

# 2024/25 Year Group Overview Year 6

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
English	<p><b>Setting description</b> Short burst (School, lighthouse)</p> <p><b>Ending</b> Short burst</p> <p><b>Biography</b> Independent</p> <p><b>Shortburst –</b> Setting descriptions and ending</p> <p><b>Poetry</b> The Raven – Edgar Alan Poe</p> <p><b>Non-fiction</b> Islamic Civilisation Baghdad (Silk Road) Queen Vitoria Barrack Obama</p>	<p><b>Warning story – Red</b></p> <p><b>Non chronological report</b> - Linked to class novel</p> <p><b>Shortburst – Suspense</b></p> <p><b>Poetry</b> Caged bird – Maya Angelou</p> <p><b>Non-fiction</b> Deforestation Ernest Shackleton Polar Regions Trade (import/export) Anti-bullying</p>	<p><b>Newspaper Report</b> linked to the Highwayman poem</p> <p><b>Different point of view</b> First, Second, Third voice of the Highwayman, Bess and Tim the ostler</p> <p><b>Journey story - Holes</b></p> <p><b>Shortburst – Setting descriptions</b> Letter from Stanley home</p> <p><b>Poetry</b> The Highwayman by Alfred Noyes The Listeners by Walter de La Mare</p> <p><b>Non-fiction</b> Endangered animals Roman Empire Haiku poetry Poetry Slam</p>	<p><b>Change of view - Wonder</b></p> <p><b>Diary writing</b> Little Freak</p> <p><b>Warning story – Sequel</b></p> <p><b>Poetry</b> Invictus by William Ernest Henry</p> <p><b>Non-fiction</b> World War 2 The Blitz Anne Frank Flossie Albright</p>	<p><b>Non chronological report</b> Monquistar</p> <p><b>Newspaper</b> Linked to current affairs</p> <p><b>Narrative – Evacuation</b></p> <p><b>Poetry</b> Ozymandias by Percy Bysshe Shelley Macavity: The Mystery Cat</p> <p><b>Non-fiction</b> Newspaper articles – First news Non Chronological reports</p>	<p><b>Balanced arguments –</b> should SATs be abolished/current affairs</p> <p><b>Emails</b> Looking at, and creating emails to a range of people (informal/formal)</p> <p><b>Blogs/Vlogs</b> Questions to interview a web designer or blogger and each child will write a first-class blog and create a vlog</p> <p><b>Poetry</b> If – Rudyard Kipling</p> <p><b>Non-fiction</b> What is a refugee?</p>
Maths	Place Value Addition, subtraction and multiplication	Division and fractions	Fraction, Decimals, and Percentages	Ratio, Algebra, Area, Perimeter, Volume and Stats	Converting units, Shape, , Angles and Scales	Consolidation Post SATs projects

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Class text	Street Child by Bertie Doherty	The Polar Bears Explorers' Club by Alex Bell	Holes by Louis Sachar	The Boy At The Back of the Class by Onjali Q. Raúf Wonder by R.J Palacio	Once by Morris Gleitzman	Book of choice chosen by the class - printed off
Experiences/ Trips/visitors Enhance learning and/or cultural capital	Early Islamic Civilisation Drama Workshop	Christian visitor: What being a Christian means to them and The Holy Trinity.  Visit Ultimate Products – career opportunities  Residential: Castleshaw		Stockport Air Raid Shelters (History) To know what it would have been like to have to shelter during the Blitz.	British Etiquette and Manners Children know expected behaviours of attending a restaurant. Expected rules of dining.  Castleshaw – rivers	Business Challenge Children to experience the world of work through the creation of a business. Children will be assigned different roles within this.  Ten Pin Bowling  Chadderton Hall Park to identify the features of rivers
Science	<b>Light</b> Know that light appears to travel in straight lines  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  Know how humans see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  Know why shadows have the same shape as the objects that cast them	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  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  Use recognised symbols when representing a simple circuit in a diagram	<b>Animal, including humans</b> <b>Circulatory system</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<b>Animal, including humans</b> <b>Circulatory system</b> Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Know how nutrients and water are transported within animals, including humans	<b>Living things in their habitats</b> Living things are classified into broad groups according to common observable characteristics, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics	<b>Evolution and Inheritance</b> Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Identify how animals and plants are adapted to suit their environment in different ways and that

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						adaptation may lead to evolution
History	Civilisations from 1000 years ago – Early Islamic civilisation			WW2	WW2	
Geography		Trade and globalisation	Mountains			Rivers
PSHRE	Attraction to others, relationships, civil partnerships and marriage Recognising and managing pressure; consent in different situations	Respecting opinions and others' points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online	Influences and attitudes to money: money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. Managing transitions.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.
RE	Life, Death and Suffering – Christian, Hindu, Non-Religious	Christmas in the Gospels	Inspirational People	Religious Art and Architecture Christianity and Islam	Religious and Cultural diversity in Oldham	Worship and Sacred Space – Religious and Non-Religious
Music	Happy <b>Style:</b> Pop/Motown	Classroom Jazz <b>Style:</b> Jazz, Latin, Blues	A New Year Carol <b>Themes:</b> Benjamin Britten's music and cover versions	You've Got A Friend <b>Style:</b> The Music of Carole King	Music and Me <b>Style:</b> Inspirational women in the music industry	Reflect, Rewind and Replay <b>Style:</b> Western Classical Music
Art	Drawing (Banksy)		Printing and Textiles (William Morris)		Abstract Art (Kadinsky and Mondrian)	
DT		More complex switches (vehicle alarm)		Frame structure (air raid shelter)		Celebrating culture and seasonality (pizza for Summer Fair)
Computing	<b>Computer Science</b> COMPUTING SYSTEMS AND NETWORKS  Communication	<b>Information Technology</b> CREATING MEDIA  Web page creation	<b>Computer Science</b> PROGRAMMING A  Variables in games.	<b>Information Technology</b> DATA AND INFORMATION  Spreadsheets	<b>Information Technology</b> CREATING MEDIA  3D modelling	<b>Computer Science</b> PROGRAMMING B  Sensing.

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	<p><b>Digital Literacy skills taught</b> Find suitable information online</p>	<p><b>Digital Literacy skills taught</b> Create multimedia (text, sounds, images, video, and 3D objects) Find suitable information online</p>	<p><i>Online safety: Online reputation- Project Evolve</i></p>	<p><b>Digital Literacy skills taught</b> Organise and present data. <i>Online safety: Managing online information- Project Evolve</i></p>	<p><b>Digital Literacy skills taught</b> Make use of cut, copy, paste, as well as formatting tools Create multimedia (text, sounds, images, video, and 3D objects)</p>	<p><b>Digital Literacy skills taught</b> Capture digital content using devices including sound recorders, video cameras, sensors, and controllers (Includes embedded devices, e.g. an integrated tablet camera) Use equipment safely.  <i>Online safety: Copyright and ownership- Project Evolve</i></p>
P.E	<p><b>Outdoor - Invasion</b> Football <b>Indoor</b> Health Related Exercise/OAA</p>	<p><b>Outdoor – Invasion</b> Netball <b>Indoor</b> Athletics</p>	<p><b>Outdoor – Invasion</b> Hockey <b>Indoor</b> Dance (Carnival)</p>	<p><b>Outdoor – Net and wall</b> Badminton <b>Indoor</b> Gymnastics – Matching and mirroring</p>	<p><b>Outdoor – Striking and Fielding</b> Cricket <b>Indoor</b> Gymnastics equipment</p>	<p><b>Outdoor Striking and Fielding</b> Rounders <b>Indoor</b> Athletics</p>
Spanish	Progressive Language Unit: The Weekend	Progressive Language Unit: The Weekend	Progressive Language Unit: At School	Progressive Language Unit: At School	Progressive Language Unit: Me in the world	Progressive Language Unit: Me in the world