Year group Yearly Overview
Year Six

	Autumn 1 x6 weeks 3 days	Autumn 2 x6	Spring 1 x6	Spring 2 x6	Summer 1 x7	Summer 2 x8
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
English – Writing	*Wolf Brother 5 weeks* *Apprentice write* *Use 'Explain, Change, Create' to describe settings, characters and atmosphere (Apprentice write) Use the Deadly Mushroom in Wolf Brother – Chapters 3 and 4 – as inspiration. 3rd person* *Assessment week 7th September* *1 week* *Narrative story (focus on narrative development, setting and dialogue) 3rd person*	*Windrush Child 3 weeks* *Diary entry (voice of Child) using informal speech structures* *1st person* *Fact file. Jamaica. Food 2 week* *3rd person* *Windrush Child 2 weeks* *: Letter to grandma explaining what England is like.* *1st person*	*Holes 2 weeks* *Informal letter* *Narrative. Letter home to Mum describing the 'positives' of Camp Green Lake 1st person* *Holes 2 weeks* *Non-chronological report – Yellow spotted lizards* *3rd person* *Holes 2 weeks – formal letter to the Judge, detailing innocence and unfit conditions in the Juvenile Correctional Facility. 1st person*	*Wonder 3 weeks* *Diary Entry from the viewpoint of Julian 1st person* *Assessment week Feb 8th 1 week* *Wonder 2 weeks* *Character description. 3rd person* *Formal Letter to Justin Bieber. Persuasion. Grammar links 2 weeks. 1st person*	*SATs 10th, 11th, 12th and 13th May* *1 week* *June Trip to Westridge Golf Centre. 4 weeks* *Children choose their own form:* *Trip advisor review. (5 star and 1 star)* *Magazine article* *Letter of appreciation* *Letter of complaint* *Advert/leaflet* *Poem* *Mixture of 1st and 3rd person*	*Terror Kid 3 weeks* *Social media tweet. Links to internet safety.* *I am not a label 3 weeks* *Biography of a para-athlete. 3rd person* *Biography of writers' choice* *3rd person*
English –Reading – Skills linked to VIPERS	***Reading teaching*** ***Wolf Brother***	***Reading teaching*** ***Windrush Child***	***Reading teaching*** ***Holes***	***Reading teaching*** ***Wonder***	***Reading teaching*** ***Terror Kid***	***Reading teaching*** ***I am not a label***
Maths	*6.1 Number and place value. Addition and subtraction with length and equations* *6.2 Multiplication and division with equations* *6.3 Fractions*	*6.4 percentages with geometry (angle and circles) with measurement (time)* *6.5number and place value with measurement (mass, capacity)*	*6.6 Fractions with ratio and geometry* *6.7Addition and subtraction (whole numbers and fractions) with linear sequences* *6.8 Statistics*	*6.9 Algebra and formulae with measurement (volume, capacity, metric and imperial)* *6.10 All 4 operations with statistics* *6.11Geometry and fractions*	*6.12 Multiplication and divisions with squares, cubes and primes.* *6.13 Statutory testing* *6.14 Fractions and equivalence* *6.15 All 4 operations (whole numbers and fractions)*	*6.16 Geometry with fractions, ratio and proportion* *6.17 Multiplication and division* *6.18 All 4 operations with decimals and measure.*
Science	*Biology – Animals including Humans* *How can diet and exercise impact the body's systems?*		*Biology – Living things and their habitats* *Why are animals and humans classified in groups?*	*Biology – Evolution and inheritance* *How have living things evolved over time?*		*Physics – Light* *How does light travel?*

History/ Geography	***The Atlantic slave trade*** *How did it happen that slavery was ever seen as good?*		***Caribbean comparison*** *STEWARDSHIP - WHY DID GOD MAKE INHOSPITABLE ENVIRONMENTS?*	***The Windrush*** *Was the Windrush community decision made for the common good?*	***Indus Valley Civilisation***	***Mapping/Cartography*** *Children learn about digimapping and how this can be used to find information about their local area*
Art & Design	*Painting* *A self-portrait in the style of Auerbach/Picasso or Nielly*	*Sculpture* *Children make large scale fruit and vegetables from Caribbean origin*	*Textiles* *Create a batik design inspired by the work of Dyer, using local flora and fauna observed from life*	*Drawing* *Draw a self portrait in a 'war stance' using a variety of media.*	*Collage* *Children create a self portrait in the style of Soltau, using stitch and digital media.* *Digital Art* *Create a promotional film about your school experience using cap-cut*	*Printing* *Children create a print in multiple colours, experimenting to achieve a series of different outcomes. Children ,may choose to overlay other materials onto their design.*
Design technology			*Graphics and construction* *Design, make, test and evaluate an appropriate boat that could be used to transport goods across the ocean.*	*Textiles* *Children can make their final piece of a leaf design using materials of their choice. Children can use more than one stitching technique for their chosen final design*	*Food and hygiene* *Design and prepare a balanced picnic meal, including carbohydrates, fats, fruit and vegetables, protein and sugars.*	
Computing	*E Safety*	*Programming*	*Multimedia*	*Handling Data*	*Technology in our lives*	
MFL	*The date*	*Do you have a pet*	*Clothes*	*At School*	*At the weekend*	*Viking*
PE	*Tag Rugby*	*Gymnastics and Dance*	*Basketball*	*Rounders* *Cricket*	*Athletics* *Tennis*	*OAA Orienteering*
Music	*Songs of WW2*		*Theme and Variations*			*Create a leavers' song*
PSHE and RHE ***SCARF***	UN right 15 - Joining groups UN right 2 - No discrimination UN right 2 - No discrimination UN right 13 - Sharing thoughts freely UN right 36 - Protection from exploitation UN right 2 - No discrimination	UN right 8 –Identity UN right 2 - No discrimination UN right 2 - No discrimination UN right 2 - No discrimination UN right 2 - No discrimination UN right 16 - protection of privacy UN right 16 - protection of privacy UN right 6 - Life, survival, development	UN right 36 - Protection from exploitation UN right 36 - Protection from exploitation UN right 33 - Protection from harmful drugs UN right 33 - Protection from harmful drugs UN right 36 - Protection from exploitation UN right 6 - Life, survival, development	UN right 13 - Sharing thoughts freely UN right 36 - Protection from exploitation UN right 26 - social and economic help UN right 26 - social and economic help Democracy in Britain UN right 26 - social and economic help	UN right 8 –Identity UN right 6 - Life, survival, development UN right 34 - protection from abuse UN right 24 - Health, water, food, environment UN right 13 - Sharing thoughts freely Making good choices UN right 13 - Sharing thoughts freely UN right 26 - social and economic help	*UN right 8 –Identity* *UN right 36 - Protection from exploitation* *UN right 36 - Protection from exploitation* *UN right 6 - Life, survival, development* *UN right 6 - Life, survival, development* *UN right 6 - Life, survival, development*

			UN right 33 - Protection from harmful drugs	UN right 13 - Sharing thoughts freely UN right 15 - Joining groups		*UN right 13 - Sharing thoughts freely*