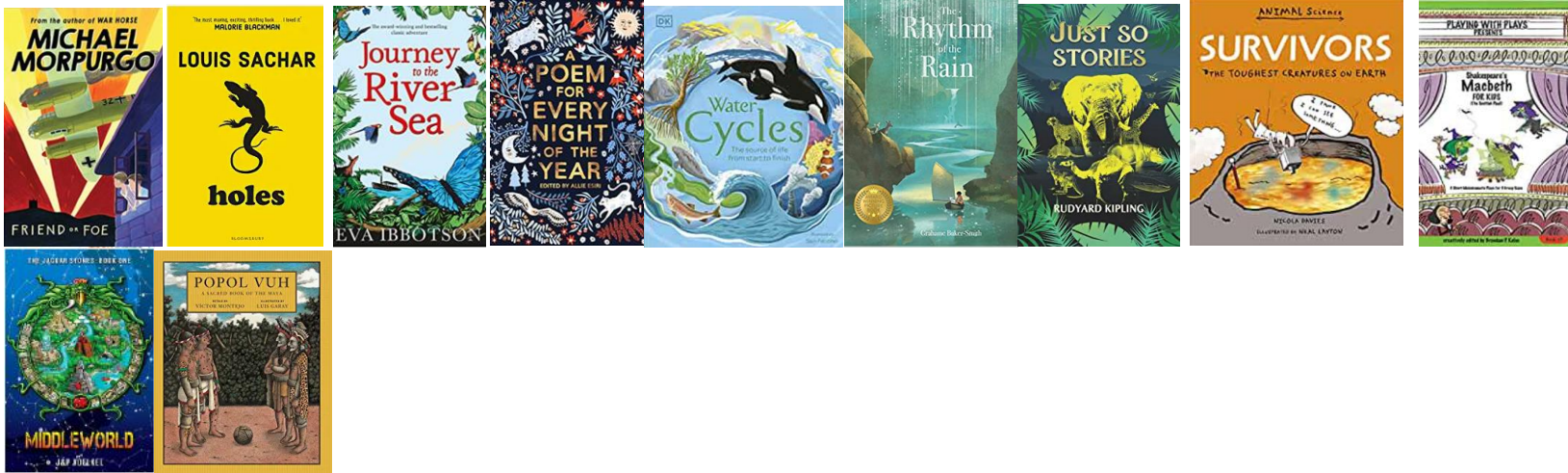




Topic	Autumn Term	Spring Term	Summer Term				
English Reading	<p style="text-align: center;">Y6 reading spine</p> <p style="text-align: center;">A selection of class texts shared across the year to inspire a love of reading and enrich children’s knowledge, writing and vocabulary</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>						
	<p>The following short texts/extracts are also studied</p>	<p style="text-align: center;">TERM 1</p> <p>Dragon Pearl, Yoon Ha Lee Memoir, Daniel Tammet The Instructions, Kate Wakeling Tamarind and the Star of Ishta, Jasbinder Bilan Cider With Rosie, Laurie Lee Seasons Poetry</p>	<p style="text-align: center;">TERM 2</p> <p>Journey to the City of Six Gates Graeme MacQueen Silly String Siphonophore www.dogonews.com The Lord of the Rings JRR Tolkien Queen Victoria’s Day Queen Victoria</p>	<p style="text-align: center;">TERM 3</p> <p>I Asked the River Valerie Bloom Theseus’s Adventures HA Guerber Interview with Leticia Marquez-Magana www.sciencenewsforstudents.org White Fang Jack London Macbeth William Shakespeare</p>	<p style="text-align: center;">TERM 4</p> <p>The Nowhere Emporium Ross MacKenzie Talking Turkeys!! Benjamin Zephaniah The Story of My Life Helen Keller Pig Heary Boy Malorie Blackman The Lost Diary of Snow White Boyd Brent</p>	<p style="text-align: center;">TERM 5</p> <p>The Yellow Train www.telegraph.co.uk Moonfleet J Meade Falkner British Conservationist Takes to the Skies www.guardian.com Mala Yousafzai www.biographyonline.net The Little White Horse Elizabeth Goudge</p>	<p style="text-align: center;">TERM 6</p> <p>The Yellow Train www.telegraph.co.uk Moonfleet J Meade Falkner British Conservationist Takes to the Skies www.guardian.com Mala Yousafzai www.biographyonline.net The Little White Horse Elizabeth Goudge</p>





Year 6 Overview

	<p>Reading teaching: A teaching programme focussing on class/group/individual: We prioritise reading and rereading aloud, teaching vocabulary in context and identification of genre structure and features and syntax Comprehension skills are taught and texts discussed in the context of the following areas of study:</p> <ul style="list-style-type: none"> • Retrieval • Inference • Vocabulary • Summary <p>In addition, pupils are taught to:</p> <ul style="list-style-type: none"> • Make links to other texts • Identify formal and informal registers • Identify significant SPaG features <p>Independent reading Independently chosen texts that are selected from Oxford levelled books, class book corners, the school library and home are enjoyed in silent reading sessions to further encourage a love of reading and improve text-based knowledge and skills</p>
<p>English Spoken language</p> <p>English Writing</p>	<p>‘Research indicates that there is a correlation between pupils’ spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils’ broader life outcomes.’ (DfE English research review, 2022)</p> <p>We therefore highly prioritise the teaching of spoken language in a cross curricular context.</p> <ul style="list-style-type: none"> • Teachers model spoken language across the Y6 curriculum • Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently • There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose • Frequent structured opportunities (.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills <p>In writing, pupils:</p> <ul style="list-style-type: none"> • Are routinely taught how to summarise information and write notes to deepen their subject knowledge • Draw on their wide cross curricular subject knowledge for a rich bank of content material • Genre knowledge and vocabulary is enriched through their class/group/individual reading texts, promoting writing confidence • Analyse genre-specific exemplification texts, ensuring familiarisation with genre features • Use the nc statutory required writing composition processes – plan, draft and write, evaluate and edit, proof-read for spelling and punctuation errors, and perform/read aloud their own compositions • Are taught, and learn how to routinely apply in their writing, the y6 level vocabulary, grammar and punctuation nc requirements





Year 6 Overview

English Writing genres	Genres studied across the 6 terms include:	Reports – scientific investigations Explanation – digestive system	Narrative - warning Diary- WW2 evacuee Poetry – free verse Journalistic	Non-chronological – Death Valley Haikus – rivers	Balanced argument - global Cinquains – global	Persuasive – adaptive feature based Narrative – Just so/Lion and Mouse Setting description - rainforest	Biography – Mary Anning Diary extract – Just so/Lion and Mouse character	
English Spelling	Y6 termly overview for spellings:	Spelling	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary : Twinkl Y6 1A	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary: Twinkl Y6 1B	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary: Twinkl Y6 2A	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary: Twinkl Y6 2B	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary : Twinkl Y6 3A	Statutory Y5&6 word lists displayed and referenced across lessons Weekly spellings that include higher level vocabulary : Twinkl Y6 3B
English Punctuation and grammar	Y6 termly overview for punctuation and grammar:	Punctuation and grammar	Speech layout and punctuation, modal verbs, Inverted commas, commas, semi-colons, colons, brackets, dashes, ellipses, apostrophes	Nouns, adjectives, verbs, adverbs, synonyms, antonyms, determiners, pronouns, phrases, clauses, conjunctions, tenses	Adverbials to link ideas Revision of past and present tense; present and past progressive; the perfect form,	Revision of subject and object; passive and active voice, commas to avoid ambiguity and for extra information, hyphens	Revision	Further consolidation
Maths	<p>All units involve:</p> <ul style="list-style-type: none"> Performing mental calculations, including with mixed operations and large numbers Using and applying mathematical learning across a range of appropriate problem solving and reasoning contexts (within maths itself but also in real-life scenarios) Rounding and estimation to approximate/check calculations <p>Daily arithmetic practice Once units 1-6 have been taught, daily arithmetic practice is introduced to maintain fluency</p>							





Units

Number and place value $\leq 10,000,000$ and ≥ 0.001

- Read, write, order and compare numbers and determine the value of each digit
- Round any number to a required degree of accuracy
- Multiply and divide numbers by 10, 100 and 1000
- Round to specified degree of accuracy

Addition and subtraction

- Perform mental calculations, including with mixed operations and large numbers

Multiplication and division

- Multiply/divide multi-digit numbers up to 4 digits by a two-digit whole number using formal written methods of long multiplication and long/short division
- Interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Identify common factors, common multiples and prime numbers
- Recognise and use square numbers and cube numbers, understanding: notation $()^2$, $()^3$ and square root and cube root

Negative numbers

- Use negative numbers in context, and calculate intervals across zero

4 operations

- Solve problems the 4 operations
- Use knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS)

Fractions (including decimal fractions and percentages)

- Compare and order fractions, including fractions >1
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$)
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$), multiply a mixed number by a whole number
- Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)

Ratio and proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples





Measurement 1

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres

Measurement 2

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [e.g. Mm³ and km³].
- Recognise when it is possible to use formulae for area and volume of shapes

Properties of shapes

- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Draw 2-d shapes using given dimensions and angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise, describe and build simple 3-d shapes, including making nets

Geometry: position and direction

- Describe positions on the 4-quadrant coordinate grid
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

Algebra

- Express missing number problems algebraically
- Use simple formulae
- Generate and describe linear number sequences algebraically
- Find pairs of numbers that satisfy number sentences involving two unknowns
- Enumerate all possibilities of combinations of two variables





Science

Animals, including humans

- Name parts of the human circulatory system- identifying the heart, blood vessels and how water travels around the body
- Understand the impact that diet, exercise and drugs have on the body's functions
- Describe the ways in which nutrients and water are transported within animals, including humans

Light

- Recognise how light travels 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 our eyes
- Start to experiment with shadow and reflection
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Understand that light is made of a range of colours
- Learn about the discoveries of Isaac Newton

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- Use recognised symbols when representing a simple circuit in a diagram

Living Things and their habitats

- Classifying living things into groups- understanding the features of these different animal groups
- Recognising the differences between vertebrates and invertebrate
- Learn about Carl Linnaeus and his influence on science
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.





- Give reasons for classifying plants and animals based on specific characteristics

Evolution

- Understand the significance of fossils and what they tell us
- Learn about the discoveries of Mary Anning
- Learn about evolution using scientific evidence to understand
- Develop an understanding of inheritance and offspring
- Carry out research into Charles Darwin to start to understand the theory of natural selection

<p>Art Artist Link Key Skills Tools & Materials Inspiration</p>	<p>Drawing: Stephen Wiltshire Single Point Perspective Fine Liner Pens English Town</p>	<p>Colour: LS Lowry Subtle Colour Mixing Watercolour Paints, Fine Liner Pens Reading Town Centre</p>	<p>Mixed Media: Carol Nelson Layering Materials Paint, Textured Materials Trees and Forests</p>	<p>Pattern: Julia Trembiki Random Pattern Paint, Marker Pens Me, Myself and I</p>	<p>Printing: Bianca McCarthy Collage with Relief Printing Polystyrene, Printing Ink Faces</p>	<p>Sculpture: Courtney Mattison Clay Tiles Clay, Clay Tools, Sponges, Shells The Great Barrier Reef</p>
	<p>The children will continue to develop their understanding of perspective by looking at the work of Stephen Wiltshire, who studies towns and cities. They will have the opportunity to work with fine liner pens to add detail and depth to their work by adding texture and shading through mark making. Children will peer and self-evaluate their artwork.</p>	<p>Over the term the children will be studying artist, Lowry, and developing an understanding of perspective drawings. As well as this they will begin to learn about subtle colour mixing and how to create skins tones. They will be working with watercolour paints and fine liner pens to create piece showcasing streets in Reading.</p>	<p>This term the children will be creating collages inspired by forests and trees. Following the techniques of artist, Carol Nelson, the children will use different materials such as, cardboard, bubble wrap, cotton wool etc, to add texture to their piece before painting over the materials to show depth and detail.</p>	<p>This term the children will be looking at random pattern and doodles. They will be creating very personalised pieces of artwork that reflects themselves and their personalities. They will take inspiration from the work of Julia Trembiki while using paints and marker pens to create their artwork. The children will share their artwork with their peers.</p>	<p>The children will be looking at artist, Bianca McCarthy. They use their knowledge of relief printing to create a stamp or block to use for a repeated pattern print. They will then collage a face on top of their printed background in the style of McCarthy. The children will have the opportunity to evaluate their work and reflect on the work of their peers.</p>	<p>This term the children will be looking at artist Courtney Mattison. They will be using appropriate clay tools to produce a clay tile with a snippet of the great barrier reef. The children will take time to investigate the habitat and identify which animals and plants reside in the area.</p>





Happy together. Achieving together.

Year 6 Overview



<p>Design and technology</p>	<p>Topic: Architecture Project: Bridges</p> <p>With confidence the children will design annotated cross-sectional designs for a bridge. They will choose from various materials to ensure that they can build a sturdy and stiff bridge which can hold some form of weight. They will continuously test the durability of their product before evaluating the strengths and weaknesses of their design.</p>	<p>Topic: Mechanisms Project: Fair Ground</p> <p>The children will create annotated cross-sectional drawings to design and make a Ferris wheel. The children will have the opportunity to work with wooden dowels and lolly sticks to build their spinning mechanisms which continuously testing the durability and stability of their products. They will evaluate their work through discussions and written evaluations.</p>	<p>Topic: Structure Project: Tents</p> <p>The children will have the opportunity to design and make a tent that is durable. They will create annotated sketches and use their knowledge of nets to cut, score, fold and join the panels of their tents accurately. Finally, the children will consider the success of their product and whether it is durable and successfully joined using appropriate adhesive materials.</p>	<p>Topic: Structure Project: Tents</p>	<p>Topic: Textiles Project: Hats</p> <p>With confidence in their sewing skills, children will explore alternative types of stitches to join recycled fabrics together and create hats for personal use. The children will have the opportunity to develop their skills in using fabric scissors. They will evaluate their work and consider whether it is fit to be used and whether the stitching is sturdy enough.</p>	<p>Topic: Cooking Project: Blueberry Muffins</p> <p>The children will design a recipe to show how to make muffins. They will have the opportunity to work in a wider context and follow a recipe and make Blueberry and Cinnamon Muffins while developing the appropriate kitchen skills. They will evaluate and consider how they would change the recipe to improve the food they have made.</p>
<p>Design and technology: Nutritional learning</p>	<p>Healthy Eating As part of healthy eating, children will understand that they need nutrients, fibre, and water to be healthy and energy is provided by these things name the basic functions of each nutrient found in each food group. They will also know that all food and drinks provide nutrients and that they usually contain a main nutrient and small amounts of other nutrients and that the amount of energy and nutrients provided by food depends on the portion size. Children will also discuss how some foods are not digested which</p>	<p>Consumer Awareness As part of understanding consumer awareness and implementing it within day-to-day life, children will begin to understand some of the ethical dilemmas associated with the food people choose to buy. For example, sustainable food sources (fair trade). They will use information on food labels to inform choices for a balanced meal and consider social influences on the food we choose to eat (peer pressure and ethical choices).</p>	<p>Food and Farming In Year 6, children will learn about Free Range Farming. They will find out about free range ingredients where they are produced, discuss the importance of free-range farming and how you can identify free range eggs and produce. Children will understand food availability and explain how foods can be imported and exported to and from the UK. They will be able to give examples of foods that grow in different climates outside of the UK (wider world – tropical climates).</p>	<p>Recipes, Ingredients and Tasting Children will recognise and name more complex ingredients and suggest the different ways they can be prepared and eaten. They will be able to adapt and refine recipes by adding or substituting ingredients to improve the nutritional balance/cater for an allergy. The children will taste and describe ingredients using a range of food descriptors relating to flavour, texture, and appearance.</p>	<p>Food Safety and Hygiene Children will know and identify best before date marks on food and explain the importance of them. They will describe what can happen when people consume foods that have decomposed or perished. The children will demonstrate good food safety practices when getting ready to store, prepare and cook food. They will know and follow, food safety rules.</p>	<p>Planning for Healthy Cooking and Evaluation The children will design a recipe to show how to make a muffin and include how the ingredients are used together to make a balanced meal with some nutritional information. They will work in a wider context and follow a recipe and make a dish with some guidance (Blueberry and Cinnamon Muffins) while developing the appropriate kitchen skills. They will demonstrate how to prepare and cook safely and hygienically and use a heat source with guidance. They will evaluate their dish against their own</p>





	provide fibre to support the digestive system.					criteria and consider the views of others on how to improve.			
Computing	<ul style="list-style-type: none"> • Learn about e-safety and its importance. • Code using packages such as Scratch, and understanding algorithms. • Use variables to increase programming possibilities and use logical reasoning to detect and debug mistakes in a program. • Find out about and describe different parts of the internet. • Record and present data in an appropriate way. • Chose/combine a variety of software to accomplish given goals (linked to topic work) • Understand the opportunities computer networks offer for collaboration - create blogs/forums and wikis on Learning Platform. Understand their usefulness in supporting learning • Evaluate digital content– e.g. discuss spoof websites and compare with genuine sites/evaluate accuracy of information, discuss Wikipedia 								
MFL: Spanish	<p>Y6 termly overview for the Spanish units taught:</p> <table border="1" data-bbox="781 651 2018 1315"> <tr> <td data-bbox="781 651 1207 995"> <p>Unit 1 <i>Así soy yo.</i> Introducing and describing yourself Saying your age Months of the year Saying the month of your birthday Saying your name, age and birthday</p> <p>Unit 2 <i>¿Dónde vives?</i> Saying your nationality Saying which <u>country</u> you live in and which language you speak Saying which <u>language</u> you don't speak, which country you don't live in and which nationality you aren't Saying where you live, your nationality and which language you speak</p> </td> <td data-bbox="1207 651 1632 995"> <p>Unit 4 Me visto Unit 4 Naming items of clothing Describing clothes using colours Describing clothes with colours, sizes and styles Saying clothes that you have and using a conjunction Saying which <u>clothes</u> you do or don't have and joining descriptions with a conjunction</p> <p>Unit 5 <i>Describe un monstruo.</i> Unit 5 Describing someone else's size and colour Naming parts of the head and face Describing parts of the head and face with colours and sizes Describing a monster's head and face and joining descriptions with conjunctions</p> </td> <td data-bbox="1632 651 2018 1315"> <p>Unit 6 ¡A comer! Unit 6 Saying some food words and saying you want to have some of these foods Saying you or someone else is hungry, hot and cold Giving opinions about singular foods and joining opinions using conjunctions Giving opinions about plural foods and joining opinions using conjunctions Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions</p> <p>Unit 7 <i>Hago deporte.</i> Unit 7 Saying different sports Saying which <u>sports</u> you play and do, which sports you don't play and do, and joining sentences using conjunctions Giving opinions of different sports and joining opinions using conjunctions Saying what <u>sports</u> you do in different weathers Saying what kind of <u>clothes</u> you wear to do different sports</p> <p>Unit 8 Mi pueblo Saying some places there are in town Saying what there is and is not in the town Saying where in town you are going to and what transport you are taking there Giving opinions of the town and explaining those opinions Describing the places in town</p> </td> </tr> </table>						<p>Unit 1 <i>Así soy yo.</i> Introducing and describing yourself Saying your age Months of the year Saying the month of your birthday Saying your name, age and birthday</p> <p>Unit 2 <i>¿Dónde vives?</i> Saying your nationality Saying which <u>country</u> you live in and which language you speak Saying which <u>language</u> you don't speak, which country you don't live in and which nationality you aren't Saying where you live, your nationality and which language you speak</p>	<p>Unit 4 Me visto Unit 4 Naming items of clothing Describing clothes using colours Describing clothes with colours, sizes and styles Saying clothes that you have and using a conjunction Saying which <u>clothes</u> you do or don't have and joining descriptions with a conjunction</p> <p>Unit 5 <i>Describe un monstruo.</i> Unit 5 Describing someone else's size and colour Naming parts of the head and face Describing parts of the head and face with colours and sizes Describing a monster's head and face and joining descriptions with conjunctions</p>	<p>Unit 6 ¡A comer! Unit 6 Saying some food words and saying you want to have some of these foods Saying you or someone else is hungry, hot and cold Giving opinions about singular foods and joining opinions using conjunctions Giving opinions about plural foods and joining opinions using conjunctions Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions</p> <p>Unit 7 <i>Hago deporte.</i> Unit 7 Saying different sports Saying which <u>sports</u> you play and do, which sports you don't play and do, and joining sentences using conjunctions Giving opinions of different sports and joining opinions using conjunctions Saying what <u>sports</u> you do in different weathers Saying what kind of <u>clothes</u> you wear to do different sports</p> <p>Unit 8 Mi pueblo Saying some places there are in town Saying what there is and is not in the town Saying where in town you are going to and what transport you are taking there Giving opinions of the town and explaining those opinions Describing the places in town</p>
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Geography	<p>United States of America</p> <ul style="list-style-type: none">• <i>Locational knowledge</i> (name and locate places in the USA, key human and physical features and characteristics of the USA)• <i>Place knowledge</i> (understanding geographical similarities and differences between the UK, and the USA)• <i>Physical geography</i> (describe the distribution of different environments in the USA, understand how climatic conditions are different across the country)• <i>Human geography</i> (describe and understand the different types of human settlements in the USA and how different landscapes support human activity)• <i>Geographical skills and fieldwork</i> (use maps to locate states, cities, towns and key locations explored in the unit). <p>Rivers</p> <ul style="list-style-type: none">• <i>Journey of a river</i>: river formation, key physical processes, river features, surrounding landscape features, changes from source to mouth – upper, middle and lower course features.• <i>Flooding</i>: why rivers can flood, case study, how flooding impacts both the physical environment and the surrounding community• <i>The River Thames</i>: identification of UK's major rivers, in depth study of the River Thames including flooding and the changing nature of human interaction with the river.• <i>Mapping the River Thames</i>: using Ordnance Survey to investigate the features of the river and surrounding landscape; both rural and urban. Pupils build their knowledge of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and interrogate evidence.• <i>Waterfalls</i>: how waterfalls are formed, their key characteristics and their uses. Three different waterfalls will be located and investigated: Niagara Falls, Angel Falls and Gaping Gill. <p>Global trade</p> <ul style="list-style-type: none">• <i>How did trade get global</i>: Physical geography: Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale. Human geography: Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'.• <i>Food and global trade</i>: Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Describe and understand key aspects of human geography, including how trade connects different countries and their populations. Use research and enquiry skills to discover more about trade through time, picking out key points and recording. Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.• <i>The global supply chain</i>: Describe and understand key aspects of physical geography including location, natural resources, and climate. Describe and understand key aspects of human geography, including trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries. Use atlases, globes and digital/computer mapping to locate countries.• <i>What does the UK export and to where</i>: Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links. Present data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.
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	<ul style="list-style-type: none"> • <i>Investigating fairtrade:</i> Describe and understand key aspects of physical geography of places. Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries. Present data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products. • <i>What is each country's most profitable export?</i> Describe and understand key aspects of physical geography of places including climate, oceans, rivers, lakes, and natural resources. Describe and understand key aspects of human geography, including level of development, education, skills and industry. Online research and map work relating to global trade and highest-value exports.
History	<p><i>World War II</i></p> <ul style="list-style-type: none"> • <i>The unit covers and revises many different terms and concepts the pupils will have been taught throughout the History Curriculum so far. Pupils will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The pupils will be familiar with what a primary and secondary source is. Time periods which the children have already learned about will be contextualised with the WW2 through the study of timelines.</i> • <i>Pupils will learn the causes of WW2.</i> • <i>Know that on the 1st September, 1939, German forces invaded Poland in order to claim the land for Germany.</i> • <i>Pupils will learn that World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, Neville Chamberlain, declared war on Germany after Hitler had refused to abort his invasion of Poland.</i> • <i>Pupils will learn Know that the majority of the world's countries became involved in the conflict forming two military alliances: The Allies and The Axis.</i> • <i>Pupils will learn about historical interpretation with a focus on what is propaganda and its significance during WW2 and whether it had lasting effect.</i> • <i>Pupils will learn what rationing was and its purpose.</i> • <i>Pupils will learn about evacuation which began in September 1939 and know that mothers, children, in some cases teachers, were evacuated to the countryside.</i> • <i>Pupils will also learn about Kindertransport</i> • <i>Pupils will Compare and contrast experiences of children affected by war in the world today.</i> • <i>Pupils will learn that the role of women in society changed considerably during WW2.</i> • <i>Pupils debate the significance of the Battle of Britain [10 July 1940- 31 October 1940] as a turning point of the War, comparing it with other turning points such as the Japanese attack on Pearl Harbour in June 1941 and the dropping of the atomic bombs in 1945.</i> • <i>Pupils will learn that the Battle of Britain has been described as the first major military campaign fought entirely by air forces.</i> • <i>Pupils learn that as the German strategy changed and night raids became a focus for German Luftwaffe and these attacks became known as The Blitz. Pupils will explore perspective by compare images of bombed Britain to Dresden, Stalingrad and Hiroshima and explore the experiences of people in Germany, USSR and Japan.</i> • <i>Pupil will learn that that D-Day was the name of a secret military operation which happened on 6th June 1944. They will learn that at this point, Germany had taken over most of Europe, including France and D-day marked the turning point in World War II when the Allied forces began to win their fight against the Axis powers.</i> • <i>Pupils will reflect on why and how VE day is still marked today and what impact [both human and technological] that WW2 had on the world. Pupils will listen to and watch VE Day news reports.</i>





Year 6 Overview

The Mayan

- *This is the second history unit of Year 6, where pupils will learn about a non-European society that provides contrasts with British history.*
- *Pupils will start this unit considering the question of ‘why should we study the Maya’ as a springboard to discussing what a knowledge and sense of history brings to individuals and to society and culture.*
- *Pupils will locate where the Maya lived on a world map and a map of South America including Central America and Southern Mexico, Guatemala, Belize and Honduras.*
- *Know that the Mayans flourished for three thousand years before suddenly disappearing.*
- *Time periods which the children have already learned about will be contextualised with the Maya period through the study of timelines.*
- *Pupils will understand that the ancient Maya civilisation is divided into the preclassic, classic and postclassical periods and that the Maya people still exist today.*
- *To explore whether the Mayans were an advanced civilisation, pupils will compare and contrast their early/preclassical period with the pre-Roman Britain (Stone, Bronze and Iron Age) and the ancient Greeks [both studied in Year 3].*
- *Through studying Chichen Itza, its Temple of Kukulcan/ El Castillo and looking at archaeological evidence from the city pupil will learn that historians are able to make deductions about life there.*
- *Pupils will learn about Maya religion, gods worshipped and practices. They believed in many gods – like the ancient Greeks [Year 3], Romans [Year 4], Anglo-Saxons [Year 4] and Vikings [Year 5].*
- *Pupils will look at Popol Vuh as a written source of Maya beliefs, history and mythology. Pupils will consider the importance to think critically about sources.*
- *Pupils will understand that the Maya civilisation started as hunter gathers – pupils will forge links and contrasts to what they learned about the Stone to Iron Ages [Year 3] and the Indus Valley Civilisations [Year 5]. They all shared the common start of hunter gathers moving to agrarian societies.*
- *Pupils will revisit the idea of city states – Ancient Greeks [Year 3] & Indus Valley [Year 5] – which the Maya adopted. Pupils will look at Maya economy and trade networks and the necessity of number systems and currency.*
- *Focusing on the Maya calendar, pupils will learn that the Maya calendar was more accurate than European calendars at the time due to their advanced understanding of astronomy. Pupils will explore why an accurate calendar was important to societies. Pupils will look at actual Maya calendars.*
- *Pupils will explore the idea that the form of government can have a significant influence on how a civilisation develops; pupils will touch upon political science through looking at Polybius theory, anacyclosis.*
- *Pupils will appreciate that history is not static by looking into the reasons why major cities in the southern lowlands of the Maya had been abandoned by the end of the classic period and the cities of [e.g.] Chichen Itza and Mayapan became the new heart of the Maya civilisation.*
- *Pupils will learn that the Spanish conquest of the Maya started in the early 16th century and took almost 200 years before the last independent Maya city was subjugated. Using [video] sources, pupils will investigate why the Maya eventually succumbed to Spanish rule. Was it chance, strategy or a combination of factors? Pupils will learn that historical answers are not always categorical.*
- *Pupils will specifically consider historical evidence of the Maya and that during the 16th century almost all we know about the Maya civilisation comes from Spanish accounts.*
- *Pupils conclude the unit by understanding that there remain some 7m Maya people today and that some follow traditional ways whilst others do not. Largely, the Maya culture has adapted to the 21st century.*
- *Pupils look at the Zapatista Uprising in Mexico which sought to demand rights and recognition for indigenous communities.*





Music	Specialist Teacher – Berkshire Maestros Listen and compose <u>Pop Art</u> <ul style="list-style-type: none"> • Compose a theme and variation on Drunken Sailor • Listen to a range of variations, learning about the orchestra 		Specialist Teacher – Berkshire Maestros Play and sing <u>Ukulele</u> <ul style="list-style-type: none"> • Learn to hold the ukulele and play basic chords • Sing a range of songs, focusing on posture and breathing 		Specialist Teacher – Berkshire Maestros Play and listen <u>Junk Percussion</u> <ul style="list-style-type: none"> • Make instruments from recycling and use them to perform songs • Explain their opinions about a music using accurate terminology 	
Personal development	Core and British values underpin Respect Resilience Aspiration Responsibility Caring Compassion					
	Caring friendships; respectful relationships To understand that friendships are important in making us feel happy and secure so choosing friendships carefully is important. To understand that healthy friendships are positive and welcoming and do not exclude others. To understand how to repair friendships through communication and without resorting to violence. To understand the importance of consent in all relationships. To understand the different forms of bullying, the role that a bystander can play in	Healthy eating; health and prevention To understand food labels and calories as a part of understanding how to create a healthy diet. To understand the characteristics and risks of a poor diet (impact on body) To plan and prepare a healthy meal or snack. To understand the connection between good personal hygiene and physical health (related to puberty) To understand the facts and science relating to immunisation and vaccination.	Online relationships; internet safety and harms; mental wellbeing To begin to understand how information and data is shared and used online. To understand the importance of respect for others online including when we are anonymous. To understand that the internet can be a negative place (abuse, bullying, trolling and harassment) which can have a negative impact on mental health and what to do about it To understand how to respect ourselves and how this will add to our own happiness	Being safe; basic first aid; drugs, alcohol and tobacco To understand how and where to report concerns or abuse, ensuring they have the confidence to ensure they are heard. To continue to develop understanding of how to deal with common injuries, including choking. To continue to develop an understanding of how to deal with injuries and how and when to call for help. To begin to understand about illegal and legal drugs – why they are dangerous to their health and safety. To learn about the reasons people use drugs and how to manage situations and peer influence.	Families and people who care for us To understand that we should treat our VIPs with care. To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed. To understand that everyone is unique and understand why this should be celebrated and respected. To understand the importance of respecting others regardless of differences, different choices, preferences or beliefs.	Physical health and fitness; changing adolescent bodies To identify how to build regular activity that they enjoy into a daily routine To understand the risks associated with an inactive lifestyle and know how and when to seek support if they're worried about their health To continue to develop an understanding of the physical changes associated with puberty To continue to develop an understanding of the emotional changes associated with puberty





Happy together. Achieving together.



Year 6 Overview

	stopping it and how to get help.		<p>To talk about their emotions and feelings and judge whether their behaviour is appropriate or proportionate</p> <p>To begin to employ simple self-care techniques that work for them including physical exercise, rest, time with family and certain hobbies</p> <p>To understand the benefits of rationing time spent online/on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>		To understand that in wider society, mutual respect is important.	
PE- games, gym and athletics	Hockey Dribbling Passing Shooting Attacking Defending	Tag Rugby •Handling •Passing •Tackling / tagging •Attacking •Defending Gym •Travelling •Landing •Jumping •Turning	Gym Travelling Landing Jumping Turning	Football Dribbling Passing Shooting Attacking Defending	Athletics Running Jumping Throwing Sprinting	Cricket •Fielding – Catching •Fielding – Throwing •Bowling •Batting Hockey • Dribbling Passing • Shooting • Attacking • Defending





<p>PE – outdoor & adventurous and dance</p>	<p>Outdoor and adventurous</p> <ul style="list-style-type: none"> I can take part in challenges, both individually and within a team <p>Non-residential pupils: archery and team building activities Residential: kayaking, raft building, giant swing, climbing</p> <p>Dance</p> <ul style="list-style-type: none"> Create elongated dance phrases in small teams Create question and answer movements in pairs Consider the music to ensure the correct amounts of beats are performed Ensure smooth in their transitions between different skills, e.g. canon, unison, q and a 					
<p>RE Islam Christianity</p>	<p>Islam – Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>LO: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Christianity – Christmas</p> <p>Key Question: How significant is it that Mary was Jesus’ mother?</p> <p>LO: We are learning to analyse the Christian belief in the Virgin birth and to assess the significance of this to Christians.</p>	<p>Christianity – Beliefs and meaning</p> <p>Key Question: Is anything ever eternal?</p> <p>LO: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Christianity – Easter</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>LO: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p>	<p>Islam – Belief and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims live good lives?</p> <p>LO: We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>	<p>Islam – Beliefs and meaning</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims live good lives?</p> <p>LO: We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to going to heaven.</p>
<p>Outdoor learning</p>	<p>Structures- Exploring the Outdoors ‘Building Bridges’</p>	<p>Structures- Exploring the Outdoors ‘Den Building’</p>	<p>Using Tools- Exploring the Outdoors ‘Gardening’</p>	<p>Using Tools- Exploring the Outdoors ‘It’s all in the fall!- Parachutes’</p>	<p>Outdoor Art- Exploring the Outdoors ‘Weaving’</p>	<p>Outdoor Art- Exploring the Outdoors ‘Outdoor Drawing’</p>

