

# Long Term Overview

## Year 6



Autumn 1 & Autumn 2  
IDENTITY

Spring 1 & Spring 2  
DISASTERS

Summer 1  
BLITZ BRITAIN

Summer 2  
THE LOST WORLD

### Mathematics

#### Place Value

Read, write (order and compare) numbers up to 10,000,000 and determine the value of each digit  
Round any whole number to a required degree of accuracy  
Use negative numbers in context, and calculate intervals across zero  
Solve number and practical problems that involve all of the above

#### Addition and Subtraction

Perform mental calculations, including with mixed operations and large numbers  
Use their knowledge of the order of operations to carry out calculations involving the four operations  
Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why

#### Multiplication and Division

Identify common factors and multiples and prime numbers  
Use estimation to check answers to calculations  
Multiply up to 4 digits by a two-digit number using long multiplication  
Divide numbers up to 4 digits by a two-digit number using long division, and interpret remainders as whole number remainders, fractions or by rounding

#### Fractions

Use common factors to simplify fractions  
Use common multiples to express fractions in the same denomination  
Compare and order fractions, including fractions greater than 1  
Add and subtract fractions with different denominators and mixed numbers  
Multiply simple pairs of proper fractions, writing the answer in its simplest form

Divide proper fractions by whole numbers

Associate a fraction with division

#### Decimals

Identify the value of each digit to three decimal places  
Multiply and divide by 10, 100 and 1000  
Multiply numbers with up to 2 decimal places by whole numbers  
Use written division when an answer has up to two decimal places  
Solve problems which require answers to be rounded  
Find the decimal equivalent of fractions

#### Percentages

Recall and use equivalences between simple fractions, decimals and percentages

#### Measurement

Solve problems involving the conversion of units of measure, using decimals up to 3 decimal places  
Use, read, write and convert between standard units, converting length, mass, volume and time  
Convert between miles and kilometres  
Recognise that shapes with the same areas can have different perimeters and vice versa  
Recognise when it is possible to use formulae for area and volume  
Calculate the area of parallelograms and triangles  
Calculate, estimate and compare volume of cubes and cuboids using standard units such as cubic centimetres and cubic metres (extending to km and mm)

#### Geometry

Draw 2D shapes using given dimensions and angles  
Compare and classify shapes based on their properties and sizes  
Illustrate and name parts of the circle (radius, diameter, circumference)  
Know that the diameter is twice the radius  
Recognise, describe and build simple 3D shapes, including making nets  
Find unknown angles in any triangles, quadrilaterals and regular polygons

#### Ratio and Proportion

Solve problems involving the relative sizes of 2 quantities, where missing values can be found by using integer multiplication and division facts  
Solve problems involving the calculation of percentages  
Solve problems involving similar shapes where the scale factor is known or can be found  
Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

#### Algebra

Use simple formulae  
Generate and describe linear number sequences  
Express missing number problems algebraically  
Find pairs of numbers that satisfy an equation with two unknowns  
Enumerate possibilities of combinations of two variables

#### Statistics

Interpret and construct pie charts and line graphs and use these to solve problems  
Calculate and interpret the mean  
**Geometry – position and direction**  
Describe positions on the full coordinate grid (all 4 quadrants)  
Draw and translate simple shapes on the coordinate plane and reflect them in the axes

Consolidation activities (after SATs tests)

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|                     |  |                       |  |                          |  |  |
|---------------------|--|-----------------------|--|--------------------------|--|--|
|                     | Divide numbers up to 4 digits by a two-digit number using short division interpreting remainders<br>Solve problems involving all 4 rules of number   |                       | Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles  |                          |  |  |
| Literacy            | <p><b>Reading:</b> Biographies and autobiographies/ The Secret Diary Of Adrian Mole (Sue Townsend) / The Midnighters (Hana Tooke), The Wolves in the Wall (Neil Gaiman)</p> <p><b>Writing:</b> Letter to my teacher, the writer of this poem, school council election speech, autobiography, diary entry, continuing a narrative in the style of the author</p> <p><b>SPaG:</b> subject and object, passive and active voice, apostrophes (contraction and possession), phrases and clauses, parenthesis, inverted commas, punctuating direct speech, reported speech, subordinating and coordinating conjunctions, relative clauses and embedded clauses, colons, semi-colons and dashes, modal verbs, prepositions</p> <p><b>Spelling:</b> root words, plurals, double consonants, 'ay' sound, 'f' sound, soft c sound, -sure and -ture suffixes, -al, el and le endings, prefixes (im-, il-, ir-, in-, -auto, trans, bi, tri, semi, micro, super, sub, inter, mis, anti, photo, circum)</p> <p><b>Handwriting</b><br/>Handwriting is clear and legible, with a fluid, cursive style</p> |                       | <p><b>Reading:</b> Kaspar, Prince of Cats (Michael Morpurgo) Noah's Gold (Frank Cottrell-Boyce)</p> <p><b>Writing:</b> Persuasive advert, newspaper report, descriptive writing, Non-chronological report, balanced argument, continuing narrative in the style of the author</p> <p><b>SPaG:</b> compound and complex sentences, pronouns, adverbs, cohesive devices, synonyms and antonyms, verb tenses. Subjunctive form, past and present progressive tense, present and past perfect tense, use of 'I' and 'me', formal and informal writing, revision</p> <p><b>Spelling:</b> hyphenating prefixes, homophones, word endings (cial, tial, cious, tious, able, ible, shun sound, en, on, er, ar, or, ery, ary, ory)</p> <p><b>Handwriting</b><br/>Handwriting is clear and legible, with a fluid, cursive style</p> |                          | <p><b>Reading:</b> The Silver Sword (Ian Serrailier)</p> <p><b>Writing:</b> Informal letter, formal letter, descriptive writing, diary entry (Anne Frank)</p> <p><b>SPaG:</b> Revision, past paper completion and review during boosting sessions</p> <p><b>Spelling:</b> past papers, silent letters, Y5 and 6 spelling lists</p> <p><b>Handwriting</b><br/>Handwriting is clear and legible, with a fluid, cursive style</p> | <p><b>Reading:</b> Middleworld: The Jaguar Stones (J&amp;P Voelkel)</p> <p><b>Writing:</b> Instructions, explanation text, adventure story, recount (PGL)</p> <p><b>SPaG:</b> Revision</p> <p><b>Spelling:</b> Y5 and 6 spelling lists</p> <p><b>Handwriting</b><br/>Handwriting is clear and legible, with a fluid, cursive style</p> |
| Religious Education | Loving Vocation and Commitment   | Hinduism Expectations | Sources Unity  | Unity Death and New Life | Witnesses Healing  | Healing Common Good Judaism  |
| Science             | <p>Animals including Humans</p> <ul style="list-style-type: none"> <li>- The circulatory system</li> <li>- Function of the heart and lungs</li> <li>- How nutrients are transported around the body</li> <li>- Effects of alcohol, cigarettes and drugs on the human body</li> <li>- Diet and exercise</li> </ul> <p>Investigation: how exercise impacts upon our heart rate.</p>  |                       | <p>Forces</p> <ul style="list-style-type: none"> <li>- Air resistance</li> <li>- Water resistance</li> <li>- Friction</li> <li>- Gears, levers and pulleys</li> <li>- Floating and sinking</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>- Identify the symbols used within an electrical circuit</li> <li>- draw circuits, using the correct scientific symbols</li> <li>- explain what happens to the brightness of a bulb when adding and taking away other components within the circuit</li> </ul>   |                          | <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>- Classifying animals and plants according to their properties</li> <li>- Explaining how plants, animals and organisms have been classified in accordance with similarities and differences</li> </ul>  | <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>- Theories of evolution</li> <li>- Darwin, Linnaeus</li> <li>- Adaptation</li> <li>- Inheritance and variation</li> </ul>  |
| Computing           | E-safety (Unit 6.2 and E-Aware)<br>Spreadsheets (Unit 6.3 and 6.9)<br>Coding (Unit 6.1)  |                       | E-Safety (Unit 6.2 and E-Aware)<br>Blogging (Unit 6.4)<br>Networks (Unit 6.6)<br>Quizzing (Unit 6.7)   |                          | E-Safety (Unit 6.2 and E-Aware)<br>Binary (Unit 6.8)   | Text adventures (Unit 6.5)   |
| History             |  |                       | Timeline of the sinking of the Titanic.<br>Other events that occurred in 1912.<br>How the sinking of the Titanic changed history.<br>Primary and secondary sources.  |                          | World War 2 and its impact on Britain today.<br>Empathising with a character or event.<br>Evaluate reliability of sources of evidence.   | The Mayan civilisation (location, culture, sports, numerical system, Gods). Identify and compare changes within and across different periods.  |

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|                   |  |   | Bias and reliability of sources.<br>Empathising with a character or event.  | Order events chronologically on a timeline.<br>Investigate own lines of enquiry<br>Key figures of WWII  | Investigate own line of enquiry.<br>Make links between differing past societies. |
| Geography         | <p>Identity (our world) –</p> <ul style="list-style-type: none"> <li>- Lines of longitude and latitude</li> <li>- Tropics of Cancer and Capricorn</li> <li>- The equator</li> <li>- Northern and Southern Hemispheres</li> <li>- Time zones</li> <li>- Map work (locating countries)</li> <li>- Locate the World's countries- concentrating on key physical characteristics &amp; major cities</li> <li>- Countries of the World</li> <li>- When exploring world map – Identify highest mountain, longest river, deepest ocean, largest continent</li> </ul> | <p>Disasters –</p> <ul style="list-style-type: none"> <li>- Volcanoes, earthquakes and tsunamis (how they happen, where in the world they happen most frequently and why).</li> <li>- Ring of Fire</li> <li>- Map reading skills</li> <li>- 6 figure grid references (quick recap from Y5)</li> <li>- 8 points of a compass.</li> </ul>   | <p>WWII –</p> <ul style="list-style-type: none"> <li>- Allies and axis powers map labelling</li> <li>- Map reading skills</li> <li>- Tracking the journey of Hitler's army on a world map</li> </ul>  |   |  |
| Art               | <p>Artist – Pablo Picasso</p> <p>Identity work –</p> <ul style="list-style-type: none"> <li>- Self-portraits</li> <li>- Identity collage</li> <li>- Use poem as a stimulus (Isn't my name magical?)</li> <li>- Study the cultural and historical setting, compare and contrast work by the artist, expressing a preference</li> <li>- Recreating patterns in a thumbnail</li> </ul>  | <p>Artist / Sculptor – Francis Davis Millet</p> <ul style="list-style-type: none"> <li>- View through a porthole</li> <li>- Study the cultural and historical setting</li> <li>- Evaluate the artist's work using developing artistic vocabulary</li> <li>- Using colour and other techniques to create mood</li> <li>- Vesuvius artwork using pointillism</li> <li>- Use a piece of music as a stimulus (Earthquake)</li> <li>- Perspective artwork</li> </ul> | <p>Artist – LS Lowry</p> <ul style="list-style-type: none"> <li>- Begin to use simple perspective in their work by using a single focal point on the horizon.</li> <li>- Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground and background</li> <li>- Draw figures with increasing accuracy, using shade and colour to represent movement.</li> <li>- Compare the work of their chosen artists saying whose work they prefer and why (Picasso and Lowry both had artwork that depicted war)</li> </ul> | <p>Mayan art and sculpture</p> <ul style="list-style-type: none"> <li>- Plan, design and make models/sculptures from observation or imagination (Maya)</li> <li>- Create sculptures/models that include both visual and tactile elements (Maya)</li> <li>- Develop skills in working with clay (Maya)</li> <li>- Begin to explore printing on different backgrounds e.g. painting, paper, wood. (Maya)</li> <li>- Make more complex printing blocks e.g. simple picture rather than shape/pattern (Maya)</li> <li>- Use different techniques, colours and textures when designing and making pieces of work (Maya)</li> </ul> |  |
| Music             | <p>British pop music through the decades</p> <p>Philharmonic</p> <p>Work of a British composer</p>   | <p>Work around a piece of music called 'Storm'.</p> <p>Work based on the Titanic.</p>   | <p>War-time songs</p>   |   |  |
| Design Technology | <p>Bread –</p> <ul style="list-style-type: none"> <li>- Research current available options</li> <li>- Survey to discover preferences / gaps in market</li> <li>- Taste test to sample current options</li> <li>- Food hygiene</li> <li>- Instruction writing (steps and ingredients included)</li> <li>- Make bread</li> <li>- Evaluate in line with survey, research, aims and general taste</li> </ul>   | <p>Design and make a boat –</p> <ul style="list-style-type: none"> <li>- Research into buoyancy and how boats float</li> <li>- Share ideas with peers, giving feedback on potential shapes</li> <li>- Create using a range of materials and tools to join those materials</li> <li>- Test boats for buoyancy, sturdiness and aesthetic appeal</li> <li>- Evaluate in line with original research, plan and feedback from others</li> </ul>                      |   | <p>Papier-mâché Mayan masks</p> <ul style="list-style-type: none"> <li>- Research culture, art, festivals</li> <li>- Look into tribal patterns and create a design</li> <li>- Use papier mache to build up a 3D mask, incorporating tactile elements</li> <li>- Use a range of tools and equipment necessary to join and assemble</li> <li>- Evaluate against criteria set (culturally appropriate)</li> </ul>  |  |

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| <b>Physical Education</b>                            | Health-related exercise<br>Boccia  | Pre-judice and discrimination<br>Game Sense Invasion | Matching and Mirroring<br>Handball  | Competitions<br>Badminton    | Cricket<br>Rounders<br><br>Communication and Tactics<br>Athletics  |
| <b>Happy, Healthy Me<br/>Equality Act Curriculum</b> | Marvellous Me<br>British Values<br>Say 'no' to bullying (fits in with anti-bullying week)<br>Challenging Racism<br>Promoting Diversity |  | Working Together<br>Being Responsible<br>Good to be me<br>Standing up to discrimination |                              | Relationships<br><b>Learning from our past</b><br><b>Justifying my actions</b><br><b>Appreciating artistic freedom</b><br><br>Changes (includes conception, puberty and 'Journey In Love' scheme). |
| <b>Languages</b>                                     |  | French<br>Phonetics 1-4<br>Presenting myself         |   | French<br>Do you have a pet? | French<br>What is the date?<br>What is the weather?  |