**Year 6 Overview 2016-7**

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|  | **Autumn** | **Spring** | **Summer** |
| **Whole School**  **Theme** | **Into the Forest** | **Journeys and exploration** | **Global Community**  **Indigenous Peoples** |
| **Text(s) leading learning** | Wolf Brother – Michelle Paver | Cosmic |  |
| **Literacy** | Y6 New national curriculum for English 2014 | | |
| **Maths** | Y6 New national curriculum for maths 2014 | | |
| **RE** | Values | Islam –  5 pillars | Jewish Values |
| Christian Charity | Life of  Jesus | Faith in  Everyday life |
| **Science** | Living things and their habitats - classification Evolution and inheritance | Animals including humans *- circulatory system; impact of diet, exercise, drugs, lifestyle*  Light  Electricity | Animals including humans - nutrition and water transportation |
| **Computer Science KS2** | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web  Appreciate how [search] results are selected and ranked | | |
| **Information Technology KS2** | Use search technologies effectively  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 | | |
| **Digital Literacy KS2** | Understand the opportunities [networks] offer for communication and collaboration  Be discerning in evaluating digital content  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | |
| **History** | NA |  | Disenfranchisement  Refugee/asylum seekers |
| **Geography** | **Locational knowledge**  **Place knowledge**  European forests - book's setting | **Geographical skills and fieldwork** | **Locational knowledge**  **Place knowledge**  **Human and physical geography**  Selected tribes/native communities around the world |
| **Art** | Gustav Klimt – Birch Forest paintings  Leaf art – felt  Pen and ink  Shelters - bush craft |  | Aboriginal / Native art forms |
| **DT** | Food technology   * Forest fruits * Mushrooms   Recipes – design, make, evaluate | Evaluate: understand how key events and individuals in design and technology have helped shape the world | Make: select from & use a wider range of materials & components, according to their functional properties and aesthetic qualities |
| **PE** | Bouncing skills  Sportscape – games led | Kicking skills  Sportscape – games led | Striking skills  Sportscape – games led |
| **Music** | Singfst '16 - vocal  Music Express Aut 1  Roots -  *Exploring mini musical performances* | Singfst '16 - vocal - massed choir March  Music Express Spr 1  World unite –  *Exploring performance* | Music Express Sum 1  Class Awards-  *Exploring performance* |
| Music Express Aut 2  Growth –  *Exploring street dance* | Music Express Spr 2  Journeys –  *Exploring song cycles* | Music Express Sum 2  Moving On –  *Exploring Performance* |