







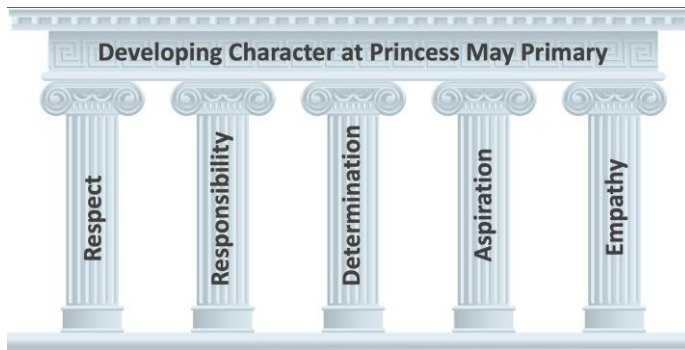









Princess May Primary Year 6 Overview

| | Discover | | Explore | | Create | |
|---|--|--|--|---|---|---|
| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Global Themes  | We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics. | | | | | |
| |   | Project Outcome: <i>Remembrance Day Awareness</i> |   | Project Outcome: <i>Pupil Leadership: buddying systems in Key Stage 1</i> |   | Project Outcome: <i>Leave a legacy speech</i> |
| Year 6 Changemakers | <p style="text-align: center;">Year 6's changemaker focus is Freedom Fighters. We learn about Activists and the impact they have had on our world.</p> <div style="text-align: center;">  </div> | | | | | |
| Personal Development | Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our five pillars of character. | | | We use the 'Agents' to reflect on our learning behaviours and develop a Growth Mindset. | | |
| | <div style="text-align: center;">  <p>Developing Character at Princess May Primary</p> </div> | | | <div style="text-align: center;">  </div> | | |
| Oracy | Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children through talk and to talk. We focus on teaching the following skills across the curriculum areas: | | | | | |
| | Physical Use posture, gesture and tone of voice effectively to engage an audience  | Linguistic Use evaluative language and sentence stems. Use accurate and effective vocabulary  | Cognitive Summarise a discussion. Consider and respond to others' contributions e.g., clarifying  | Social & Emotional Notice audience and adapt delivery accordingly  | | |

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|--|---|-----|---|----------|---|------------|---|----------|---|--------|---|-----------|
| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| Reading <i>(Destination Reader)</i> | Combined Strategies (recap prior knowledge (Y3/4/5): The Invention of Hugo Cabret <i>by Brian Selznick</i> | | Combined Strategies and provision adapted to the needs of statutory assessment: The Boy in the Striped Pyjamas <i>by John Boyne</i> Book and film | | Combined Strategies and provision adapted to the needs of statutory assessment: The Unforgotten Coat <i>by Frank Cottrell Boyce</i> | | Combined Strategies and provision adapted to the needs of statutory assessment: The Last Wild <i>by Piers Tordy</i> | | Combined Strategies and provision adapted to the needs of statutory assessment: Caged Bird <i>by Maya Angelou</i> | | Free Readers: Politics for Beginners <i>by Louie Stowell</i> | |
| Writing <i>(Literacy Tree)</i> | The Invention of Hugo Cabaret <i>by Brian Selznick</i> , The Giant's Necklace <i>by Michael Morpurgo</i> | | The Boy in the Striped Pyjamas <i>by John Boyne</i> ; Romeo and Juliet <i>by William Shakespeare and Helen Street</i> | | The Unforgotten Coat <i>by Frank Cottrell Boyce</i> , The Arrival <i>by Shaun Tan</i> | | The Last Wild <i>by Piers Tordy</i> The Wind in the Wild <i>by Sally Gardner</i> | | Holes <i>by Louis Sachar</i> ; Caged Bird <i>by Maya Angelou</i> | | Suffragette: The Battle for Equality <i>by David Roberts</i> ; HerStory: 50 Women and Girls Who Shook the World <i>by Katherine Halligan</i> | |
| Maths <i>(Maths Mastery)</i> | Integers and decimals/ Multiplication and division | | Calculation problems/ Fractions/ Missing angles and length | | Co-ordinates and shapes/ Fractions | | Percentages Decimals and Measure Proportion problems Statistics | | Consolidation and Application | | Consolidation and Application | |
| Science <i>(Reachout)</i> | Chemistry: Chemical Reactions | | Chemistry: Sustainability | | Physics: Heat | | Physics: Energy | | Biology: Cells | | Biology: Diet and Lifestyle | |
| Humanities <i>(Reachout)</i> | History: Industrial Revolution | | History: Twentieth Century Conflicts | | Geography: Population | | Geography: Local Fieldwork | | History: Civil Rights | | Geography: Globalisation | |
| Computing <i>(Kapow)</i> | Online safety | | Computing systems and networks: Bletchley Park | | The History of Computers | | Data handling 1: Big Data 1 | | Data handling 2: Big Data 2 | | Programming: Intro to Python | |
| Art <i>(Kapow)</i> | Art & Design Skills | | Make my voice heard | | Photography | | Arts and Minds Wellbeing Project | | Still life | | Whole Art School Project | |
| DT <i>(Kapow)</i> | Cooking and Nutrition: <i>Come Dine with me</i> | | Mechanisms: <i>Automata Toys</i> | | Structures: <i>Playgrounds</i> | | Textiles: <i>Waistcoats</i> | | Electrical Systems: <i>Steady Hand Games</i> | | Digital World: <i>Navigating the World</i> | |
| Music <i>(Charanga)</i> | Happy | | Classroom Jazz 2 | | A New Year Carol | | You've Got A Friend in Me | | Music in Me | | Reflect, Rewind and Replay | |
| RE <i>(Hackney Agreed Syllabus)</i> | SDU | | | | | | | | | | | |
| Spanish <i>(Specialist)</i> | The weather Qué tiempo hace? Spain, location of major towns, geographical features, ¿Donde está? | | European and Spanish speaking countries, capital cities and nationalities Qué país és? | | Case study Places in the town (describing a town and giving opinions) Compare and contrast | | Exploring a Spanish poem Sentence building (Festivals in Spain) | | De vacaciones (holiday destinations, clothes) | | Consolidation, revision, creative fun, Project Piñata | |
| PSHE and Wellbeing <i>(Kapow)</i> | Ground Rules; Family and Relationships | | Health and wellbeing | | Safety and the changing body | | Citizenship | | Economic wellbeing | | Identity; Transition | |
| PE <i>(GetSet4PE)</i> | Fitness | OAA | Yoga | Football | Hockey | Basketball | Gymnastics | Rounders | Dance | Tennis | Athletics | Dodgeball |