

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>Use expanded noun phrases to give complicated information concisely.</p> <p>Use a wide range of punctuation correctly: question marks, exclamation marks, apostrophes, commas, and brackets.</p> <p>Recognise main and subordinate clauses, and phrase; use them to construct sentences in different ways.</p>	<p>Use a range of verb forms (including the perfect tense) to develop meaning and maintain appropriate tense choice.</p> <p>Use modal verbs or adverbs to show how possible something is.</p> <p>Know and follow the standard rules of English: subject-verb agreement, consistency in tense, avoidance of slang, avoidance of double negatives and avoidance of adjectives as adverbs.</p>	<p>Use passive verbs in a sentence. Identify the passive and active voice.</p> <p>Use direct and reported speech accurately and consistently.</p> <p>Use hyphens to avoid confusion in the understanding of what has been written.</p> <p>Use semi-colons and colons in a list.</p>	<p>Use semi-colons, colons, or dashes between clauses.</p> <p>Use an ellipsis.</p> <p>Recognise vocabulary and structures appropriate for formal writing (including the subjunctive form).</p>	<p>Applying taught SPaG from KS2 to different contexts.</p>	
Composition	<p>Identify the audience and purpose of my text and plan for this.</p>	<p>Refer to how authors have developed characters and settings.</p>	<p>-Plan, draft and write by selecting appropriate grammar and vocabulary; understanding how their choices change and enhance meaning.</p>		<p>- Use dialogue to convey characters and advance the action in the text.</p> <p>-Draft and write by summarising longer passages.</p>	

	<ul style="list-style-type: none"> -Able to select the appropriate form when planning my writing. -Use example texts to help with my planning. -Able to plan my writing by noting down and developing ideas from reading and research. 	<ul style="list-style-type: none"> -Understand how their choices of grammar and vocabulary changes and enhances meaning and use this when planning and writing. -Evaluate and edit their own writing and others' by assessing the effectiveness, including using a wider range of sentence structures for effect. 	<ul style="list-style-type: none"> -Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases. -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. -Able to describe settings, characters, and atmospheres. -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact. -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement. -Able to proofread for spelling and punctuation. 	<ul style="list-style-type: none"> -Able to change paragraphs accurately and consistently. -Able to use a wide range of devices to make links within and across a paragraph: repetition, adverbials, conjunctions, pronouns, and chains of reference. -Use features such as columns, bullet points, tables, and subheadings to structure the text and guide the reader. -Able to sustain a convincing viewpoint throughout a piece of writing. -Able to perform their own composition using appropriate intonations, tone, volume, and movement so that meaning is clear. 		
Writing	Non-chronological report Descriptive Narrative	Science Fiction Journalistic writing- wanted poster AIW	Newspaper report- three little pigs Balanced argument- children working	Flashback narrative- Francis Shape poem	Suspense narrative- The Underworld Balance argument	Essay Persuasive speech
Key words	apparent appreciate attached available average	desperate determined develop dictionary disastrous	achieve ancient definite harass hindrance identity immediate(ly) individual interfere interrupt signature sincere(ly)	embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation	category cemetery committee communicate community competition language leisure lightning marvellous mischievous muscle necessary neighbour	nuisance occupy occur opportunity parliament
Maths	Place value Calculation	Fraction/decimal/percentage Ratio	Co-ordinates Measure Converting mass	Algebra Geometry Statistics	Shape Revision	Problem Solving
Science biology	Children can describe the ways in which nutrients and water are transported within animals, including humans Children know the impact of diet, exercise, drugs and lifestyle on the way their bodies function		Children know that living things have changed over time and the fossils provide information about living things that inhabited the Earth millions of years ago. Children know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. WS - identifying scientific evidence that has been used to support or refute ideas or arguments. -			

	WS - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		Children can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		
Science- chemistry			<p>Children can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Children can model how dissolving, mixing and changes of state are reversible changes.</p> <p>WS- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>		
Science- Physics		<p>Children can use symbols when representing a simple circuit in a diagram.</p> <p>Children can 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>WS- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys,</p>		<p>WS- identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Children can explain day and night by the Earth's rotation and the apparent movement of the sun across the sky.</p> <p>Children recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	Children understand that sounds get fainter as the distance from the sound source increase.

		tables, scatter graphs, bar and line graphs.			
Geography	<p>Children know about lines of longitude</p> <p>Children know how to use 4 and 6 figure grid reference points</p> <p>Children can read and use and interpret an OS Map inc. contour lines and scale</p> <p>Children can identify the human changes in Harrogate – land use, population growth</p>			<p>Children know where Antarctica and Australasia is on a map of the world</p> <p>Children know where the Southern Ocean is on a world map.</p> <p>Children know about the Prime Meridian</p> <p>Children know the differences between the Arctic and Antarctic circles</p> <p>Children know what is meant by Polar and Subpolar climate Zone and know about polar and tundra biomes</p>	
History	<p>Children know of some important Victorian scientists– Elizabeth Garret Anderson, Dr John Snow</p> <p>Children suggest why Harrogate’s population grew significantly during Victoria’s reign and beyond</p> <p>Children know what the medical advancements of the Victorian Era had on life expectancy</p>	<p>Children know about the class system of Victorian times</p> <p>Children know why the Victorian age was called the Age of Reform – William Wilberforce, Millicent Fawcett Children can evidence why Octavia Hill’s legacy is as important today as it was in Victorian times</p> <p>Children can suggest which of Anthony Ashley-Cooper’s achievements he would say would be the most important</p>	<p>Children suggest what is meant by ‘The Sun Never Sets On The British Empire’</p> <p>Children suggest what impact the British Empire had on Britain and its colonies</p> <p>Children know how science encouraged exploration – both near and far (trains to the sea, exploration of the poles)</p>		
Art	<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 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 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 can use ceramic mosaic materials and techniques to decorate a structure.</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 now work in a sustained and independent way from observation, experience and imagination.</p> <p>Children take into account the properties of media being used and its suitability to the artwork they are producing.</p> <p>Children use their sketchbooks as a place for exploration, experimentation and personal reflection.</p>	
DT	<p>Combine elements from the work of British inventors, designers, engineers, chefs or manufacturers to generate ideas for designs, giving reasons for choices.</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>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 first make prototypes to inform their final product.</p>	<p>Where relevant, children can survey their target audience and use this to generate ideas.</p> <p>Children show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p> <p>Children can carry out research, using surveys, interviews, questionnaires and web-based resources.</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 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 can convert rotary motion to linear using cams.</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 produce appropriate lists of tools, equipment and materials that they need.</p> <p>Children ensure products have a high-quality finish, using art skills where appropriate.</p> <p>Children model their ideas using prototypes and pattern pieces.</p> <p>Children make products through stages of prototypes, making continual refinements.</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>

RE	What do religions say to us when life gets hard?		Is it better to express your religion in arts and architecture or in charity and generosity?		What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?	
Music	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Use a variety of different musical devices in their composition (melody, rhythm and chords)</p> <p>Recognise that different forms of notation serve different purposes</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Perform parts from memory</p> <p>Play tunes and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Refine and improve their work</p>		<p>Improvise and compose music for a range of purposes using interrelated dimensions of music.</p> <p>Use different form of notation</p> <p>Combine a group of beats</p> <p>Show how a small change of tempo can make a piece of music more effective</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Sing a harmony part confidently and accurately</p> <p>Perform using notations</p> <p>Take the lead in a performance Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>Analyse features within different pieces of music</p> <p>Develop an understanding of the history of music. Compare and contrast the impact that different composers from different times will have had on the people of the time</p>		<p>Use and understand staff and other musical notations</p> <p>Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Take on a solo part</p> <p>Provide rhythmic support</p> <p>Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p> <p>Appraise the introductions, interludes and endings for songs and compositions they have created</p>	
Computing	<p>Children know how to recognise how we communicate using technology.</p> <p>Children know how to evaluate different methods of online communication</p>	<p>Children know how to add and format text within a website.</p> <p>Children know how to organise sections of web-pages and multiple page with relevant titles.</p> <p>Children know how to add and edit images.</p> <p>Children know how to include other features such as hyperlinks, buttons and files.</p>	<p>Children know how to create a spreadsheet to plan an event.</p> <p>Children know how to choose suitable ways to present data.</p>	<p>Children know why computers /electronics use binary.</p> <p>Children know how to convert binary code to denary numbers (decimal numbers) and vice versa.</p> <p>Children know how to use the PRINT command for text.</p> <p>Children know how to program a game.</p>	<p>Children know how to use a computer to create and manipulate three-dimensional (3D) digital objects.</p> <p>Children know how to compare working digitally with 2D and 3D graphics.</p> <p>Children know how to construct a digital 3D model of a physical object.</p>	<p>Children know what virtual reality is and how it can be used to help people.</p> <p>Children know how to add, move and resize objects in a virtual reality environment.</p> <p>Children know animate objects for realism.</p> <p>Children know use code blocks to add movement (with grouping) and interactions (conditions).</p>

		<p>Children know how to evaluate other websites and provide constructive feedback.</p> <p>Children know how to make necessary changes to the website based on feedback.</p>			<p>Children know how to identify that physical objects can be broken down into a collection of 3D shapes</p> <p>Children know how to design a digital model by combining 3D objects.</p> <p>Children know how to develop and improve a digital 3D model.</p>	Children know create multiple scenes of VR environments.
Latin	Nouns and subject/object rules	Simple sentences	Numerals and to be	Adjectives and agreement	Prepositions	
PE	Co-ordination Agility	Dynamic balance Counter balance	Dance	Gymnastics	Dynamic balance Static balance	Athletics
PHSE	Being me in the world	Changing me	Celebrating differences	Dreams and goals	Healthy me	Relationships
E-safety	Self-imagine and identity	Online relationships	Online reputation	Managing online information	Health, wellbeing and 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	Create a computer game Deliver training to a group of people	Take part in a debate	Make a sculpture for everyone to enjoy