

# Menston Primary School Long-Term Overview 2023-24

## Year 6 Autumn Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p><b>The Mouse and his Child</b> by Russell Hoban</p> <p><b>Street Child</b> by Berlie Doherty</p> <p>Writing to entertain: setting descriptions</p> <p>Writing to entertain: historical fiction</p>	<p>Place Value</p> <p>Calculating with all four operations</p> <p>Fractions</p> <p>Measurement – converting units</p>	<p><b>What was the effect of the Industrial Revolution on Bradford?</b></p> <ul style="list-style-type: none"> <li>Why did people move from the countryside into Bradford?</li> <li>What changes happened in Bradford during the industrial revolution?</li> <li>Why was Titus Salt significant at this time?</li> <li>How did Saltaire Village change workers' lives?</li> <li>Was Titus Salt good for business or good for society?</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Painting &amp; Mixed Media: Artist Study</b></p> <ul style="list-style-type: none"> <li>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</li> <li>Work in a sustained way over several sessions to complete a piece.</li> <li>Analyse and describe how colour is use in other artists' work.</li> <li>Consider materials, scale and techniques when creating collage and other mixed media pieces.</li> <li>Create collage in response to a stimulus and work collaboratively on a larger scale.</li> </ul>	<p><b>Computing Systems and Networks Communication</b></p> <ul style="list-style-type: none"> <li>Internet addresses</li> <li>Data packets</li> <li>Working together</li> <li>Shared working</li> <li>How we communicate</li> <li>Communicating responsibly</li> </ul>	<p><b>Ready, Respectful and Safe</b></p> <p><b>Growth Mindset</b></p> <p><b>Back to school with SCARF</b></p> <p><b>Safety</b></p> <p><b>Caring</b></p> <p><b>Achievement</b></p> <p><b>Resilience</b></p> <p><b>Friendship</b></p>	<p><b>Why does religion look different around the world? (Part 1)</b></p> <p>Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.</p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>Demonstrate a good awareness of space.</li> <li>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.</li> <li>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</li> </ul>	<p><b>Looping and remixing</b></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p><b>À l'école (At school)</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/dislike certain school subjects.</li> <li>Tell the time (on the hour) in French.</li> <li>Say what time they study certain subjects at school.</li> </ul>
Autumn 2	<p><b>You Are A Champion</b> by Marcus Rashford</p> <p><b>Dragonology and Jabberwocky</b></p> <p>Writing to inform: Non-chronological report</p> <p><b>The Piano (digital literacy)</b></p> <p>Writing to entertain: flashback stories</p>		<p><b>How is the land divided into biomes?</b></p> <ul style="list-style-type: none"> <li>Can you name and locate five different biomes across the globe and describe their position?</li> <li>What is it like in different biomes?</li> <li>Are there any patterns to the distribution of biomes within the world?</li> <li>Are there any anomalies in the location of specific biomes and why do these occur?</li> </ul>	<p><b>Evolution and inheritance:</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<p><b>Mechanisms: Automata toys</b></p> <ul style="list-style-type: none"> <li>Use woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.</li> </ul>	<p><b>Creating Media Web Page Creation</b></p> <ul style="list-style-type: none"> <li>What makes a good website?</li> <li>How would you layout your web page?</li> <li>Copyright or copyWRONG?</li> <li>How does it look?</li> <li>Follow the breadcrumbs</li> <li>Think before you link!</li> <li></li> </ul>	<p><b>Health and Wellbeing (Drug and alcohol awareness)</b></p>	<p><b>Why does religion look different around the world? (Part 2)</b></p> <p>Building on their learning from part 1, children discover the diversity within the Buddhist, Hindu and Sikh worldviews. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.</p>	<p><b>Hockey – Quick Sticks</b></p> <ul style="list-style-type: none"> <li>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>Keep and win back possession of the ball effectively and</li> </ul>	<p><b>Advanced rhythms</b></p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p><b>Manger et Bouger (Healthy Lifestyles)</b></p> <ul style="list-style-type: none"> <li>Name and recognise 10 foods and drinks that are considered good for your health.</li> <li>Name and recognise 10 foods and drinks that are considered bad for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy lifestyle.</li> </ul>

Please note: This is a working document and is subject to change.

			<ul style="list-style-type: none"><li>• How do humans adapt to live in different biomes?</li><li>• How has plant and animal life adapted to live in different biomes?</li></ul>	<ul style="list-style-type: none"><li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>					<p>in a variety of ways in a team game.</p> <ul style="list-style-type: none"><li>• Demonstrate a good awareness of space.</li><li>• Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.</li><li>• Follow and create complicated rules to play a game successfully.</li><li>• Communicate plans to others during a game. Lead others during a game.</li></ul>		<ul style="list-style-type: none"><li>• Learn to make a healthy recipe in French.</li></ul>
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# Menston Primary School Long-Term Overview 2023-24

## Year 6 Spring Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Spring 1	<p><b>Who Let The Gods Out</b> by Maz Evans</p> <p><b>Greek myths</b> Writing to entertain: myth</p> <p><b>Ancient Greece by DK</b> Discussion: Balanced argument – Parthenon Marbles</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p> <p>Fractions, decimals percentages</p> <p>Area, perimeter and volume</p> <p>Statistics</p> <p>Shape</p> <p>Geometry (position and direction)</p>	<p><b>How did ancient Greek achievements influence the western world?</b></p> <ul style="list-style-type: none"> <li>What did the ancient Greeks believe?</li> <li>What do we know about the achievements of Alexander the Great?</li> <li>What was life like in Ancient Greece?</li> <li>What were the key achievements of the Ancient Greeks?</li> <li>How did the Ancient Greeks influence the western world?</li> </ul>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Textiles: Stuffed toys</b></p> <ul style="list-style-type: none"> <li>Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.</li> </ul>	<p><b>Creating Media 3D Modelling</b></p> <ul style="list-style-type: none"> <li>Introduction to 3D modelling</li> <li>Modifying 3D objects</li> <li>Make your own name badge</li> <li>Making a desk tidy</li> <li>Planning a 3D model</li> <li>Make your own 3D model</li> </ul>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p>	<p><b>Why is it better to be there in person?</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>Confidently use equipment to vault and incorporate this into sequences.</li> <li>Apply skills and techniques consistently, showing precision and control.</li> <li>Develop strength, technique and flexibility throughout performances.</li> </ul>	<p><b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p><b>Le week-end (The weekend)</b></p> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> <li>Learn how to say what they do at the weekend in French.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> </ul>

Spring 2	<b>Trailblazers: Harriet Tubman by Sandra A. Agard</b>  <b>Stormbreaker by Anthony Horowitz</b> Writing to entertain: Spy story Writing to persuade: Formal letter		<b>What is special about North America?</b> <ul style="list-style-type: none"> <li>What biomes can be found in the continent of North America and where are they?</li> <li>What human features have been developed to help humans adapt to specific biome conditions?</li> <li>Name two contrasting national parks within North America.</li> <li>What is the same/what is different about the national parks?</li> <li>How can the population of North America be attributed to physical/human geographical features?</li> <li>How many time zones are there in the USA?</li> </ul>	<b>Light:</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<b>Drawing: Make my Voice Heard</b> <ul style="list-style-type: none"> <li>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</li> <li>Apply new drawing techniques to improve their mastery of materials and techniques.</li> <li>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</li> </ul>	<b>Data and Information <i>Spreadsheets</i></b> <ul style="list-style-type: none"> <li>What is a spreadsheet?</li> <li>Modifying spreadsheets</li> <li>What's the formula?</li> <li>Calculate and duplicate</li> <li>Event planning</li> <li>Presenting data</li> </ul>	<b>Living in the Wider World: Rules, Rights and Responsibilities</b>	<b>Why is there suffering? (Part 1)</b>	<b>Badminton</b> <ul style="list-style-type: none"> <li>Use good hand-eye coordination to be able to direct a shuttlecock when striking or hitting.</li> <li>Understand how to serve in order to start a game.</li> <li>Demonstrate a good awareness of space.</li> <li>Think ahead and create a plan of attack or defence.</li> <li>Apply knowledge of skills for attacking and defending.</li> <li>Follow and create complicated rules to play a game successfully.</li> <li>Communicate plans to others during a game.</li> <li>Lead others during a game.</li> <li></li> </ul>	<b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Les planètes (Planets)</b> <ul style="list-style-type: none"> <li>Name and recognise the planets in French on a solar system map.</li> <li>Spell at least 5 planets in French.</li> <li>Say an interesting fact about at least 4 of the planets.</li> <li>Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li> </ul>
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# Menston Primary School Long-Term Overview 2023-24

## Year 6 Summer Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Summer 1	<p><b>Boy 87 by Ele Fountain</b> Writing to inform: Recount</p> <p><b>I am Malala and 'I have a dream' by Martin Luther King</b> Writing to persuade: Inspirational speech</p>	Revision and consolidating maths curriculum.	<p><b>How has equality changed over time?</b></p> <ul style="list-style-type: none"> <li>Have men and women always been treated equally? [roles of men and women through societies studied]</li> <li>How did women get the right to vote in this country?</li> <li>Do women across the world have equal rights now? [Malala]</li> <li>How were Martin Luther King and Nelson Mandela similar different?</li> <li>Have we reached racial equality? [BLM movement]</li> <li>Have we reached equality for the LGBT community?</li> </ul>	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Digital World- Navigating the World</b></p> <ul style="list-style-type: none"> <li>Program a navigation tool to produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.</li> </ul>	<p><b>Programming A Variables in Games</b></p> <ul style="list-style-type: none"> <li>Introducing variables</li> <li>Variables in programming</li> <li>Improving a game</li> <li>Designing a game</li> <li>Design to code</li> <li>Improving and sharing</li> </ul>	<p><b>Healthy Relationships: Managing change/ Managing risk/ Peer pressure</b></p>	<p><b>Why is there suffering? (Part 2)</b></p>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Hit a bowled ball over longer distances.</li> <li>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>Throw and catch accurately and successfully under pressure in a game.</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>Demonstrate a good awareness of space.</li> <li>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>Follow and create complicated rules to play a game successfully.</li> <li>Communicate plans to others during a game. Lead others during a game.</li> </ul>	<p><b>Theme and variations (Theme: Pop Art)</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Les Vikings (Vikings)</b></p> <ul style="list-style-type: none"> <li>Name the key periods in Ancient Britain, chronologically in French.</li> <li>Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>
Summer 2	<p><b>You Are Awesome by Matthew Syed and Go Big by Matthew Burton</b></p> <p><b>Alma (digital literacy)</b> Writing to entertain: spooky story</p>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>How is the global population changing?</li> <li>What are birth and death rates?</li> </ul>	<p><b>Consolidation and application of key knowledge and skills</b></p>	<p><b>Sculpture &amp; 3D Interactive Installation</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the</p>	<p><b>Programming B Sensing</b></p> <ul style="list-style-type: none"> <li>The micro:bit</li> <li>Go with the flow</li> <li>Sensing inputs</li> <li>Finding your way</li> <li>Designing a step counter</li> <li>Making a step counter</li> </ul>	<p><b>Growing and Changing (RSE)</b> Provision in conjunction with CORAM to include parent workshop and pupil workshop.</p>	<p><b>What place does religion have in our world today?</b></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Recap, practise and refine an effective sprinting technique, including reaction time.</li> <li>Build up speed quickly for a sprint finish.</li> </ul>	<p><b>Composing and performing a Leavers' song</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>	<p><b>Moi dans le Monde (Me in the world)</b></p> <ul style="list-style-type: none"> <li>Learn about the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world.</li> </ul>

	<p><b>Overheard in a Tower Block by Joseph Coelho &amp; Kate Milner</b></p> <p>Poetry: Poetry for transition</p> <ul style="list-style-type: none"><li>Narrative</li><li>Free verse</li></ul>		<ul style="list-style-type: none"><li>Why do people migrate?</li><li>How is climate change impacting the population?</li><li>How is population impacting our environment?</li></ul>		<p>display environment and possibilities for viewer interaction with their piece.</p> <ul style="list-style-type: none"><li>Investigate scale when creating forms in 3D.</li><li>Explore a greater range of materials to create 3D forms, e.g. wire and other found materials.</li><li>Plan a sculpture, developing an idea in 2D into a 3D piece.</li><li>Persevere when constructions are challenging and work to problem solve more independently.</li></ul>				<ul style="list-style-type: none"><li>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li><li>Accelerate to pass other competitors.</li><li>Work as a team to competitively perform a relay.</li><li>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li><li>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li><li>Develop the technique for the standing vertical jump.</li><li>Maintain control at each of the different stages of the triple jump.</li><li>Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li><li>Perform a fling throw.</li><li>Measure and record the distance of their throws.</li><li>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</li><li>Develop and refine techniques to throw for accuracy.</li></ul>	<ul style="list-style-type: none"><li>That we are different and yet all the same.</li><li>That we can all help to protect our planet.</li><li>How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).</li></ul>
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