

# Headcorn Primary School: Year 6 Learning Overview 2022-2023

| Subject / Term | Term 1   | Term 2  | Term 3   | Term 4  | Term 5   | Term 6  |
|----------------|--|---|--|---|--|---|
| English        | <p><b>Freedom</b></p> <p><b>Writing Outcomes:</b><br/>Diary entries, setting descriptions, discussion texts, narratives.</p> <p><b>Reading:</b> VIPERS skills</p> <p><b>SPaG:</b> Fronted adverbials, speech punctuation, possessive apostrophes, using dictionaries to check meanings of words.</p> | <p><b>Pig Heart Boy</b></p> <p><b>The Undefeated</b></p> <p><b>Writing Outcomes:</b><br/>Explanation texts, instructions, poetry, letter writing.</p> <p><b>Reading:</b> VIPERS skills</p> <p><b>SPaG:</b> homophones, passive, perfect and modal verbs, expanded noun phrases, commas and hyphens.</p> | <p><b>The Wolf Wilder</b></p> <p><b>Writing Outcomes:</b><br/>Non-chronological reports, poetry, newspaper reports, narratives</p> <p><b>Reading:</b> VIPERS skills, targeted SATs questions</p> <p><b>SPaG:</b> relative clauses, brackets, dashes and commas, semi-colons and colons, bullet points.</p> | <p><b>Race to the Frozen North</b></p> <p><b>Writing Outcomes:</b><br/>Poetry, biography, persuasion, setting descriptions</p> <p><b>Reading:</b> VIPERS, targeted SATs questions</p> <p><b>SPaG:</b> Revise sentence grammar, punctuation, and vocabulary through both identifying and writing sentences that are correctly written.</p> | <p><b>Stay where you are and then Leave</b></p> <p><b>Writing Outcomes:</b><br/>Letter writing, poetry, warning stories, newspaper articles and reading comprehension.</p> <p><b>SPaG – SATs</b><br/>reviewing, reflecting, and revising language, spelling and grammar techniques</p> | <p><b>What Mr Darwin Saw</b></p> <p><b>On The Origin of Species</b></p> <p><b>Writing Outcomes:</b><br/>Non-chronological reports, auto-biographies, Year 6 end of term projects.</p> |
| Maths          | <p><b>Place Value, Number – Adding, Subtracting, Multiplying &amp; Dividing</b></p>  | <p><b>Fractions, Measurement-converting units</b></p>   | <p><b>Ratio, Algebra, Decimals</b></p>   | <p><b>Fractions, decimals and percentages, area, perimeter and volume, statistics</b></p>   | <p><b>Shape, position and direction, SATs revision.</b></p>  | <p><b>Outside maths – Investigations</b></p>  |

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| <p>Science</p> | <p><b>The Circulatory System</b></p> <p>This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.</p> | <p><b>Classifying living things:</b></p> <p>Classification keys; Adaptation; Investigations.</p> <p><b>Electrical circuits and components</b></p> <p>This project teaches children about electrical circuits, their components and how they function. They combine their learning to design and make programmable home devices.</p> | <p><b>Light Theory:</b></p> <p>This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.</p> | <p><b>Evolution and Inheritance:</b></p> <p>This project teaches children how living things on Earth have changed over time, how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival.</p> |
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| Geography |  |  | <p><b>Our Changing World:</b><br/>Revision of the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols.</p> <p><b>Frozen Kingdoms:</b><br/>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p> |  | <p><b>Fieldwork:</b></p> <p>Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.</p> |
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| <p>History</p> | <p><b>Maafa</b></p> <p>This project teaches children about Africa past and present and the development of the slave trade.</p> |  |   |   | <p><b>Britain at War:</b></p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> |   |
| <p>R.E.</p>    | <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>                             | <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> | <p>What matters most to Christians and Humanists?</p> | <p>What matters most to Christians and Humanists?</p> | <p>What difference does it make to believe in ahimsa, grace and/or Ummah?</p>  | <p>What do religions say when life gets hard?</p> |

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| <p style="text-align: center;"><b>Art</b></p>  | <p><b>Trailblazers, Barrier Breakers</b></p> <p>This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p> <p>We will also be studying the colour wheel and exploring mixing tints, shades and tones.</p> |   | <p><b>Environmental Artists</b></p> <p>This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.</p> |  | <p><b>Bees, Beetles and Butterflies</b></p> <p>This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.</p> |  |
| <p style="text-align: center;"><b>D.T.</b></p> |   | <p><b>Food for life</b></p> <p>This project teaches children about processed food and healthy food choices. They make bread and pasta</p> |  | <p><b>Engineer</b></p> <p>This project teaches children about remarkable engineers and significant bridges, learning to identify</p> |  | <p><b>Make Do and Mend</b></p> <p>This project teaches children a range of simple sewing stitches, including ways of recycling and</p> |

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|  |  | <p>sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.</p> |  | <p>features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.</p> |  | <p>repurposing old clothes and materials.</p> |
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| Music     | Happy   | Classroom Jazz 2  | Benjamin Britten – A New Year Carol   | You've Got a Friend   | Music and Me/ performance rehearsals   | Reflect, Rewind and Replay/ performance rehearsals   |
| P.E.      | Tag rugby<br>Dance  | Gymnastics<br>Netball   | Gymnastics<br>Lacrosse  | Dance<br>Hockey   | Gymnastics<br>Athletics  | Dance – play production<br>Cricket & Rounders  |
| MFL       | Moi dans le monde   | À l'école   | Manger et bouger  | Les verbes régulaires   | Les verbes irréguliers   | Le weekend   |
| PSHE      | <p><b><u>Being Me</u></b></p> <ol style="list-style-type: none"> <li>1. My year ahead</li> <li>2. Being a global citizen 1</li> <li>3. Being a global citizen 2</li> <li>4. The learning charter</li> <li>5. Our learning charter</li> <li>6. Owing our learning charter</li> </ol> | <p><b><u>Celebrating Difference</u></b></p> <ol style="list-style-type: none"> <li>1. Am I normal?</li> <li>2. Understanding difference</li> <li>3. Power struggles</li> <li>4. Why bully?</li> <li>5. Celebrating difference</li> <li>6. Celebrating difference</li> </ol> | <p><b><u>Dreams and Goals</u></b></p> <ol style="list-style-type: none"> <li>1. Personal learning goals</li> <li>2. Steps to success</li> <li>3. My dream for the world</li> <li>4. Helping to make a difference</li> <li>5. Helping to make a difference</li> <li>6. Recognising our achievements</li> </ol> | <p><b><u>Healthy Me</u></b></p> <ol style="list-style-type: none"> <li>1. Taking responsibility for my health and well-being</li> <li>2. Drugs</li> <li>3. Exploitation</li> <li>4. Gangs</li> <li>5. Emotional and mental health</li> <li>6. Managing stress and pressure</li> </ol> | <p><b><u>Relationships</u></b></p> <ol style="list-style-type: none"> <li>1. What is mental health?</li> <li>2. My mental health</li> <li>3. Love and loss</li> <li>4. Power and control</li> <li>5. Being online. Real or fake? Safe or unsafe?</li> <li>6. Using technology responsibly</li> </ol> | <p><b><u>Changing Me</u></b></p> <ol style="list-style-type: none"> <li>1. My self-image</li> <li>2. Puberty</li> <li>3. Babies: conception to birth</li> <li>4. Boyfriends and girlfriends</li> <li>5. Real self and ideal self</li> <li>6. The year ahead</li> </ol> |
| Computing | We are Computational Thinkers   | We are Toy Makers   | We are Publishers   | We are Connected  | We are Advertisers   | We are AI Developers   |