

## Year 6 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Discovery Topic</b>	Hola Mexico	Blood Heart	Frozen Kingdom	Darwin's Delights	Revolution	Gallery Rebels
<b>Memorable Experience</b>	Mexican Fiesta	Speaker	Visit Artic Quest Sled Dogs		Visit to the Bewdley Museum	Visit Birmingham Art Gallery
<b>Class Texts</b>	The Explorer by Catherine Randell	Pig Herat Boy by Malorie Blackman	Shackleton's Journey by William Grill	Sky Hawk by Gill Lewis	Street Child by Berlie Doherty	Non-Fiction Texts
<b>End of Topic Showcase</b>	Smoothies	Dissect Hearts	Build Igloos		DT – Punch and Judy Puppets	Art Exhibition in school
Maths						
<b>White Rose Maths Units</b>	<u>Number:</u> Place Value Addition, Subtraction, Multiplication and Division	<u>Number:</u> Fractions <u>Geometry:</u> Position and Direction	<u>Number:</u> Decimals Percentages Algebra	<u>Measurement:</u> Converting Units Perimeter, Area & Volume <u>Number:</u> Ratio	<u>Number:</u> Statistics <u>Geometry:</u> Property of Shape	Consolidation Themed Projects
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>Read, write and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>To use negative numbers in context</li> <li>Demonstrate an understanding of place value including decimals</li> <li>Perform mental calculations with mixed operations</li> <li>Solve multistep problems</li> <li>Use estimation to check answers to calculations</li> <li>Multiply multi-digit numbers up to 4 digits by a two digits number</li> <li>Divide numbers up to 4 digits by a two digit whole number</li> <li>Perform mental calculations, including with mixed numbers</li> <li>Identify common factors, common multiples and prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>Use common factors to simplify fractions</li> <li>Compare and order fractions</li> <li>Add and subtract fractions</li> <li>Multiply pairs of proper fractions</li> <li>Divide proper fractions by whole numbers</li> <li>Identify the value of each digit in numbers given to three decimal places</li> <li>Multiply one-digit numbers with up to two decimal places</li> <li>Recall and use equivalences between simple fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>Use simple formulae</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure</li> <li>Use, read, write and convert between standard units</li> <li>Convert miles and kilometres</li> <li>Recognise that shapes with the same area can have different perimeters and vice versa</li> <li>Recognise when it is possible to use formulae for area and volume of shapes</li> <li>Calculate the area of parallelograms and triangles</li> <li>Calculate, estimate and compare volume of cubes and cuboids</li> <li>Solve problems involving unequal sharing and grouping</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> <li>Draw 2-D shapes using given dimensions and angles</li> <li>Recognise, describe and build 3-D shapes, including making nets</li> <li>Compare and classify geometric shapes based on their properties and sizes</li> <li>Find unknown angles in triangles, quadrilaterals and regular polygons</li> <li>Illustrate and name parts of circles, including radius, diameter and circumference</li> <li>Recognise angles where they meet at a point</li> <li>Describe positions on the full coordinate grid</li> <li>Draw and translate simple shapes on the coordinate</li> </ul>	

	<ul style="list-style-type: none"> <li>Solve problems involving addition, subtraction, multiplication and division</li> </ul>				plane and reflect them in the axis	
<b>Writing</b>						
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text (Information Text on Mexico)</li> <li>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use the colon to introduce a list and semi-colons within lists</li> <li>Proof-read for spelling errors linked to spelling statements for year 6</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</li> <li>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</li> <li>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</li> <li>Distinguish between the language of speech and writing and choosing the appropriate register</li> <li>Draft and write by accurately précising longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</li> <li>Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis</li> <li>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types</li> <li>Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity</li> <li>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover</li> <li>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or</li> </ul>	<ul style="list-style-type: none"> <li>Integrate dialogue to convey character and advance the action</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</li> <li>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</li> <li>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</li> <li>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</li> <li>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>

			phrase, grammatical connections and ellipsis			
<b>Science</b>						
<b>Science Objectives</b>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>Recognise that living things have changes over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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 buzzers</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	•
<b>Geography</b>						
<b>Geography Objectives</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</li> </ul>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</li> <li>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</li> </ul>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</li> </ul>	
<b>History</b>						
<b>History Objectives</b>	<ul style="list-style-type: none"> <li>Make confident use of a variety of sources for independent research</li> </ul>				<ul style="list-style-type: none"> <li>Make confident use of a variety of sources for independent research</li> <li>Describe a chronologically secure knowledge and understanding of British, local and world history</li> </ul>	

Design and Technology						
<p><b>D&amp;T Objectives</b></p>	<ul style="list-style-type: none"> <li>• Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</li> <li>• Use information on food labels to inform choices</li> <li>• Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Art and Design						
<p><b>Art and Design Objectives</b></p>	<ul style="list-style-type: none"> <li>• Explain and justify preferences towards different styles and artists.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> <li>• Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</li> <li>• Refine use of learnt technique.</li> <li>• Create innovative art that has personal, historic or conceptual meaning.</li> </ul>		<ul style="list-style-type: none"> <li>• Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</li> <li>• Use the work of a significant printmaker to influence artwork.</li> <li>• Use line and tone to draw perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Create intricate printing patterns by simplifying and modifying sketchbook designs.</li> <li>• Describe the work and ideas of various artists and designers, using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>• Uses different techniques, colours and textures when designing and making pieces of work and explain choices.</li> <li>• Choose the best materials for a task, showing an understanding of their working characteristics</li> <li>• Use colour palettes and characteristics of an artistic movement or artist in artwork</li> <li>• Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</li> <li>• Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</li> </ul>

PE						
PE Unit	Health & Fitness	Gymnastics	Counterbalance	Dance	Hockey	Athletics
	Tennis	Dance (British Values)	Dodgeball	Tag-Rugby	Cricket	OAA
Music						
Music Units						
PSHE						
PSHE Units	Being Me in my World My Year Ahead	Being Me in my World Being a Global Citizen 1	Being Me in my World Being a Global Citizen 2	Being Me in my World The Learning Charter	Being Me in my World Our Learning Charter	Being Me in my World Owning our Learning Charter
French						
French Units	What is the Date?	Phonics 2, 3, 4 Pets	Clothes	Me in the World	At School	Weekend
Computing						
Computing Units	Coding Online Safety	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing
RE						
RE Units	The Story of the People of God Celebrating the lives of Mary and the Saints Followers of Christ	Multi-Cultural Week Followers of Christ Advent	Christmas Prayers in the lives of followers Baptism & Confirmation	Lent Holy Week	Easter Pentecost	Belonging to the Church community
RSE						
RSE Units Ten Ten						

### Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

<b>CST 1</b>	Dignity of the Human Person	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
<b>CST 2</b>	Family and Community	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
<b>CST 3</b>	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
<b>CST 4</b>	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'

<b>CST 5</b>	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
<b>CST 6</b>	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
<b>CST 7</b>	Stewardship of God's Creation	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.