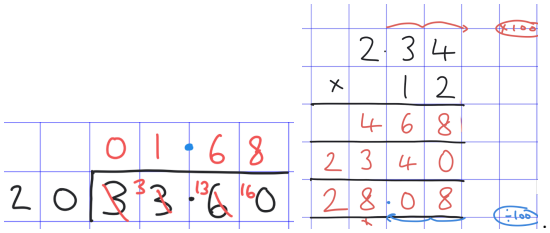
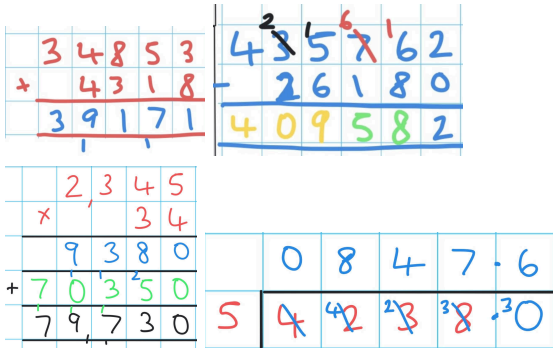
Year 6 Termly Overview

Autumn Term	Spring Term	Summer Term
Reading. Children read the following texts through whole class reading sessions: Fiction: ● Once, Morris Gleitzman ● The London Eye Mystery, Siobhan Dowd Poetry: ● Talking Turkeys, Benjamin Zephaniah Non-fiction: ● Holes, Jonathan Litton ● Charles Darwin's On the Origin of Species, Anna Brett **Writing.** This term new focuses are adding details to sentences either by; ● using metaphors and personification ● using ellipsis to show a pause and cliffhangers ● using a dash to show interruption in speech ● using non-standard English in direct speech Children are also encouraged to: ● use a variety of sentence types to improve the readability of a text ● create atmosphere through short sentences, foreshadowing and anaphora Children practice these skills through a range of stimulus and genres including: ● A retelling (narrative) of Once (Morris Gleitzman, The London Eye Mystery (Siobhan Dowd) ● Poetry inspired by Talking Turkeys (Benjamin Zephaniah) **Maths.** In Autumn, children develop their fluency and flexibility with numbers up to 10,000,000. This involves partitioning, ordering and rounding. They revisit the formal written methods for adding, subtracting, multiplication and division taught in Y5, using these to solve a range of reasoning problems and multi-step problems.:	**Reading.**Children read the following texts through whole class reading sessions: Fiction: ● The Girl of Ink and Stars, Kiran Millwood Hargrave ● The Yark, Bertrand Santini ● Skellig, David Almond Poetry: ● Poetry for Kids, Shakespeare (ed. Marguerite Tassi) Non-fiction: ● Black and British: An Illustrated History **Writing.** Children continue to learn how to add atmosphere to their pieces. This term they learn to include: ● narrator disagreement ● narrative uncertainty They go on to learn how to use persuasive devices such as repetition for effect, the power of 3 and to discredit opposing views. They finally learn how to use the passive voice for effect e.g. We were being watched. Children practice these skills through a range of stimulus and genres including: ● Diary entries as Rose Blanche (Christophe Gallaz and Roberto Innocenti) ● Narrative inspired by The Girl of Ink and Stars (Kiran Millwood Hargrave) and Skellig (David Almond) ● Persuasive letters inspired by The Yark (Bertrand Santini) **Maths.** In Spring, children learn building on their knowledge of fractions learnt in Y5. This involves finding equivalent fractions, simplifying, comparing and ordering fractions to solve both calculation questions such as adding, subtracting, multiplying and dividing and reasoning questions. Children also learn to convert units of measurements and understand rations. Towards the end of term, children are introduced to algebra, solving equations such as 2y +3 = 7. **Science.** The topics they cover during this term include: ● **Evolution and Inheritance.** Children are introduced to the concept of evolution through high quality texts, Evolved (Lucas Riera) and Charles' Darwin's On the	**Reading.**Children read the following texts through whole class reading sessions: Fiction: ● Holes, Louis Sachar Poetry: ● Overheard in a Tower Block, Joseph Coelho Non-fiction: ● FirstNews ● Muslim Girls Rise: Inspirational Champions of Our Time, Saira Mir **Writing.** Children learn how to write with cohesion through: ● alternative ideas introduced using paired adverbials ● linking the topic sentence to a concluding sentence (non-fiction) They also practice and review all of the writing devices taught across Y6 including a range of sentence types and punctuation to write various text types including: ● Narrative: Story with a different viewpoint (inspired by Oliver Twist) and a retelling of Holes (Louis Sachar) ● Explanation texts based on the Y6 science curriculum ● Information texts based on the Y6 history curriculum During this term, the children prepare for their End of Year performance inspired by Oliver Twist. **Maths.** Children develop their fluency with decimals, using known written methods to multiple and divide e.g.  They also confidently use knowledge of percentages and decimals to find percentages of amounts, order numbers and solve a range of multiple step problems. **Science.** The topics they cover during the summer include:



Science. The topics they cover during the autumn include:

- **Light.** Children make plausible predictions based on their knowledge of shadows and reflection.
- **Classification.** Building on knowledge learnt in Y4, children explore the differences between vertebrates and invertebrates using then making their own classification keys.
- **Electricity.** Children have multiple opportunities to conduct fair test enquiries to explore how various components work in circuits.

History. Children learn Victorian Britain. Looking at both the Industrial Revolution and significant Victorian achievements.

Geography. Children name and locate a range of physical features across the globe, including major rivers, mountain ranges and deserts. They also learn to use 6 figure grid references.

RE. Children deepen their understanding of Islam. Learning about the concepts of Hadith and Sunnah. They compare the similarities and differences between the prophets Moses, Jesus and Mohammaed across Judaism, Christianity and Islam.

DT. Children deepen their knowledge of structures and what makes them strong. They are taught how to make a framed arch and apply this to create a prototype bridge.

Music. Children improvise and compose musical phrases based in the style of Soul music. In the second unit, children revisit Bandlab and create music to a theme online.

PE. Children visit netball. Building and developing key skills introduced in Y5 and playing netball games.

Origin of Species, developing their explanations across the unit.

- **Circulatory System.** Children produce various explanations of how the circulatory system works and how diet can affect how well the heart work.
- **Light.** Children review their knowledge of light and then learn about Ibn al-Haytham's major discoveries about optics.

History. Children discuss and explore the significance of the British Empire's legacy on modern Britain.

Geography. Children discover the importance of lines of longitude and latitude. They use this to identify different climates and vegetation belts. This unit also teaches the children about time zones.

RE. Children learn about the life of Gandhi, looking at how he was committed to the principle of ahimsa (a key concept in Hinduism. This is then compared to their learning about God's Grace in Y5.

DT. Children learn about cam mechanisms. They use these design and create a toy.

Music. Children improvise and compose music from different countries across West Africa. They go on to study the composer Gustav Host.

PE. This term, children improve their football skills. They take part in various training drills and develop their game play.

Art. In their second project, children create clay continents inspired by Grayson Perry, Mona Hatoum, Frank Bowling and Ai Weiwei.

PSHEE. Children learn about mental health. They can clearly explain what good mental health means and how to look after their own mental health. They also learn about ill mental health and are taught to speak to trusted adults if they need help. Children go on to learn about racism. They look at various significant events including Windrush and South Asian migration then study significant people who overcame racial barriers e.g. Apsana Begum, Sadiq Khan and Sir Mo Farrah.

Computing. Children learn to create a website and explore the use of green screens.

- **Classification.** Children use their knowledge about living things and plants to explore various ways of grouping and classifying.
- **Electricity.** This unit allows children the time to independently design, carry out and present their findings and conclusions to answer a question based on their prior knowledge of electricity.
- **Evolution and Inheritance.** Children revisit their knowledge of evolution then compare the ideas of evolution scientists (Darwin, Wallace).
- **Circulatory System.** Children visit their knowledge of how the circulatory system works then collect and present data to explain how exercise can affect how well the lungs work.

History. Children discover the Blitz. Learning about what life was like in Stepney at this time, including air raids, evacuees and the Battle of Britain.

Geography. Children build on their learning about trade in Y5. They revisit concepts of surplus and deficit. They go on to look at fieldwork data linked to non-renewable energy and renewable energy and present this on a line graph.

RE. Children learn about what major religions believe about Life After Death. Children discuss their thoughts on the concept of a heaven (paradise) or reincarnation.

DT. Children learn how to make a bolognese sauce. They make multiple recipes to understand the impact of various ingredients e.g. meat, seasoning, additional vegetables.

Music. During this term, children learn and combine improvised melodic ostinato - learning about and using Jazz articulation linked to the famous song, What A Wonderful World.

PE. Children take part in athletic classes in preparation for KS2 Sports day, held at Mile End stadium. They also learn to play rounders.

Art. In their third and final project, children are given the opportunity to create their own independent piece. They are encouraged to draw on the skills and inspiration of artists they have studied throughout primary school. They also look at Leonardo Da Vinci for additional inspiration.

PSHEE. This term, children learn about drugs and alcohol, including tobacco, vapes and nitrous oxide. Children learn about their dangers and how to keep safe through scenarios. NB: RSE

Art. Children use a range of media including watercolour, acrylic paints and various pencils to produce canvas portraits. They learn about the influence of Rembrandt Harmenszoon Van Rijn and Jean-Micheal Basquiat.

PSHEE. Children continue to explore online safety and cyberbullying. Children are taught how to deal with online games, scams, appropriate content, social media and age requirements.

Computing. Children are introduced to the coding software, Python and revisit coding on inO-Bots from Y4.

Spanish. Children learn to use the present tense correctly. Then study a range of Spanish festivals.

Trips, Visits and Experiences

- **Mersea**.This residential trip is a two night stay, camping on Mersea Island in Essex. Allowing children the opportunity to take part in a range of outdoor activities.
- **Hindu Temple.** Children visit a temple to complement their learning in RE.
- **Christmas Events.** This will include decoration making, singing songs and a whole school assembly.

Spanish. Children learn to describe various places within a city then learn how to talk about various school subjects.

Trips, Visits and Experiences.

- **Science Museum - Wonderlab and Show.** Children explore the museum, hands -on experiments and enjoy a show led by museum experts.
- **Saatchi Gallery.** Final gallery visit to enjoy a range of Art and complete a wide range of gallery visits across their time in primary school.
- **Poetry Slam.** This is a whole school event where children learn and perform poetry.
- **World Book Day.** This is a whole school event where children can dress up and celebrate books.
- **Spelling Bee.** This is a whole school spelling event where children go head to head to spell a range of words from their year groups curriculum.
- **Eid al Fitr Events.** A range of events will take place to celebrate Eid with the children.

is also taught in summer. We are reviewing the RSE curriculum. This will be completed and updated shortly.

Computing. Children revisit Google Sheets and learn how to confidently use the software.

Spanish. Students share their future ambitions as a practical way to master the future tense. By consolidating all Y6 grammar concepts, they develop strong conversational confidence across a variety of settings prior to leaving Y6.

Trips, Visits and Experiences.

- **Y6 Leavers Show and Graduation.** Children perform a wonderful show for parents, followed by their graduation ceremony.
- **Bowling and End of Year celebration trip.** Children attend a bowling alley and local park to celebrate their time at Stepney Park.
- **Talent Show.** This is a whole school event, inviting children to perform and share a range of individual talents.
- **Eid al Adha Events.** A range of events will take place to celebrate Eid with the children.
- **Sports Day.** Children will participate and compete in a range of races.
- **Transition Day.** Children will have the opportunity to visit their new teacher and classroom for Year 3.
- **Summer Fair.** The whole school community will be invited to a special event in the school playground involving various stalls and games.