

Year 6 overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	What happened after the Bristol Blitz?		What is the journey of a river?		How do animals and plants adapt to suit their environment?	
Trips, Visits, Visitors	-Swimming -Black History Month -Life skills trip	-Christmas Carol Concert -Anti Bullying week	-Safer Internet Day -Image Theatre Company Performance	-River Walking -PANTS (PSHE) -World Book Day -Science week	-Life skills Centre	-Morfa Bay Residential visit, Tenby -Sports Week
Science (Rising Stars)	Children build on learning from Years 3 and 4 about the main body parts and internal organs. It considers life processes that are internal to the body, such as the circulatory system. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.	Children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail and developing their knowledge by looking at fungi and bacteria. Children also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to 'identify' organisms.	This unit builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit.	Children will learn the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The unit then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions.	Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same. They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). Children look at evolution and Charles' Darwin's theory of natural selection, as well as palaeontologist Mary Anning's work with fossils.	
Geography			This enquiry will focus on how rivers are formed through the water cycle and the courses they follow. Children will learn about the features of rivers, mountains and the coast. Children will learn the names of significant rivers from all over the world. They will compare the human and physical features that rivers pass through on their journey from source to mouth. Children will compare rivers in the North/South America, Europe and the UK.			
History	This enquiry is a local history study of how the Bristol Blitz became a turning point in recent Bristol history. This study looks into differences between pre-WWII and present day. Links should also be made to historical understandings of growing up as a child during WWII in Bristol. Children learn about Bristol's Windrush generation.					

R.E	(AMV) What does it mean to be Jewish?		What matters most to Christians and Humanists?		What do religions say to us when life gets hard? Before starting study in this unit a letter informing parents of the topic should be sent home.	
Art	Sculpture- Henry Moore reclining figures sculptures. Create figures sleeping or cowering in a bomb shelter. Recreating with mod-roc.		Painting- Mountainscape watercolour Use watercolour to create graduated washes. Use a flowing smooth brush stroke. Create mixes of tone for light and dark to create the illusion of depth. Experiment repeatedly to perfect different textures.		Drawing- Accurate observational drawings of extinct animals. Pencil and charcoal.	
D.T	Design and make: a savoury meal from the 1940s (Consider rationing)				Design and make: an electronic car	
Computing (Switched on Computing)	We are Toy Makers <i>Coding and physical computing</i>	We are Computational Thinkers <i>Mastering algorithms for searching, sorting maths</i>	We are Publishers <i>Creating a yearbook or magazine</i>	We are Connected <i>Developing skills for social media</i>	We are AI developers <i>Learning about AI and machine learning</i>	We are Advertisers <i>Creating a short television advert</i>
Music (Charanga)	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising With Confidence	Farewell Tour
PSHE (Jigsaw)	Being me in my world <i>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</i>	Celebrating difference <i>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</i>	Dreams and goals <i>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</i>	Healthy me <i>Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress</i>	Relationships <i>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Taking responsibility with technology use</i>	Changing me <i>Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</i>
P. E (RealPE)	Cognitive Skills Hand Eye Coordination Agility Reaction/Response	Creative Skills Static Balance – Seated Static Balance – Floor Work	Social Skills Dynamic Balance Counter Balance Balance	Applying Physical Skills Dynamic Balance to Agility Static Balance	Health & Fitness Skills Static Balance – Small Base Coordination – Floor Movement Patterns	Personal Skills Coordination with equipment Agility – Ball Chasing

*Indicates non-statutory sex education content. Parents have the right to withdraw.