes <i>Megan Coyle</i>	
<b>DT</b>		<b>Electrical Systems:</b> Electrical Board Game		<b>Food:</b> Moroccan Tagine		<b>Frame Structures:</b> Playground Structures
<b>Geography</b>		WW2- UK comparison to a European country	Africa			Field work Map work
<b>History</b>	World War 2		Kingdom of Benin		Crime and Punishment	
<b>Music</b>	<b>Happy</b> Musical style: Pop/ Neo Soul		<b>A New Year Carol</b> Musical style: Gospel	<b>You've Got a Friend</b> Musical style: 70s Ballad/ Pop		<b>Production Songs</b>
<b>PSHCE</b>	Human rights	Healthy minds	Weighing up risk	Out and about	Healthy relationships/how a baby is made	
	E-safety	Anti-bullying				
<b>MFL (French)</b>	At School *phonics lesson 4		Weekend *phonics lesson 4		Vikings *phonics lesson 4	