

Year: 6		Miss L Purtill St James the Less Primary School			Yearly Overview 2020/21			
<u>Subject</u>	<u>Autumn Term</u>		<u>Spring Term</u>			<u>Summer Term</u>		
Topic:	<b>Battle of Britain</b> Remembrance Week Anti-Bullying Week Scientists (table names) Reading about Science Week Gandhi - civil rights and equality			<b>Ancient Greeks</b> World Faith Weeks Science Week E Safety Week Black History Day			<b>Stone Age to Iron Age</b> Walk to School Week My Money Week Art Week	
Diversity:	LGBT (Alan Turring)			Cultural and gender diversity (Investigating different cultures from around the world, different artists) World Faith Week			Gender and cultural (Olympic athletes)	
English	Novel based on a theme  Information text Hybrid	Flash back/time shift  Persuasion	Classic fiction  Poems with imagery	Classic Poetry  Narrative Poetry	Discussion  Science Fiction	Explanation text	Recount  Biography and Autobiography	Detective and Crime  Poems in Free Verse

Maths	Place value including decimals Mental and written addition Mental and written multiplication 2D and 3D shape Mental and written subtraction Mental and written division	Fractions, percentages, ratio and proportion Geometry - angles Statistics - pie charts Measurement - length inc perimeter and mass Measure - area and volume	Place value, sequences, coordinates 2D shape, coordinates, translation and reflection Measurement - temperatures and mean Calculating with fractions Mental and written division Mental and written multiplication	Mental and written subtraction Measurement - ratio and proportion, 2D and 3D shape, area, perimeter and volume of shapes Statistics - line graphs and pie charts	Place value - decimals and fractions Mental and written calculations Calculating fractions - ratio and proportion, coordinates - translation and reflection, algebra and sequences Measurement - length and time Statistics - mean	Measurement - mass, volume and capacity Mental and written calculations Fractions, place value and decimals, 2D and 3D shapes
Science	Light Recognise that light appears to travel in straight lines 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 Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to	Living things and their habitats 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 Give reasons for classifying plants and animals based on specific	Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and			

	<p>our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>characteristics.</p>	<p>water are transported within animals, including humans.</p> <p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Computing	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical</p>	<p>Select, use and combine a variety of software (including internet services) to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

	digital content	<p>systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
R.E	Domestic Church - Family Baptism and Confirmation - Belonging Advent/Christmas - Loving	Local Church - Community World Faith Eucharist - Relating Lent/Easter - Giving	Pentecost - Serving Reconciliation - inter-relating Universal Church - World
Geography	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>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>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of</p>	Name and locate counties and cities of the UK, geographical regions identifying human and physical characteristics , key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

		ordnance survey maps) to build their knowledge of the United Kingdom and the wider world	
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of Greek life and achievements and their influence on the western world.	Changes in Britain from the Stone Age to the Iron Age.
Art	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).	To create sketch books to record their observations and use them to review and revisit ideas.	To know about great artists, architects and designers in history.
DT	Food - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Understand and apply the principles of a healthy and varied diet.
Music	Develop an understanding of the history of music.	A study of Greek life and achievements and their influence on the western world.  Appreciate and understand a wide range of high-quality live and	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

		recorded music drawn from different traditions and from great composers and musicians.	
PHSE	<p>Year B Rights and Responsibilities (L3, L4, L5, L6, L11, L12)</p> <ul style="list-style-type: none"> <li>• <i>Anti-bullying Week (L8, R14, R18, H13, H14)</i></li> </ul> <p><i>Parliament Week (L1, L2, L9, L10, L17, L18)</i></p>	<p>Year B <i>Growing and Changing</i> <i>Feelings and Emotions</i></p>	<p>Year B Healthy Relationships (R2, R4, R5, R19, R6, R20, R7, R11, R12, R21, Money (My Money Week) (L16, L14, L13)</p>
PE	<p>Skiing Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Invasion Games Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p>	<p>Dance and Gymnastics Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance.</p>
MFL	Pupils will write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Pupils will understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.	Pupils will understand the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.