**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 ofJesus | Faith inEveryday life |
| **Science** | Living things and their habitats - classification Evolution and inheritance | Animals including humans *- circulatory system; impact of diet, exercise, drugs, lifestyle*LightElectricity | 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 outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsUnderstand 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 |  | DisenfranchisementRefugee/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 paintingsLeaf art – feltPen and inkShelters - 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 skillsSportscape – games led | Kicking skillsSportscape – games led | Striking skillsSportscape – games led |
| **Music** | Singfst '16 - vocalMusic Express Aut 1Roots -*Exploring mini musical performances* | Singfst '16 - vocal - massed choir March Music Express Spr 1World unite –*Exploring performance* | Music Express Sum 1Class Awards-*Exploring performance* |
| Music Express Aut 2Growth –*Exploring street dance* | Music Express Spr 2Journeys –*Exploring song cycles* | Music Express Sum 2Moving On –*Exploring Performance* |