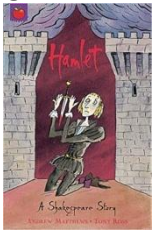
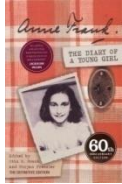
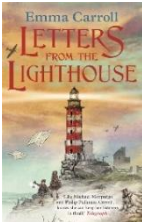







Year 6 Overview 2018-19

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	Autumn 1 Voyages of Discovery	Autumn 2 Conflict	Spring 1 Conflict	Spring 2	Summer 1 Preparing to Succeed	Summer 2 Cool Britannia
	 http://www.literacyshedplus.com/shakespeare-vipers.html	Lit. Shed +  A Christmas Carol	 Lit. Shed+ Trip to IWM Duxford	 Lit Shed +  Can we find a theatre production of Oliver?	Lit.Shed +	Adventure trip to Danbury or Mersea
English	<ul style="list-style-type: none"> • Biography (inform) of Shakespeare • Description (entertain) of a rough sea journey • Explanation (inform) – about light linking with science topic. 	<ul style="list-style-type: none"> • Diary (entertain) – final entry of Anne’s diary • Narrative (entertain) – • Poetry – WWI • Persuasive writing about Scrooge. 	<ul style="list-style-type: none"> • Newspaper (inform) - Dunkirk • Campaign (persuade) – persuade people to stick to their rations in WWII and join at ‘pig club’ • Essay (inform) – circulatory system or intolerance in life 	<ul style="list-style-type: none"> • Balanced argument (discuss) - was it right to send children out of the major cities? Or in relation to treatment of black people in South Africa • Setting description (entertain) – life in a boarding school. • Biography of Nelson Mandela 	Focus on SATs needs. All writing to be at the expected standard or above.	<ul style="list-style-type: none"> • Explanation (inform) – classification of animals and plants • Narrative (entertain) – story based around life in Clacton during the 50s/60s • Formal and informal letters (persuade) – Butlins should stay open???
Maths	White Rose Units (following suggested timeline subject to requirements of SATs): Place value Additions, subtractions, multiplication and division, Fractions Geometry – position and direction		White Rose Units (following suggested timeline subject to requirements of SATs): Decimals Percentages Algebra Measurement – converting units Measurement – perimeter, area and volume Ratio		White Rose Units (following suggested timeline subject to requirements of SATs): Geometry – properties of shape Statistics Plus additional work required for SATs preparation	

Science	<p>Sc6/4.1 Light</p> <p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b 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</p> <p>Sc6/4.1c 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</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Sc6/4.2 Electricity</p> <p>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc6/4.2b 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>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Sc6/2.2 Animals including humans</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Sc6/2.3 Evolution</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Include reference to Charles Darwin and the impact on society.</p>		<p>Probably through stand alone activity</p> <p>Sc6/2.1 Living Things and their habitats</p> <p>Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>
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Computing	Scratch Animated Stories <ul style="list-style-type: none"> • Maze game • Broadcast a message • Show and hide • Sequence a story • Adding audio • Getting interactive 	Website design: <ul style="list-style-type: none"> • What makes a good website • Website structure and design • Link it all together • Formatting content • Searching for images • Publishing the site 	Film making: <ul style="list-style-type: none"> • Writing a script • Research and sources • Inside • Interviewing • Editing • Publishing 	Kodu programming: <ul style="list-style-type: none"> • Code investigator • When and do instructions • Type and text • Deconstructing code • Race track • Racing game 		Spreadsheets: <ul style="list-style-type: none"> • Number operations • Ordering and presenting data • Add, edit and calculate data • Solving problems • Party plan budget • Design your own Using and applying skills: <ul style="list-style-type: none"> • Final end of year project.
History		<p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p> <p>Focus on evacuation – what impact did it have here, in Clacton? Think Londoners coming here and then the bomb in Skelmersdale rd, chn being evacuated from Clacton</p> <p>Stand alone unit – WWI, focusing on the commemoration of the 100th anniversary of the end of WWI</p>	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>WWII – focus on impact on home-front as well as progress of war in Europe, in particular treatment of Jews (in relation to Anne Frank). Dunkirk, D-Day, Blitz, BoB.</p>	<p>Victorians and Industrial Revolution</p> <p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Include work on life in the workhouse.</p>		<p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history.</p> <p>Britain since the 1950s – focus on Clacton in the 50s and the mods and rockers fights in Clacton. Butlins and the changes in the area.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Denmark</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, - sea journey</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, - Hamlet at university.</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links - Denmark</p> <p>Use contour map to create contour models</p>	<p>Why did we evacuate?</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ge2/1.1c identify the position and significance of time zones</p> <p>In relation to combatants from around the world.</p>	<p>Changes in land use during the industrial revolution and later the Victorian era</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<p>Seascapes – Turner</p> 	<p>Propaganda posters</p> 	<p>Faces of War</p> <p>Sketching techniques Half face sketching of real soldier, pilots and sailors</p>	<p>Study of artists and architects: Brunel and Lowry</p>		<p>Pop Art (using ICT?)</p> 

DT		Design and build a lighthouse using electrical circuits to light.	Cooking – rationing/carrot cakes?	Bridge Building – design, plan and construct a design capable of supporting a 1 kg weight using art straws		
RE	Living as a Hindu	Humanism	The Jewish Home The Synagogue	The Guru Granth Sahib and the Gurdwara		
PSHE	Relationships		Health and Wellbeing		Living in the Wider World	
PE						
MFL						Spanish
Music	Music with SS	Post War music	WWII music – focus on lyrics and meanings behind.			Popular music of the 50s/60s and the influence of British artists Year 6 concert
	Trip to beach for sketching sea scapes	Crucial Crew (PSHE) Remembrance Day Panto visit Christmas Concerts			SATS wb:13/5	Production Transition Days