

Year 6 – Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	Victorians – Harrogate and medical advancement		Victorians – Suffrage and social reform		Victorians – Empire and exploration	
Spelling	<p>I can use these word endings , -ant, -ance/-ancy -ent ,ence/-ency</p> <p>I can identify when to use -cious or -tious at the end of a word , If root word ends in -ce – usually use -cious.</p>	<p>I know when to use –cial and when to use –tial at the end of words , Usually –cial after a vowel and –tial after a consonant.</p> <p>I can add the suffixes beginning with vowel letters to words ending in -fer , ‘r’ is doubled if –fer is stressed after adding suffix ‘r’ is not doubled if –fer is no longer stressed.</p>	<p>I know that the ‘i before e except after c’ rule applies to words where the sound spelt by ei is /ee/</p> <p>Use suffixes to convert from one-word class to another: -ate,-ness, -ment, -ful,-ous, de-, over-etc.</p>	<p>I continue to understand the difference between homophones and other words often confused words-</p>	<p>I can use the first 3 or 4 letters of a word to check spelling, meaning and synonyms in a thesaurus.</p> <p>I can use the thesaurus for synonyms and antonyms.</p>	<p>Revise all</p>
Grammar/punctuation	<p>Similes, punctuating speech and expanded noun phrases</p> <ul style="list-style-type: none"> - Apostrophes for omission and possession - Using brackets to add extra information - Use expanded noun phrases 	<p>Questions, reported speech, fronted adverbials, relative clauses and phrases</p> <ul style="list-style-type: none"> - Recognise main and subordinate clauses and phrases - Use modal verbs or adverbs to show how possible something is - Use colons between clauses 	<p>Repetition, specific vocabulary, synonyms, semi-colons for clauses.</p> <ul style="list-style-type: none"> - Use of direct speech - Use dashes between clauses - Use semi-colons between clauses 	<p>Fronted adverbials, range of conjunctions, dashes in sentences and relative clauses</p> <ul style="list-style-type: none"> - Use and identify passive and active voice - Use semi-colons and colons in a list - Use and identify the subjunctive form 	<p>Repetition, specific vocabulary, synonyms, semi-colons for clauses.</p> <p>Identify and use perfect present, past and future tense</p>	<p>Fronted adverbials, range of conjunctions and expanded noun phrases.</p> <p>Consolidation</p>
Composition	<p>-Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor,</p>	<p>Able to change paragraphs accurately and consistently.</p> <p>-Able to use a wide range of devices to</p>	<p>-Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor,</p>	<p>-Identify the audience and purpose of my text and plan for this.</p> <p>-Able to select the appropriate form when planning my writing.</p>	<p>-Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor,</p>	<p>-Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion,</p>

	<p>personification, puns, and emotive phrases.</p> <p>-Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.</p> <p>-Able to describe settings, characters, and atmospheres.</p> <p>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</p> <p>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</p> <p>-Able to proofread for spelling and punctuation.</p>	<p>make links within and across a paragraph: repetition, adverbials, conjunctions, pronouns, and chains of reference.</p> <p>-Use features such as columns, bullet points, tables, and subheadings to structure the text and guide the reader.</p> <p>-Able to sustain a convincing viewpoint throughout a piece of writing.</p> <p>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</p> <p>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</p> <p>-Able to proofread for spelling and punctuation.</p>	<p>personification, puns, and emotive phrases.</p> <p>-Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.</p> <p>-Able to describe settings, characters, and atmospheres.</p> <p>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</p> <p>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</p> <p>-Able to proofread for spelling and punctuation.</p>	<p>-Use example texts to help with my planning.</p> <p>-Able to plan my writing by noting down and developing ideas from reading and research.</p>	<p>personification, puns, and emotive phrases.</p> <p>-Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.</p> <p>-Able to describe settings, characters, and atmospheres.</p> <p>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</p> <p>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</p> <p>-Able to proofread for spelling and punctuation.</p>	<p>reflections, expansion of key events and detailed characterisation.</p> <p>-Able to describe settings, characters, and atmospheres.</p> <p>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</p> <p>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</p> <p>-Able to proofread for spelling and punctuation.</p>
Writing	<p>Non-chronological reports Tesla</p> <p>Narrative The Black Hole</p>	<p>Debate Should children have been evacuated during WW2?</p> <p>Persuasion Visit California</p>	<p>Newspaper King's Coronation</p> <p>Setting description Shipwreck Island</p>	<p>Instructions How to survive an Antarctic expedition</p> <p>Poetry The Raven</p>	<p>Letter of persuasion Save our river!</p> <p>Narrative Ariel vs Ursula</p>	<p>Writing Projects</p>
Key words	<p>apparent appreciate attached available average</p>	<p>desperate determined develop dictionary disastrous</p>	<p>achieve ancient definite harass hindrance identity immediate(ly) individual</p>	<p>embarrass environment equip (-ped, -ment) especially</p>	<p>category cemetery committee communicate</p>	<p>nuisance occupy occur opportunity parliament</p>

			interfere interrupt signature sincere(ly)	exaggerate excellent existence explanation	community competition language leisure lightning marvellous mischievous muscle necessary neighbour	
Maths	Number – Place value Calculation (addition, subtraction, multiplication and division	Number – Fractions Measure - Measurement - Converting units	Number – Ratio Algebra Decimals	Number – Fractions, decimals and percentages Measurement – Area, perimeter and volume Statistics	Geometry – Shape Position and direction	Problem Solving / themed projects
Science	The manmade world Reversible and irreversible reactions		Out of this world Properties of materials, plants and forces objectives taught through the focus of <i>space</i> .		The living world Observing changes in plants and animals	
Geography	Children can identify the human changes in Harrogate – land use, population growth – from pre-Victorian to today and can suggest why those changes took place.		Children know how to use 4 and 6 figure grid reference points Children can read, use and interpret an OS Map inc. contour lines and scale Children will successfully use a compass		Children know the differences between the Arctic and Antarctic circles Children know where Antarctica and Australasia is on a map of the world Children know where the Southern Ocean is on a world map. Children know about the Prime Meridian Children know about lines of longitude	
History	Children suggest why Harrogate’s population grew significantly during Victoria’s reign and beyond Children know what the medical advancements of the Victorian Era had on life expectancy Children know of some important Victorian scientists– Elizabeth Garret Anderson, Dr John Snow		Children know about the class system of Victorian times Children know why the Victorian age was called the Age of Reform Children understand what is meant by Suffrage - William Cuffay (Universal Suffrage) and Emiline Pankhurst (Women’s Suffrage) Children can evidence why Octavia Hill’s legacy is as important today as it was in Victorian times Children can suggest which of Anthony Ashley-Cooper’s achievements he would say would be the most important		Children suggest what is meant by ‘The Sun Never Sets On The British Empire’ Children suggest what impact the British Empire had on Britain and its colonies Children know how science encouraged exploration – both near and far (trains to the sea, exploration of the poles)	
Art	William Morris-inspired printing		Wire Sculptures inspired by Alexander Calder		Create Own Abstract Piece of Art	

	<p>Children can independently investigate and analyse different forms of an art form or movement.</p> <p>Children are aware of the history of printmaking and the impact the work of William Morris has had on modern day design.</p> <p>Children are able to view other's work and understand how their interests affect their work.</p>		<p>Children can shape, form, model and join clay with confidence using skills and techniques taught so far.</p> <p>Children can discuss and evaluate own work and that of other sculptors in detail.</p> <p>Children are able to view other's work and understand how their interests affect their work.</p> <p>Children now work in a sustained and independent way from observation, experience and imagination.</p> <p>Children explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> <p>Children can sketch the human figure with increasing accuracy and proportion.</p>		<p>Children explore the use of texture in colour (sawdust, glue, shavings, sand).</p> <p>Children paint on different surfaces and evaluate their effectiveness and when they may be appropriate.</p> <p>Children can add collage to a painted, printed or drawn background.</p> <p>Children can make inferences from artists' work.</p> <p>Children can express their opinions of artists' work confidently and thoughtfully whilst also appreciating others' views of the same work.</p> <p>Children appreciate that all art is subjective.</p> <p>Children make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Children take into account the properties of media being used and its suitability to the artwork they are producing.</p>	
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					Children use their sketchbooks as a place for exploration, experimentation and personal reflection.	
DT		<p>Textiles: Cushions Where relevant, children can survey their target audience and use this to generate ideas.</p> <p>Children can identify the needs, wants, preferences and values of particular individuals and groups and use this information to inform their designs.</p> <p>Children know that a 3D textiles product can be made from a combination of fabric shapes.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Children select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can measure and cut materials to the nearest millimetre.</p>		<p>Food Technology</p> <p>Children first make prototypes to inform their final product.</p> <p>Children understand and apply the principles of a healthy and varied diet</p> <p>Children can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Children understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Moving Product</p> <p>Children use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>Children use their knowledge of science and art when designing.</p> <p>Children know mechanical systems such as cams or pulleys or gears create movement.</p> <p>Children generate innovative ideas, drawing on research.</p> <p>Children can make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Children can formulate step-by-step plans as a guide to making their product.</p> <p>Children take apart toys with mechanisms to try and understand how they work and why they're successful.</p> <p>Children can indicate the design features of their products that will appeal to intended users.</p> <p>Children ensure products have a high-quality finish, using art skills where appropriate.</p>

		<p>Children can make stable and strong joins so the product can withstand regular use.</p> <p>Children can suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome.</p>				<p>Children make products through stages of prototypes, making continual refinements.</p>
<p>RE</p>	<p>Key question: What do religions say to us when life gets hard?</p> <p><u>Questions within this thread:</u></p> <p>What questions have you got about what happens when we die?</p> <p>What do some people think carries on after we have died? What is our soul?</p> <p>Do some people believe that you come back to life as a different thing? What is reincarnation?</p> <p>Do you get to heaven if you do things wrong?</p> <p>What do Christians think happens when we die?</p> <p>What do people who don't believe in God think happens when we die?</p> <p>What different ideas are there about what happens when we die? What do I think?</p> <p><u>Learning Objectives:</u></p> <p>I can express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>I can outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p>	<p>Key question: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><u>Questions within this thread:</u></p> <p>What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?</p> <p>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</p> <p>Muslim calligraphy, painting and poetry: what is inspiring?</p> <p>How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?</p> <p>Can a Christian place of worship be a building for the 'glory of God'? What does this mean?</p> <p>How and why do Muslim charities try to change the world?</p> <p>How and why does Christian Aid try to change the world?</p> <p>What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?</p> <p><u>Learning Objectives:</u></p> <p>I can describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>I can show understanding of the value of sacred buildings and art (B3).</p> <p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>I can apply ideas about values and from scriptures to the title question (C2).</p>	<p>Key question: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p> <p><u>Questions within this thread:</u></p> <p>What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p> <p>How do Muslim people build their community, the Ummah, by following their Prophet?</p> <p>How does it feel to be a part of the Muslim Ummah? What difference does it make?</p> <p>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</p> <p>How do Hindus show their commitment to ahimsa through acts of service or sewa?</p> <p>What did Jesus teach about God's grace and forgiveness? Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?</p> <p>How can the life of a great Christian person show us the meaning of grace?</p> <p>What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?</p> <p><u>Learning Objectives:</u></p> <p>I can make connections between beliefs and behaviour in different religions (A1).</p> <p>I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p>			

	I can explain some similarities and differences between beliefs about life after death (B2). I can explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).			I can outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). I can consider similarities and differences between beliefs and behaviour in different faiths (B3).		
Music	Autumn 1: Happy (Charanga unit)	Autumn 2: Christmas Contribution	Spring 1: Classroom Jazz 2 (Charanga unit)	Spring 2: You've got a friend (Charanga unit)	Summer 1: Music and Me (Charanga unit)	Summer 2: Create own composition and perform
	<p>Year 6 Yearly Objectives:</p> <ul style="list-style-type: none"> • I can confidently identify and move to the pulse of the music and notice changes in tempo. • I can use specific vocabulary when describing how a piece of music makes me feel. • I use this knowledge to enhance my own compositions. • I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • I can use ICT confidently to organise my musical ideas. • I can demonstrate imagination and confidence in the use of sounds and order these to achieve an effect. • I can listen to and reflect upon my own developing composition and make musical decisions about how the melody connects with the song. • I can improvise freely over a drone exploring repetition and contrast of musical ideas. • I can sing or play from memory with confidence, expression and in tune. • I can maintain my own part with an awareness of what others are playing or singing. • I perform alone and, in a group, with clear diction, controlled pitch and sense of phrase. 					
Computing	Computing systems and networks – Communication	Web Design	Data Handling - Spreadsheets	Programming - Sensing movement	3D Modelling	Programming with Scratch – Variables in games
Latin	Unit 6 6.2 Latin numbers 6.2a Greek numbers 6.3 'to be'	Unit 6 6.4 More 'to be' 6.4a Dinosaur compounds 6.5 Story 6.6 Summary and Assessment 6.6a The Olympics	Unit 7 7.1 Self descriptions 7.2 Guess who? 7.2a Scientific classification 7.3 Adjectival agreement (gender) 7.3a Homeric epic	Unit 7 7.4 Adjectival agreement (number) 7.5 Adjectival Agreement (subject / object) 7.6 Adjectives practice 7.7 Story 7.8 Summary and Assessment	Unit 8 8.1 recap 8.2 prepositions 8.3 preposition roots in English	Unit 8 8.4 Story translation 8.5 Summary and Assessment 8.5 Millefiori pots
PE	Real Leaders		Dynamic balance On a line	Dance: Shape, Artistry and Circles Gymnastics	Dynamic balance Jumping and landing	Co-ordination Sending & Receiving

	Swimming – Friday morning		Counterbalance With a partner	Partner work Large apparatus	Static balance On one leg	Agility Ball chasing
PHSE	Becoming an Active Citizen	My Healthy Lifestyle	Changing Me	Celebrating Differences	Keeping Myself Safe	Me and My Future
E-safety	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Online Bullying
Coppice 50	Engage in a discussion about various belief systems, showing opinion, respect and appreciation	Visit an art gallery, museum, library or theatre	Take part in a debate	Make a sculpture for everyone to enjoy	Sleep away from home. Learn about money management and budgeting	Create a computer game Take part in a play or a show Deliver training to a group of people