



Year 6 Overview 2025/26



YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subjects						
Enhancements	Viking workshop Bikeability	Christmas Cinema Trip	Stockport Air raid shelters	Sponsored fun run	Sale High School Workshops	Whitemore Lakes Residential
Maths	Use knowledge of part-part-whole structure to solve additive problems Use equivalence and compensation to simplify and solve addition calculations Use equivalence and compensation to simplify and solve subtraction problems Multiples of 1,000 Understand place value within numbers with up to 7 digits	Order, compare and calculate with numbers up to 8 digits Rounding and solving problems with numbers up to 7 digits Draw, compose and decompose shapes Using equivalence to calculate	Multiplying and dividing by 2-digit numbers Area, perimeter, position and direction Addition and subtraction of fractions	Comparing fractions Multiplication and division of fractions Understanding percentages Statistics Ratio and proportion	Calculating using knowledge of equivalence in addition and subtraction Solving problems with two unknowns Order of operations Mean average	Consolidation
Writing Focus	To entertain: Poetry To inform: Non Chronological Report To discuss: Balanced Argument	To entertain: Adventure Story To persuade: persuasive speech To inform: Instructions	To inform: Letter To persuade: Persuasive leaflet	To entertain: Suspense narrative To recount: Diary	To inform: Review SATs preparation	To Persuade: speech

Reading Focus	The Legend of Podkin by Kieran Larwood	King Kong by Anthony Browne Plastic Planet: How Plastic Came to Rule the World (and What You Can Do to Change It) by Georgia Amson-Bradshaw	Holes by Louis Sachar	Macbeth: A Shakespeare Story. Adapted by Andrew Matthews Cogstone House	Kick by Mitch Johnson	Shackleton's Journey by William Grill
Science	Electricity How does the voltage of the battery affect the brightness of a bulb?	Light How does light travel and how does it help us to see?	Animals including humans How are substances transported around the body?	Evolution and Inheritance What did Charles Darwin see when he visited the Galapagos Islands and what impact did this have on the study of science?		Living things and their habitats How do we classify living things, and why?
History	Were the Vikings known as invaders or settlers?		What happened to children from our local area during WWII?			Was Tudor England a time of progress or problems?
Geography		How can we make our school more sustainable?		South America – The Amazon What is life like in the Amazon?		
Art		Drawing How do materials and composition portray mood?		Photo Opportunity Can I recreate a famous piece of art in a photorealistic style?		Craft and Design Can I expressively develop art work in my own style?
D and T	Food Can burgers be a healthy option?		Mechanism and structure: How are strong bridges built and how			

			can they be built to move?			
Music	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque		PRODUCTION	
RE	Is it better to express your belief in arts and architecture or in charity and generosity?		What do religions say to us when life gets hard?		What matters most to Christians and Humanists?	
PE	Gymnastics Tennis	Football Netball	Dance Tag Rugby	Volleyball Golf	Cricket Athletics	Rounders
Jigsaw	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Spanish	En la café (in the cafeteria)		El fin de semana (the weekend)		Yo en el mundo (me in the world)	
Computing	KODU How can I control a game's environment?	NCCE Introduction to spreadsheets How can I organise and analyse information?	Know your network How does hardware help us to communicate?	Physical computing Micro:bits Using and applying How can I control a physical device using code?		Be internet Legends How can I take responsibility for online safety?
Outside Learning Opportunities	Bikeability	Light Shadows Speeches				Reading Outside Practicing performance in outdoor spaces

Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under 'Our Learning'. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year Six Autumn Term Overview

Art and Design (A2)	Geography (A2)	Design and Technology (A1)
How do materials and composition portray mood?	How will our world look in the future?	Can burgers be a healthy option?
<u>Knowledge</u> <u>Pupils know...</u> • Gestural and expressive ways to make marks. • The effects different materials make. • The effects created when drawing into different surfaces <u>Know how to...</u> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • <u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. • <u>Evaluating and analysing:</u> Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be	<u>Knowledge</u> How houses can be eco-friendly. What sustainability is. What changes we make to traditional building materials used in house building. How we can reduce waste in our homes.	<u>Knowledge</u> I know what constitutes a burger (bread, protein, vegetables, sauce) and understand the origins. I know what are appropriate alternatives for various ingredients (meat replacement). I know what is meant by 'healthy' food and give reasons why. I know what nutrients and food groups are. I know how varying the cooking can alter nutritional value.

political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.		
<u>Vocabulary</u> aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone	<u>Vocabulary</u> Biome, river basin, climate, shifting cultivation, sustainable, indigenous	<u>Vocabulary</u> Carbohydrates, protein, vitamins, nutrients, adapt, alternative, nutrition, calories and joules.
RE (A1&2)	History (A1)	Spanish (A1&2)
U2.3 What do religions say to us when life gets hard? - Christians - Hindus Non-religious (e.g. Humanist)	Will the Vikings be remembered as Invaders or Settlers?	En el café At the Café
<u>Knowledge</u> - Christians use churches and cathedrals with stained glass, crosses and music to express beliefs about God. - Muslims use mosques, geometric patterns and Arabic calligraphy to express worship and respect for Allah. - Christians believe Jesus taught people to love others and help the poor. - Muslims believe giving to charity is a duty, and Zakat is one of the Five Pillars of Islam. - Religious buildings are important because they bring people together for worship and community. - Many religious believers think helping people through charity and generosity is a way of serving God.	<u>Knowledge</u> I know the Viking age lasted from AD700 to 1100 I know first Viking raids began in AD789 - They came from modern Scandinavia - They arrived in longboats - They came to raid, pillage and also to settle and farm as there was a better climate for farming in Britain. I know that Vikings raided monasteries for riches. - raid of Lindisfarne in AD793 - This was written about in the Saxon chronicles – but can be interpreted as biased and written many years after the event - monasteries were easy targets and not defended I know that Vikings settled and built towns	<u>Knowledge</u> To recognise and recall 20 different foods, snacks and drinks with the correct determiners Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain. To say some key phrases to take part in role play speaking Spanish Children can ask for items politely using the phrase ‘Quisiera un/una/unos/unas _____, por favor’, recognising the correct form for masculine/feminine and singular/plural. Children can ask how much it is (Cuanto vale/valen?) and give a price in response (‘Son tres euros’). To understand Spanish currency and the knowledge of numbers when discussing prices of food.

Both art and architecture, and charity and generosity, are important ways that religions express beliefs and values.	- Settled in York in 866 – named Yorvik - It became a centre of trade for Vikings across Europe - It became capital of Danelaw - Still evidence of Viking inhabitation today in street names I know that Danegeld was paid by Anglo-Saxons - King Alfred of Wessex paid taxes to Vikings in return for no Viking attacks - AD 878 Guthrun attacked Wessex - King Arthur retaliated in Battle of Edington Gudrun was given land in North England and ruled it under Danelaw which led to a period of relative peace	Children know how to say hundreds numbers in Spanish and can work out how to say 3-digit numbers. Children can give prices in euros and cents (Son veinte-cinco euros con diez centimos). Children can ask how much an items is and respond with the price.
<u>Vocabulary</u> sacred, architecture, generosity, spiritual, expression, mosque, Islam, church, Christianity architecture, worship	<u>Vocabulary</u> Conquer, Invade, settle, Lindisfarne, monastery, trade, raid, Anglo-Saxon, Danelaw, Danegeld	
Music (A1)	Computing (A1)	Science (A1)
Dynamics, Pitch and Texture (Fingal's Cave)	How can I control a game's environment?	How does the voltage of the battery affect the brightness of a bulb?
<u>Knowledge</u> - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music 'on the spot'. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	<u>Knowledge</u> We will know: Kodu can be used to design and create virtual worlds and games. Objects and characters can be added and programmed to respond to events and actions. Virtual environments can be designed and modified using a range of tools and features. Complex programs can be developed by breaking problems into smaller parts and explaining how code works. Games can be created with goals, obstacles and pathways to provide a purposeful user experience.	<u>Knowledge</u> We use scientific symbols to represent the components (parts) of a circuit. The brightness of a bulb or the loudness of a buzzer is affected by the number of cells in a circuit. The brightness of a bulb or the loudness of a buzzer is affected by the voltage of cells in a circuit. The number of components in a circuit can affect how they function. The arrangement of components in a circuit can affect how they function.

		The length of wires in a circuit can affect how the components function.
<u>Vocabulary</u> classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	<u>Vocabulary</u> Kodu, world, object, tool palette, program, Track, character, start, finish, obstacle, path Node, bump, settings, acceleration, turning, environment, smooth, flatten, raise.	<u>Vocabulary</u> circuit, component, electricity, cell (battery), switch, conductor, insulator, voltage, motor
Music (A2)	Computing (A2)	Science (A2)
Theme and Variations (Pop Art)	How can I organise and analyse information?	How does light travel and how does it help us to see?
<u>Knowledge</u> - To know that a 'theme' is a main melody in a piece of music. - To know that 'variations' in music are when a main melody is changed in some way throughout the piece. - To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	<u>Knowledge</u> <u>We will know:</u> Data can be collected, organised and structured effectively within a spreadsheet. Different data types and cell formats can be used appropriately. Formulas can be created and applied to perform calculations and answer questions. Changing data inputs can affect outputs and results. Tables and charts can be used to analyse, interpret and present data clearly.	<u>Knowledge</u> Light appears to travel in straight lines. Objects are seen because they give out or reflect light into the eye. We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Why shadows have the same shape as the objects that cast them.
<u>Vocabulary</u> 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	<u>Vocabulary</u> Data, collecting, table, structure, spreadsheet, Cell, cell reference, data item, format, Formula, calculation, data, spreadsheet, input, output, duplicate, sigma, Propose, question, data set, data, organised, formula, Chart, evaluate, results, comparison, questions, software, tools, data	<u>Vocabulary</u> light, light source, reflection, incident ray, reflected ray, refractions, visible spectrum, prism, shadow, transparent, translucent, opaque

Physical Education (A1)	Physical Education (A1)	Physical Education (A2)	Physical Education (A2)
Gymnastics	Tennis	Football	Netball

<u>Declarative Knowledge</u> • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow important principles.	<u>Declarative Knowledge</u> Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Evaluate your own success and areas of improvement, as well as others. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.	<u>Declarative Knowledge</u> • Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game. • Identify and evaluate parts of your game where you're performing well, and parts that can be improved. • Recognise exercise and activities that help strength, speed and stamina.	<u>Declarative Knowledge</u> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport.
<u>Procedural Knowledge</u> • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.	<u>Procedural Knowledge</u> • Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • Adopt a good ready position and show good position on court.	<u>Procedural Knowledge</u> • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. • Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. • Adapt games and activities making sure everyone has a role to play. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.	<u>Procedural Knowledge</u> • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.
<u>Vocabulary</u> Asymmetrical, body control, creativity, evaluate, improve, symmetrical, observe, fluency, flow, flight	<u>Vocabulary</u> Strategy, defence, attack, height, travel, positioning, on, court, react, singles, service, backswing, overhead, selection, respond, evaluate	<u>Vocabulary</u> Marking, tactics, apply, consider, evaluate, midfield, possession, opposition, patience, support, closing down, cover	<u>Vocabulary</u> Position, evaluate, direction, heart rate, power, accuracy, muscles, technique, decision making, opponent, teamwork, shoot

PSHCE

Being me in my world (A1)

Celebrating difference (A2)

Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
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Year Six Spring Term Overview

Art and Design (Sp2)	Geography (Sp2)	Design and Technology (Sp1)
Can I recreate a famous piece of art in photorealistic style?	What is life like in the Amazon?	How can you build a bridge and how make it move?
<u>Knowledge</u> - Translate a 2D image into a 3D form. - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - Manipulate cardboard to create different textures. - Make a cardboard relief sculpture. - Make visual notes to generate ideas for a final piece. - Translate ideas into sculptural forms. <u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials,	<u>Knowledge</u> What the Amazon is and where it is located. The Amazon's climate and how it differs to my local area. How native animals adapt to the Amazon's climate. Some of the human and physical features of the Amazonian city of Manaus. What life is like for the indigenous people of the Amazon and about the sustainable slash and burn method. How the Amazon is being damaged through deforestation.	<u>Knowledge</u> I know the difference between a pillar and beam (a pillar refers to any isolated, vertical structural member such as a pier, column, or post. A beam is a structural element that is capable of bearing load principally by resisting against bending). I know how to explore ways in which pillars and beams are used. I know what a span gap is (a gap is a space between two things or a hole in the middle of something solid how to span gaps). I know how to use span gaps. I know what a truss is (an assembly of members such as beams, connected by nodes, that creates a rigid structure). I know ways in which trusses can be used I know how to strengthen bridges.

imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • <u>Evaluating and analysing</u>: Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.	How different people, including myself, can protect the Amazon rainforest	I know what an arch is (a curved symmetrical structure spanning an opening that supports the weight of the bridge above). I know how to explore ways in which arches are used I know how to strengthen bridges. I know what a suspension bridge is (a bridge in which the weight of the deck is supported by vertical cables suspended from further cables that run between towers and are anchored in abutments at each end). I know how to understand how suspension bridges are able I know how to span long distances. I know how to use the key vocabulary to evaluate a product.
<u>Vocabulary</u> assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition	<u>Vocabulary</u> Sustainable, eco-friendly, reduce, reuse, recycle, earth ship	<u>Vocabulary</u> Pillar, beam, span, truss, arch, suspension, prototype, deck, pier, abutment, compression and tension.
RE (Sp 1&2) U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? • Christians • Muslims • Non-religious (e.g. Humanist)	History (Sp1) What happened to children from our local area during WWII?	Spanish (Sp 1&2) El fin de semana The Weekend
<u>Knowledge</u> • Christians believe in heaven and salvation, which can give comfort when someone dies.	<u>Knowledge</u>	• To be able to tell the time on a clock

- Hindus believe in reincarnation, where the soul is reborn after death.
- Hindus believe karma affects what happens in future lives through a person's actions.
- Muslims and Christians believe people live one life and will face judgement by God after death.
- Humanists do not usually believe in an afterlife and focus on making this life meaningful and good.
- Funerals and religious rituals help people remember loved ones, express grief and find hope.

Religions and worldviews can help people cope with suffering, death and difficult times by offering comfort, guidance and beliefs about life after death

I know when and why war broke out and which countries were involved

- War began 3.9.39 after Nazi Germany – led by Adolf Hitler- invaded Poland. British PM, Neville Chamberlain, declared war on Germany
- 2 sides – Allies (UK, France, USA) v Axis (Germany, Italy, Japan)
- War ended in 1945.

I know that children were evacuated

- Cities with industry and ports at risk of German attack so children sent to the countryside.
- Children had v different experiences and many came home due to 'phony war.'
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I know that Hitler wanted to invade Britain

- After conquering France, Belgium, Netherlands, Hitler bombed Britain to weaken resolve and surrender.
- Blitzkrieg (Lightning War) ran from Sep 40- May 41.
- Manchester suffered 3 large attacks during blitz and Worthington was bombed Dec 1940

I know precautions were taken during Blitz

- Gas masks to be carried at all times
- Air raid sirens sounded and people ran to shelters – Anderson, Morrison and public
- Children re-evacuated
- Blackout at night

I know that war caused shortages and propaganda was used to get public compliance

- The children will be able to tell the time in Spanish using quarter past, half past and quarter to.
- What time is it? (Que hora es?)
- Quarter past / y cuarto
- half past / y media
- Quarter to / menos cuarto
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- To be able to recognise and recall 10 activities done on the weekend.
- The children will be able to say and write in Spanish what we do at the weekend using two or more sentences.
- What do you do at the weekend? (Que haces los fines de semana?)
- I get up / me levanto
- I eat breakfast / desayuno
- I watch television / veo la tele
- I read / leo
- I listen to music/ escucho musica
- I play videogames / juego a videojuegos
- I play football / juego al futbol
- I got to the swimming pool / voy a la piscina
- I go to the cinema / voy al cine
- I go to sleep / voy a dormir
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- To be able to orally express what they did at the weekend and when
- The children will be able to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. Children will also be able to integrate 'at..' plus a time about weekend activities.

	- Food, clothing, metal was rationed - Propaganda posters asked people to grow their own food, donate scrap metal and be careful who they spoke to	
<u>Vocabulary</u> believing, resurrection, reincarnation, karma, punishment judgment, atonement, oblivion, heaven, legacy, memory, soul, Judaism, Hinduism, Buddhism, Sikhism, Christianity, Islam, Humanist	<u>Vocabulary</u> Blitz, Rationing, Propaganda, Nazi, holocaust, blackout, Air raid shelter, Hitler, Chamberlain, Churchill	
Music (Sp1)	Computing (Sp1)	Science (Sp1)
Baroque	How does hardware help us to communicate?	How are substances transported around the body?
<u>Knowledge</u> - To know that music in which very similar parts are introduced one by one to overlap is called a canon. - To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. - To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. - To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. - To know that ground bass is a repeating melody played on a bass instrument in Baroque music.	<u>Knowledge</u> <u>We will know:</u> Computer networks connect devices and enable information to be shared. The internet uses systems such as protocols, packets and routing to transfer data. Cloud computing allows information and services to be stored and accessed online, with both advantages and disadvantages. Different technologies, such as broadband and streaming services, allow people to access and share information online. Malware and other cybersecurity threats can affect networks and devices, and steps can be taken to reduce these risks.	<u>Knowledge</u> The main parts of the human circulatory system. The function of the heart, blood vessels and blood. The ways in which nutrients and water are transported in animals, including humans. The impact of diet, exercise, drugs and life style on health.
<u>Vocabulary</u> Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture	<u>Vocabulary</u> Adapters, cable, clients, communicate, connections, data, devices, equipment, Internet, network, PC, printer, router, server, smartphone, switch, wireless devices.	<u>Vocabulary</u> heart, blood vessels, veins, arteries, capillaries, blood cells, platelets, plasma, chamber, aorta, valve, oxygen, carbon dioxide, organ, villi,

	Clients, communications, data, information, network, router, signals, topology, terminator, wires. DNS server, HTTPS, HyperText Transfer Protocol (HTTP), IP address, Internet Service Provider (ISP), Uniform Resource Locator (URL), clients, encrypted, domain name, query string, packets, path, protocols, router, routing, scheme, server, website.	
		Science (Sp2)
		What did Charles Darwin see when he visited the Galapagos Islands and what impact did this have on the study of science?
		<u>Knowledge</u> That life has changed over time. That fossils provide information about living things that inhabited the Earth millions of years ago. That living things produce offspring of the same kind. That offspring normally vary and are not identical to their parents. That animals and plants adapt over time to suit their environment. That adaptation may lead to evolution.
		<u>Vocabulary</u> evolution, inheritance, offspring, adaptation, fossils, variation, vary, change, identical

Physical Education	Physical Education	Physical Education	Physical Education
Dance (Sp1)	Tag Rugby (Sp1)	Volleyball (Sp2)	Golf (Sp2)
<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>

• Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities.	• To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays.	• Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. • Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.	• Become familiar with golf phrases and the concept of golf. • Compare and evaluate other performances.
<u>Procedural Knowledge</u> • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.	<u>Procedural Knowledge</u> • Incorporate the rules of the game into small sided games like passing backwards. • To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules.	<u>Procedural Knowledge</u> - Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending. Show good position on court. • Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. • Use good footwork that allows the ball to be hit with good technique.	<u>Procedural Knowledge</u> • Develop an accurate putting technique, chipping for height technique, and driving for distance technique. • Determine how much speed and power is required when working to a target. • Compete with other in modified golf games.
<u>Vocabulary</u> Imaginative, emotive, expressive, rehearse, choreography, pace, question & Answer, confidence, experiment, formation, intensity	<u>Vocabulary</u> Communicate, effective, accuracy, mark/track, attack, defend, tactics, dummy	<u>Vocabulary</u> Decision Making, opposition, support, control, evaluate, tactics, spike, track, power, exploit, explore, direction, space, wide, set position	<u>Vocabulary</u> Drive, swing, green, par, ability, perform, imitate, evaluate, lean, power, bunker, handicap

PSHCE

Dreams and Goals (Sp1)

Personal learning goals, in and

Healthy Me (Sp2)

Taking personal responsibility

out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
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Year Six Summer Term Overview

Art and Design (Su2)	Physical Computing – Micro:bits (Su1)	
Can I expressively develop art work in my own style?	How can I control a physical device using code?	
<u>Knowledge</u> Pupils know... - How different materials can be used to produce photorealistic artwork. - That macro photography is showing a subject as larger than it is in real life. Know how to: - Create a photomontage. - Create artwork for a design brief. - Use a camera or tablet for photography. - Identify the parts of a camera. - Take a macro photo, choosing an interesting composition. - Manipulate a photograph using photo editing tools. - Use drama and props to recreate imagery. - Take a portrait photograph. - Use a grid method to copy a photograph into a drawing.	<u>Knowledge</u> - To know how to create and run a program on a controllable device, including testing on an emulator and transferring it to the device. - To know how selection (if, else if, else) controls the flow of a program. - To know how real-world conditions can be represented in a program. - To use variables to store and update values from user or physical inputs. - To know that checking a variable does not change its value. - To use conditional operators (e.g. <, >, ==, !=) to compare variables with values. - To know why the order of conditions in if, else if, and else statements is important. - To design algorithms and program flow for projects using inputs, outputs, and variables. - To develop a program from a design using inputs and outputs on a controllable device.	

<u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed. <u>Evaluating and analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.	To test, debug, and improve a program to ensure it meets the design requirements.	
<u>Vocabulary</u> album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus. frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software	<u>Vocabulary</u> Algorithm, Program, Variable, Input, Output, Selection, Condition, If statement, Operator, Debugging	
RE (Su 1&2)	History (Su2)	Spanish (Su1&2)
U2.7 What matters most to Christians and Humanists? Christians Humanist	Was Tudor England a time of progress or problems?	Yo en el mundo Me in the world
<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>

• Christians believe the two greatest commandments are to love God and to love your neighbour. • Christians use the teachings and example of Jesus to guide how they live their lives. • Humanists believe people should use reason, kindness and evidence to decide what is right and wrong. • Humanists do not usually believe in God, but they believe humans are responsible for making the world better. • Christians and Humanists both value kindness, honesty, forgiveness and helping other people. • Christians may show their beliefs through prayer, worship and charity, while Humanists may show their values through actions and concern for human welfare. Different people decide what matters most in life based on their beliefs, values and experiences.	• I know when the Tudor period was and who the Tudor monarchs were • The Tudor period lasted from 1485 to 1603. • It began when Henry VII won the Battle of Bosworth. • There were five Tudor monarchs: Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. • The Tudor period ended in 1603 when Elizabeth I died. • I know that Henry VIII changed religion in England • Henry VIII wanted to divorce his first wife but the Pope refused. • He created the Church of England and made himself its head. • Monasteries were closed and their land and wealth were taken by the Crown. • These changes caused disagreement and unrest across England. • I know what life was like for people in Tudor England • Rich and poor people had very different lives, homes, food and clothing. • Most people lived in villages and worked in farming or trades. • Children from wealthy families were more likely to receive an education than poor children. • England became wealthier through trade and exploration, but many people still faced poverty, disease and religious conflict.	To recall different Hispanic countries Children will know that there are many countries that have Spanish as their official language and name at least 4 of them in Spanish. They will also be able to locate them on a map. To discuss different religious celebrations in the Hispanic world. Children will be able to name and mention a few key facts in Spanish on at least 2 celebrations in Spanish speaking countries. To be able to express at least 2 ideas to help protect our planet. Children know the 8 points of a compass in Spanish. Children can say what direction one city is from another ('Bilbao esta al norte de Madrid').
<u>Vocabulary</u> Humanist, value, slogan, impact, consequences, Justice, moral, moral dilemma, values, code for living	<u>Vocabulary</u> Tudor, Monarch, Reign, Dynasty, Reformation, Church of England, Monastery, Catholic, Protestant, Exploration	
Music (Su 1&2)	Computing (Su2)	Science (Su2)

Composing and Performing for our Year 6 Production	How can I take responsibility for online safety?	How do we classify living things, and why?
<u>Knowledge</u> - To know that a chord progression is a sequence of chords that repeats throughout a song. - To know that a melody can be adapted by changing its dynamics, pitch or tempo. -To know that chord progressions are represented in music by Roman numerals.	<u>Knowledge</u> <u>We will know:</u> Cyberbullying can be as harmful as face-to-face bullying and appropriate action should be taken to report and address it. Websites can be checked for security using features such as secure web addresses and lock symbols. Personal information should be protected and shared carefully online. Online interactions and friendships can bring benefits and risks, and children should know how to respond to situations that make them uncomfortable. Stereotypes in media and online content can be harmful, and safe, responsible choices should be made when engaging online.	That micro-organisms, plants and animals are all living things. That living things are classified into broad groups according to their characteristics. That these characteristics are based on similarities and differences. That plants and animal characteristics can be classified in many different ways.
<u>Vocabulary</u> allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse	<u>Vocabulary</u> Cyberbullying, reporting, anonymous, victim, private, personal, online messaging, gender, media, stereotype, online media, message, SMART, attachments, email, website, secure, acronym	<u>Vocabulary</u> micro-organism, classification, characteristics, similarities, invertebrates, mammals, amphibians, reptiles.

Physical Education (Su1)	Physical Education (Su1)	Physical Education (Su2)	
Cricket	Rounders	Athletics	
<u>Declarative Knowledge</u> • Learn how to evaluate and recognise your own success and areas for improvement.	<u>Declarative Knowledge</u> - Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body	<u>Declarative Knowledge</u> • Understand appropriate pace judgement for the running distance to be covered.	

• Develop an understanding of how to improve in different physical activities and sports.	temperature, mobilise joints and muscles.	• Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles.	
<u>Procedural Knowledge</u> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together.	<u>Procedural Knowledge</u> • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together.	<u>Procedural Knowledge</u> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump,	
<u>Vocabulary</u> Wicket Keeper, crease, outfield, fast bowl, technique, quality, run up, tournament, awareness, bowling, tactics, straight drive, block, bowled out	<u>Vocabulary</u> Umpire, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap	<u>Vocabulary</u> Evaluate, feedback, power, cooperate, fling, Olympics, Run Up, compare	

Relationships (Su1)	Changing Me (Su2)
Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition