

Year 6
Yearly Overview Long Term Plan 2022-2023

Subject	Autumn 1 How did the civil war impact on the UK as we know it today?	Autumn 2 To what extent is industry responsible for climate change?	Spring 1 What impact did WW1 and WW2 have on ordinary people in Nottinghamshire?	Spring 2 How has Europe been redrawn and what impact does it have on Europe as a whole?	Summer 1 What was the impact of immigration on Britain over the past 100 years?	Summer 2 I'm a year 6 pupil, how can I get out of here?
Quality text	Stormbreaker (PoR)	The Last Wild (PoR)	The Machine Gunners Rose Blanche (PoR)	A Night Divided - Jennifer A Nielsen	The Journey: Francesca Sanna (PoR)	Wonder (PoR)
Writing outcomes	Setting description Character description Explanation Text - new gadget Biography - Charles 1	Balanced Argument Setting Description Play scripts Newspaper Report Haiku	Diary Writing Letter Writing Poetry from soldiers Narrative writing Recount	Newspaper Article Balanced Argument Non-chronological report about the Berlin Wall	Persuasive Letter Emotive Letter Narrative with focus with dialogue	Persuasive Writing Argument Poetry Narrative - story with alternative ending
Key Statements	Know who the roundheads and cavaliers were Know why Oliver Cromwell believed that things had to change Know the part that Nottingham played in the civil war	Know what industry is and why it is important Know what is meant by climate change Know why climate change is such an urgent issue	Know how lives of ordinary people started to change after WW1 Make use of evidence to find out why WW2 happened Know the impact of Chamberlain's speech on the country	Know what Europe looked like immediately after WW2 Know about the new European countries that have been formed since	Know why many people found Britain an attractive place to come to live Know about the prejudice that many immigrants met when they arrived in Britain	Know what digimaps are and use them to know more about our area Use Google Earth to help us know more about the Earth's continents Know what an Ordnance Survey map

	<p>Know about some of the important events that occurred during the civil war</p> <p>Know about the impact the civil war had on Britain today</p>	<p>Understand why people get passionate about climate change</p> <p>Know why climate change has such a big impact on the world's poorest countries</p>	<p>Make use of local evidence to find out about the impact of the wars on local people's lives</p> <p>Know about the issues people faced after WW2 ended</p>	<p>Understand why eastern Europe looks so different now</p> <p>Understand how NATO has shaped Europe today.</p> <p>Understand why Russia invaded Ukraine in 2022.</p>	<p>Know what is meant by the Windrush generation</p> <p>Know why there are large Asian communities in the North-West of England</p> <p>Know about the impact many individuals from immigrant families have on our lives today</p>	<p>is and what the symbols stand for</p> <p>Know how to use a six-figure grid reference system</p> <p>Know how to conduct a survey and present my findings appropriately</p>
<p>Geography/History National Curriculum Objectives:</p>	<p>History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: -the changing power of monarchs -changes in an aspect of social history -a significant turning point in British history</p>	<p>Geography Place Knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain a local history study:</p>	<p>Geography Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p>	<p>Geography Locational Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>

			-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
Maths	<p>Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across 0</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Addition, Subtraction,</p>	<p>Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions >1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p>	<p>Decimals Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>Use written division methods in cases where the answer</p>	<p>Perimeter, Area and Volume Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units</p>	<p>Position and Direction Describe positions on the full coordinate grid (all 4 quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Properties of Shape Draw 2-D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p>	Consolidation, themed projects and KS3 maths transition preparing the children for secondary school.

	<p><u>Multiplication and Division</u> Multiply multi-digit numbers up to 4 digits by a two-digit whole number</p> <p>Divide numbers up to 4 digits by a two-digit whole number</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations</p> <p>Solve addition and subtraction multi-</p>	<p>Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Converting Units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa,</p>	<p>has up to 2 decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Algebra</u> Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p>	<p><u>Statistics</u> Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean as an average.</p>	<p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	
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	<p>step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>using decimal notation to up to 3 decimal places</p> <p>Convert between miles and kilometres</p>	<p>Enumerate possibilities of combinations of 2 variables.</p> <p>Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of</p>			

			fractions and multiples.			
Art/DT	<p>Art Sculpture Animals: horses and cavalry Modroc</p> <p>Artist: Alberto Giacometti</p>	<p>Design and Technology Mechanisms Create a vehicle capable of moving across different terrains - using either solar power or wind power.</p>	<p>Art Drawing WW2 underground drawings - Perspective and vanishing points</p> <p>Artist: Henry Moore</p>	<p>Art Painting: Perspective through colours, hues and shades; mix and match; move towards abstraction</p> <p>Artist: Georgia O'Keeffe - paintings of the New Mexico Desert.</p> <p>(Link with light in science)</p>	<p>Design and Technology Textures: Create a flag depicting all the nationalities in the UK to capture our national diversity (linked to history and immigration).</p>	<p>Design and Technology Structure Create a structure similar to the Angel of the North that would be suitable for the Sherwood Visitor centre</p> <p>(Linked to Geography - Y6 get me out of here)</p>
Objectives						
Music	<p>Happy Unit theme: Being happy!</p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams. The material presents an integrated</p>	<p>Classroom Jazz 2 Unit theme: Jazz, improvisation and composition</p> <p>Using two new pieces, Bacharach Anorak and Meet The Blues, the pupils will learn to play the pieces and then explore</p>	<p>A New Year Carol Unit theme: Benjamin Britten's music and cover versions</p> <p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. There is also the opportunity</p>	<p>You've got a friend Unit theme: The music of Carole King</p> <p>All the learning is focused around one song: You've Got A Friend. The material presents an integrated approach to music where games, the</p>	<p>Music and Me Unit theme: Create your own music inspired by your identity and women in the music industry</p> <p>Try out different ways of making their own music, while exploring</p>	<p>Reflect, rewind and replay Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p> <p>This Unit of Work consolidates the learning that has</p>

	<p>approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>improvising with the repertoire.</p>	<p>to research Benjamin Britten's life and to listen to many of his other works</p>	<p>dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>the work of some of the most influential women in music over the last 100 years.</p>	<p>occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	<p>Invasion Games: Tag-rugby play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Gymnastics: develop flexibility, strength, technique, control and balance</p>	<p>Invasion Games: Basketball/Netball play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Dance: perform dances using a range of movement patterns</p>	<p>Multi-skills play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Invasion Games: Football play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Striking and fielding games: Rounders play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Athletics use running, jumping, throwing and catching in isolation and in combination</p>	<p>Striking and fielding games: Cricket play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Athletics use running, jumping, throwing and catching in isolation and in combination</p> <p>Residential take part in outdoor and adventurous activity challenges both individually and within a team</p>
Science	<p>Living things and their habitats</p>	<p>Electricity Associate the brightness of a lamp or the volume</p>	<p>Evolution Recognise that living things have changed</p>	<p>Light</p>	<p>Animals including humans</p>	<p>Animals including humans</p>

	<p>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>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>of a buzzer with the number and voltage of cells used in the circuit</p> <p>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>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Recognise that light appears to travel in straight lines</p> <p>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>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>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>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Computing Purple Mash scheme of work</p>	<p>Purple Mash - Coding</p> <p>Design, write and debug programs that accomplish</p>	<p>Purple Mash - Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise</p>	<p>Purple Mash - Spreadsheets</p> <p>Select, use and combine a variety of software (including</p>	<p>Purple Mash - Blogging</p> <p>Understand computer networks including the internet; how</p>	<p>Purple Mash - Text Adventures</p> <p>Use sequence, selection, and repetition in</p>	<p>Purple Mash - Networks</p> <p>Understand computer networks including the internet; how they can</p>

	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p>programs; work with variables and various forms of input and output</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>
<p>RE Notts syllabus and Focus challenge curriculum</p>	<p>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources</p>	<p>What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>	<p>What was the Kindertransport? Who resisted and rescued?</p>	<p>How can we be Upstanders today?</p>	<p>How do religions and beliefs respond to global issues?</p>	

	say about God, the world and human life?					
PSHCE SCARF	<p>Me and My Relationships</p> <p>Pupils can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Pupils can give examples of negotiation and compromise.</p> <p>Pupils can explain what inappropriate touch is and give example.</p>	<p>Valuing Difference</p> <p>Pupils can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Pupils can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>Keeping Myself Safe</p> <p>Pupils can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Pupils can explain some ways of making sure that they keep safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Pupils can explain why some people believe that more young people drink alcohol than actually do</p>	<p>Rights and Responsibilities</p> <p>Pupils can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Pupils can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Pupils can explain the advantages and disadvantages of different ways of saving money.</p>	<p>Being My Best</p> <p>Pupils can tell you how they can overcome problems and challenges on the way to achieving their goals. Pupils can give examples of an emotional risk and a physical risk.</p>	<p>Growing and Changing</p> <p>Pupils can give an example of a secret that should be shared with a trusted adult.</p> <p>Pupils can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Pupils can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>

			(misperceive the norm).			
MFL	FRENCH Classroom routines Describing the weather Classroom objects Following instructions Recap of clothes Expressing opinions	FRENCH Recap of family members, structures, quantifiers Occupations Christmas	SPANISH <u>Getting started</u> Basic classroom language Why learn languages? Being a language detective	SPANISH <u>All about Spain and Spanish-speaking countries</u> Facts about Spain Where Spanish is spoken Famous landmarks in Spain and South America	SPANISH <u>How are you?</u> Greetings and feelings Names Introducing your family	SPANISH <u>One, two, three</u> Numbers 1-20 Ages Birthdays
Reflections	Civil War Trip Civil War Coding Game	Motorised cars - whose will go the furthest?	World War 2 Day	Parent Book look	Immigration video about a famous person. (Clips)	Leavers Service

