

Doddiscombsleigh Primary School
YEAR C: Year 6 Long Term Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (Genre and Babcock English Texts)	Fiction Narrative A Wizard of Earthsea by Ursula Le Guin Puffin (free text online) Setting description and introduction Non-fiction Explanation texts Dragonology by Dugald Steer, Helen Ward, et al. Templar	Non-fiction Vocabulary The Dictionary of Difficult Words by Jane Solomon, illustrated by Louise Lockhart Frances Lincoln Fiction Multi clause sentences Spanish Lottery Christmas Advert	Fiction Beowulf by Kevin Crossley Holland Oxford This classic story sequence focuses around a fight Non-fiction Letter writing Persuasive letter: RSPB	Fiction Story Path by Madalena Matoso Templar and Jonathan Swift's Gulliver by Martin Jenkins Walker Non-fiction Reports (about discovery of a new island) Archipelago: An Atlas of Imagined Islands ed. Huw Lewis-Jones Thames and Hudson Ltd	Non-fiction A Drove of Bullocks by PatrickGeorge Fiction Commas, brackets, dashes Inside the Villains by Clotilde Perrin Gecko Press	Non-fiction Expanded noun phrases including relative clauses Animalium by Jenny Broom Big Picture Press
Guided Reading	Whole Class Guided Reading is taught every morning from 9.00 – 10.00am. The groups are split into Year 3&4 and Year 5&6.					
Maths (See White Rose Overviews)	Number: Place Value Number: Four Operations Number: Fractions		Number: Fractions (Y5) Ratio (Y6) Number: Decimals and Percentages Number: Decimals (Y5) Algebra (Y6) Measurement: Converting Units Measurement: Perimeter, area & volume Number: Statistics		Measurement: Time Geometry: Properties of Shape Geometry: Position and Direction	
Science Knowledge and Understanding	Electricity & Circuits Could we cope without electricity for one day? Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage	Sight, Light & Shadow How Can You Light Up Your Life? Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I recognise that light appears to travel in straight lines?	Evolution & Inheritance Have we always looked like this? Can I identify scientific evidence that has been used to support or refute ideas or arguments? Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	Evolution & Inheritance Have we always looked like this? Can I identify scientific evidence that has been used to support or refute ideas or arguments? Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	Classification of Living things Could Spiderman really exist? Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? Can I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,	Respiratory System What would a journey through your body look like? Can I identify and name the main parts of the respiratory system, and describe the functions of the lungs, heart, blood vessels and blood? Can I recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function? Can I describe the way in which oxygen is taken in and carbon dioxide is released, by living organisms?

	<p>of cells used in the circuit? Can I 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>Can I use recognised symbols when representing a simple circuit in a diagram?</p>	<p>Can I 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>Can I 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>Can I 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>their parents?</p> <p>Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p>	<p>their parents?</p> <p>Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</p>	<p>scatter graphs, bar and line graphs?</p> <p>Can I use test results to make predictions to set up further comparative and fair tests.</p> <p>Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?</p> <p>Can I 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>Can I give reasons for classifying plants and animals based on specific characteristics?</p> <p>Can I describe the differences in the life cycles of a mammal, an amphibian an insect and a bird?</p> <p>Can I describe the life process of reproduction in some plants and animals?</p>	
<p>Science Skills</p>	<p>Working scientifically (runs across all topics)</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</p>					

<p>History</p>	<p>Theme of British History: Social Impact of World War II</p> <p>How could Hitler have convinced a nation like Germany to follow him?</p> <p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work exact time scales and differences as need be? <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <ul style="list-style-type: none"> • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? 	<p>Ancient Mayans</p> <p>Who were the Mayans and what have we learnt from them?</p> <p>Can I consider ways of checking the accuracy of interpretations – fact or fiction and opinion?</p> <p>Can I place current study on a time line in relation to other studies?</p> <p>Can I use relevant dates and terms?</p> <p>Can I sequence up to 10 events on a time line?</p> <p>Can I find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings?</p> <p>Can I compare beliefs and behaviour with another time studied?</p> <p>Can I write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation?</p> <p>Can I recall key dates, characters and events of time studied?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a</p>	<p>Anglo-Saxons</p> <p>Were the Anglo-Saxons really smashing?</p> <p>Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changes over the years?</p> <p>Can I identify Anglo-Saxons, Scots and Britain's settlements?</p> <p>Can I recount Anglo-Saxon invasions?</p> <p>Can I identify different settlement types?</p> <p>Can I explain how the Anglo- Saxons influenced, kingdoms; names and places; art and culture and Christian conversion?</p> <p>Can they use dates and historical language in their work?</p>
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		specific viewpoint?	
Geography	<p>Sustainable Energy</p> <p>Will we ever run out of energy?</p> <p>Can I 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>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy?</p>	<p>Life in Another Country: South America</p> <p>Why is Brazil in the news again?</p> <p>Can they collect information about a place and use it in a report?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p>Can they explain why many cities of the world are situated by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p>	<p>Mountains</p> <p>Can you make a mountain out of a (mole) hill?</p> <p>Do they use correct geographical words to describe a place and the events that happen there?</p> <p>Can they identify key features of a locality by using a map?</p> <p>Can they begin to use 4 figure grid references?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use some basic OS map symbols?</p> <p>Can they make accurate measurement of distances within 100Km?</p> <p>Can they use maps and atlases appropriately by using contents and indexes?</p> <p>Can they describe how mountains are created?</p> <p>Can they confidently describe physical features in a locality?</p> <p>Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p> <p>Can they describe how mountains have an impact on people's lives?</p> <p>Can they explain why a place is like it is?</p> <p>Can they locate and name some of the world's most famous mountains?</p>
	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
Art	<p>Drawing & Painting</p> <p>Architectural Theme</p>	<p>Masks/Totems</p> <p>(South American Theme)</p>	<p>Sewing</p>
	Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children will learn about great artists, architects and designers. in history.		
DT	<p>Electrical-Build a battery powered, 3D model vehicle</p>	<p>Textiles</p>	<p>Cooking</p>

	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].						
MFL (Twinkl Units)	Getting to Know You (Y3)	All About Me (Y3)	Food Glorious Food (Y3)	Family and Friends (Y3)	Our School (Y3)	Time (Y3)	
	Getting to Know You (Y5)	All About Ourselves (Y5)	That's Tasty (Y5)	Family and Friends (Y5)	School Life (Y5)	Time Travelling (Y5)	
	<p>In Key Stage Two, pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 						
Computing (Purple Mash) Years 5 & 6	Coding & Computational Thinking	Online Safety	Spreadsheets	Communication & Networks	Coding & Computational Thinking	Coding & Computational Thinking	Writing & Presenting
	Coding Unit 5.1 (6 weeks)	Unit 5.2 (3 weeks)	Unit 5.3 (6 weeks)	Databases Unit 5.4 (4 weeks)	Game Creator Unit 5.5 (5 weeks)	3D Modelling Unit 5.6 (4 weeks)	Concept Maps Unit 5.7 (4 weeks)
	<ul style="list-style-type: none"> To represent a program design and algorithm. To create a program that simulates a physical system using decomposition. To explore string and text variable types so that the most appropriate can be used in programs. To use the Launch command in 2Code Gorilla To program a playable game with timers and scorepad. 	<ul style="list-style-type: none"> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology and children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of 	<ul style="list-style-type: none"> Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. To copy and paste within 2Calculate. Using 2Calculate tools to test a hypothesis. To add a formula to a cell to automatically make a calculation in that cell. Using a spreadsheet to model a real-life situation and answer questions. 	<ul style="list-style-type: none"> To learn how to search for information in a database. To contribute to a class database. To create a database around a chosen topic. 	<ul style="list-style-type: none"> To set the scene. To create the game environment. To create the game quest. To finish and share the game. To evaluate their and peers' games. 	<ul style="list-style-type: none"> To be introduced to 2Design and Make and the skills of computer aided design. To explore the effect of moving points when designing. To understand designing for a purpose. To understand printing and making. 	<ul style="list-style-type: none"> To understand the need for visual representation when generating and discussing complex ideas. To understand and use the correct vocabulary when creating a concept map. To create a concept map. To understand how a concept map can be used to retell stories and present information. To create a collaborative concept map and present this to an audience.

		<p>appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <ul style="list-style-type: none"> • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of communication 					
E-Safety	<p>Children will learn about staying safe online through the Purple Mash unit, alongside 'Google Legends'. This will be a key focus in the Autumn Term and revisited at the beginning of every new half term.</p>						
R.E.	U2.1 – What does it mean if Christians believe God is holy and loving?	U2.8 – What does it mean to be a Muslim in Britain today?	U2.3 – Why do Christians believe Jesus was the Messiah?	U2.9 – Why is the Torah so important to Jewish people?	U2.4 – Christians and how to live; 'What would Jesus do?'	U2.10 – What matters most to Humanists and Christians? (C, M/J, NR)	
PSHE (Jigsaw) Years 5 & 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn 	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know some of the risks linked to misusing 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong 	

			from them and vice versa <ul style="list-style-type: none"> Know ways that they can support young people in their own culture and abroad 	alcohol, including antisocial behaviour <ul style="list-style-type: none"> Know what makes a healthy lifestyle 	consequences	
Music (Charanga)	Living on a Prayer (Rock)	Classroom Jazz 1 (Jazz)	Make You Feel My Love (Pop Ballads)	The Fresh Prince of Bel Air (Hip Hop)	Dancing in the Street (Motown)	Reflect, Rewind, Replay
	<p>In Key Stage Two: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 					
P.E.	OAA – Team Building	Gymnastics	Inclusive Sports	Invasion Games	Athletics	Cricket
	<p>In Key Stage Two: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Swimming and Water Safety	In particular, pupils will be taught to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 					
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> Embedding Rights Respecting Eco/School Council British Values 					
CURRICULUM ENRICHMENT	Hello Yellow Black History Month	Children In Need Anti-Bullying Week Christmas Production	Safer Internet Day Children's Mental Health Week Eco-Summit Day	World Book Day Red Nose Day	Cultural Champion Visit	Key Stage Two Residential