

# STANWAY PRIMARY SCHOOL

## LONG-TERM OVERVIEW



| Year Group: 6            |            |   |  |   |  |  |   |
|--------------------------|------------|---|--|---|--|--|---|
| SUBJECT                  | RESOURCE   | TOPICS/UNITS OF WORK  |  |   |  |  |   |
|                          |            | <u>Autumn term 1</u>  | <u>Autumn term 2</u>   | <u>Spring term 1</u>  | <u>Spring term 2</u>   | <u>Summer term 1</u>   | <u>Summer term 2</u>  |
| <b>History/Geography</b> |            | World Wars  | World Wars   | The Age of Change: The Victorians   | The Age of Change: The Victorians  | Mapping Out Colchester: Local area study   | Mapping Out Colchester: Local area study  |
| <b>Maths</b>             | White Rose | Place Value<br><br>Addition, Subtraction, Multiplication and Division   | Fractions  | Ratio<br><br>Algebra<br><br>Decimals  | Fractions, decimals and percentages<br><br>Area, perimeter and Volume<br><br>Statistics  | Shape<br><br>Position and Direction  | Themed Projects, Consolidation and problem solving  |
| <b>English</b>           |            | <b>Private Peaceful:</b> diary entries, letters, speech, news article, report<br><br>Non-chronological report – WW1 trenches<br><br>Christmas Truce recount<br><br>Spooky Setting Description | <b>Rose Blanche:</b> Recount of a historical event<br><br>Anne frank biography<br><br>Narrative Poetry: The Highwayman and The Listeners | Newspaper reports on a current issue: Newswise unit<br><br>Poetry: Emotional Literacy | <b>A Victorian Story: Son of the Circus</b> – recount and narrative<br><br>Non-chronological report: The life of a Victorian street child<br><br>Macbeth: balanced argument and short news article | <b>Boy in the Tower:</b> narrative<br><br>Persuasive travel brochure: Colchester | Autobiography<br><br>Persuasive letter to Headteacher<br><br>Instruction text: How to have a great Year 6<br><br>Memory and class poems<br><br>Playscript: script for Leavers' Assembly |

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| <b>Science</b>   |                   | <b>Light:</b> investigate how light travels in straight lines; reflection; how the eye works; shadows; refraction | <b>Electricity:</b> symbols of a circuit; associate brightness of a lamp or volume of a buzzer with the number and voltage of cells; function of components in a circuit | <b>Evolution and Inheritance</b> – link to Victorian Charles Darwin: fossils; variation; adaptation and evolution | <b>Evolution and Inheritance</b> – link to Victorian Charles Darwin: fossils; variation; adaptation and evolution | <b>Living things and their habitats:</b> classification of animals, plants and micro-organisms | <b>Animals including humans:</b> the human circulatory system; functions of the heart, blood vessels and blood; the impact of diet, drugs, exercise and lifestyle on the body |
| <b>RE</b>        | Essex Sacre       | <b>Central beliefs in different religions:</b> Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism          | <b>Central beliefs in different religions:</b> Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism   | <b>Hinduism</b>   | <b>Hinduism</b>   | <b>Living without God</b> in Humanism and Buddhism   | <b>Living without God</b> in Humanism and Buddhism  |
| <b>DT/ART</b>    |                   | <b>ART:</b> Henry Moore/Poppies sculpture (Paul Cummins/Tom Piper)  | <b>DT:</b> Designing a WWII menu; creating an Andersen shelter with electric lighting  | <b>ART:</b> A project based on the designs of William Morris  | <b>DT:</b> Bridge project; Brunel   | <b>ART:</b> A class book of illusions; illusion artist Bridget Riley                           | <b>DT:</b> Theme Park Project   |
| <b>PE</b>        |                   | Dance   | Games: Hockey  | Games: Netball  | Gymnastics  | Cricket  | Athletics   |
| <b>PSHE/RSHE</b> | Espresso and Pixl | Happy and Healthy Relationships<br><br>Wellbeing: aspirations<br>Communication                                    | Similarities and Differences<br><br>Wellbeing: support networks<br>E-safety – being online and wellbeing; staying safe online<br>Leadership                              | Caring and Responsibility<br><br>Mind to be kind: living without harming others<br>Wellbeing: self-control        | Healthy bodies, healthy minds<br><br>Resilience<br>E-safety – online scams; online chatting                       | Coping with change<br><br>Mind to be kind: kindness<br>Leadership                              | Families and committed relationships<br><br>Wellbeing: life journey; belief; motivation   |

|               |          |                            |                                  |                            |                                 |  |  |
|---------------|----------|----------------------------|----------------------------------|----------------------------|---------------------------------|--|--|
| <b>ICT</b>    | Twinkl   | Online Safety              | Kodu Programming                 | Scratch: Animation Stories | Film-making: School documentary | Spreadsheets                           | Using and applying computing skills    |
| <b>MUSIC</b>  | Charanga | Developing melodic phrases | Understanding structure and form | Exploring notation further | Using chords and structure      | Gaining confidence through performance | Gaining confidence through performance |
| <b>FRENCH</b> | Twinkl   | Getting to know you        | All about ourselves              | That's tasty               | Family and friends              | School life                            | Time and travel                        |