

# Headcorn Primary School: Year 6 Learning Overview 2023-2024

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> Diary entries, setting descriptions, discussion texts, poetry.</p> <p><b>Reading:</b> VIPERS skills</p> <p><b>SPaG:</b> Fronted adverbials, commas for lists, clauses and meaning, full stops, capital letters, question marks, word classes.</p>	<p><b>Pig Heart Boy</b></p> <p><b>The Undefeated</b></p> <p><b>Writing Outcomes:</b> Explanation texts, instructions, poetry, letter writing.</p> <p><b>Reading:</b> VIPERS skills</p> <p><b>SPaG:</b> Speech punctuation, main, subordinate and relative clauses (including conjunctions, and parentheses) phrases, apostrophes for omission and possession, modal verbs.</p>	<p><b>The Wolf Wilder</b></p> <p><b>Writing Outcomes:</b> Non-chronological reports, poetry, newspaper reports, narratives</p> <p><b>Reading:</b> VIPERS skills, targeted SATs questions</p> <p><b>SPaG:</b> semi- colons and colons, bullet points, antonyms and synonyms, subject/verb/object.</p>	<p><b>Race to the Frozen North</b></p> <p><b>National Geographic: Titanic</b></p> <p><b>Writing Outcomes:</b> Narrative, Diary Entries, Balanced arguments, Non-chronological reports</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>Rose Blanche</b></p> <p><b>Writing Outcomes:</b> Letter writing, poetry, newspaper articles, narrative</p> <p><b>SPaG – SATs</b> 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> Non-chronological reports, auto-biographies, Year 6 end of term projects.</p>

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<p>Maths</p>	<p>Place Value, Number – Adding, Subtracting, Multiplying &amp; Dividing</p>	<p>Fractions, Measurement- converting units</p>	<p>Ratio, Algebra, Decimals</p>	<p>Fractions, decimals and percentages, area, perimeter and volume, statistics</p>	<p>Shape, position and direction, SATs revision.</p>	<p>Outside maths – Investigations</p>
<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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<b>Geography</b>	<p><b>Our Changing World</b></p> <p>This unit teaches children to use atlases and maps. Children will learn how to use scale to determine distance between geographical locations and landmarks.</p> <p>Children will also learn about different settlement patterns, using our local area as a field example.</p>		<p><b>Frozen Kingdoms:</b></p> <p>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. Revision of the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map.</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>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>Tones, Tints and Shades</b></p> <p>We will be exploring mixing tints, shades and tones. Children will recall sketching skills to sketch an African landscape and use their learning of tones, tints and shades to create a watercolour landscape.</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	Guitar		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 Dance	Gymnastics Netball	Gymnastics Lacrosse	Dance Hockey	Gymnastics Athletics	Dance – play production Cricket & Rounders
MFL	Moi dans le monde	À l'école	Manger et bouger	Le weekend	La guerre Mondiale 2	Les verbes regulaires Les verbes irregulaires
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</li> <li>3. Being a global citizen</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

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