

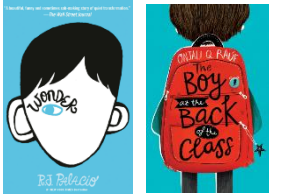
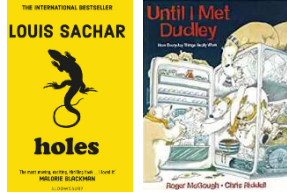



Brimcombe C of E (VA) Primary School
Otter Class (Year 6) Long Term Overview

Our curriculum vision	<p>'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14</p> <p>We are committed to developing confident, curious and responsible learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values – kindness, respect, friendship, courage and responsibility – pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.</p>										
Termly Themes Year A	'Watt' are we learning?	The Baneful Blitz	A Hearty Topic	Time for Change	Evolution Revolution	From Ordinary to Extraordinary					
Key Texts											This term's key text will be linked to the theme of the Summer Production.
English											
Spoken Language	<p>Listening and attention: Listens critically. Responds thoughtfully and selectively. Picks out key arguments and evidence.</p> <p>Vocabulary and language choice: Chooses vocabulary deliberately for effect, precision and audience. Shifts register appropriately.</p> <p>Sentence construction and spoken fluency: Speaks fluently and coherently. Sustains complex explanations and arguments with control.</p> <p>Discussion and interaction: Participates confidently in discussion and debate. Synthesises and evaluates others' contributions.</p> <p>Explanation, reasoning and justification: Constructs and defends arguments. Evaluates viewpoints using evidence and clear reasoning.</p> <p>Presentation, audience and register: Selects formal or informal language appropriately. Presents sustained spoken outcomes with confidence and control.</p>										
Handwriting	<p>Write legibly, fluently and with increasing speed for a range of purposes.</p> <p>Select the writing implement best suited for a task.</p> <p>Use different styles appropriately, including joined and unjoined handwriting where needed.</p> <p>Maintain a clear, consistent and efficient personal handwriting style for final pieces.</p>										
Reading	<p>All reading skills are revisited and embedded and each half-term has a dominant focus.</p> <p><i>Half-term sequencing reflects the school's curriculum design. National Curriculum reading objectives are statutory by year group or phase, not by half-term.</i></p>										
	<p>Retrieval focus Y6: Listening to and discussing a range of texts, check that the text makes sense and drawing on what is already known to understand what is read.</p>	<p>Inference focus Y6: Making inferences on the basis of what is being said and done.</p>	<p>Vocabulary and Language focus Y6: Discussing word meanings and linking new meanings to known vocabulary.</p>	<p>Author awareness focus Y6: Becoming familiar with key stories, retelling them and explaining clearly their understanding of what is read.</p>	<p>Comparison focus Y6: Discussing the significance of title and events, and making simple connections across what is read.</p>	<p>Structure and Evaluation focus Y6: Participating in discussion, explaining understanding and beginning to justify views.</p>					

Writing (For grammar, punctuation and spelling, see the progression documents)	<u>Writing – composition</u> To inform: A diary entry from the perspective of a character from a book. To inform: A non-chronological report about... To entertain: 1st person adventure narrative INDEPENDENT WRITE: A non-chronological report about a topic of your choice.	<u>Writing – composition</u> To inform: A biography detailing the life and achievements of Alan Turing written for children in Year 4/5. (History) To inform: A newspaper article for the British Public to announce the outbreak of war in 1939 and recount the contributing factors. (History) INDEPENDENT WRITE: A biography detailing the life and achievements of a significant person of the pupil's choice for an audience of their choice.	<u>Writing – composition</u> To entertain: A character description To inform: A fictional recipe To persuade: A formal letter using persuasion. INDEPENDENT WRITE: A character description	<u>Writing – composition</u> To entertain: A free verse poem written from the perspective of a character from a book. To inform: A dairy entry from two different perspectives. INDEPENDENT WRITE: A short 3rd person narrative inspired by our World Book Day text	<u>Writing – composition</u> To inform: A balanced argument exploring the opposing viewpoints of taking a child out of school in order to travel the world. To persuade: A persuasive advert script encouraging holiday makers to visit a place of the pupil's choosing. INDEPENDENT WRITE: A journal entry	<u>Writing – composition</u> To inform: A non-chronological report To inform: A biography detailing the life and achievements of... To inform: An informal letter to next year's Y6's explaining what they can expect from Y6. To entertain: A newspaper article about an event that happened during Year 6.
	Maths					
Fluency, Reasoning, Problem-Solving	Number and place value; Multiplication and division; position and direction	Fractions: decimals and percentages; angles; properties of shapes; addition and subtraction, multiplication and division	Fractions: Calculating	Ratio and proportion; converting units; area and volume; algebra; Revision and preparation: SATS	Statistics Revision and preparation: SATS	Place value; Multiplication and Division; Fraction, decimals and percentages; geometry; measurement; algebra
Science						
	Light Children recognise that light appears to travel in straight lines and use this to explain how objects are seen by the eye.	Electricity Children learn how the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit.	Animals including humans Children learn how to identify and name the main parts of human circulatory system and describe the functions of the hear, blood vessels and blood.	Living things and their habitats Children learn to identify the kingdoms of life and to classify living things within those kingdoms.	Evolution and inheritance Children learn about inherited traits and apply their knowledge to various animals and plants. They revisit the work of Mary Anning and are introduced to the work of Charles Darwin.	Looking after the environment Children explore the concepts of climate change, what causes it and impact and effects of climate change on the environment.
Religious Education (RE)						

	2.2 Creation and science: complimentary or contradictory?	2.11 Why do some people believe in God and some people not?	2.7 Why do Hindus want to be good?	2.8 What does it mean to be a Hindu in Britain today?	2.1 What does it mean if Christians believe God is loving and holy?	2.12 How does faith help people when life gets hard?
Personal, Social, Health, Economic (PSHE) / British Values						
Health and wellbeing, Relationships, Living in the wider world	Me and My Relationships Working together, negotiating and solving friendship problems Mutual respect and tolerance What does respectful leadership look like? Children model inclusion, challenge prejudice and take responsibility as the oldest pupils.	Valuing Difference It's ok to be different, what do we have in common and respecting differences Rule of Law What does justice work? Children explore law, fairness, equality and why due process matters.	Keeping Safe Think before you click, to share or not to share, drugs and alcohol – what's normal? Democracy How are national decisions made? Children study Parliament, government, debate and accountability in an age-appropriate way.	Rights and Respect Two sides to every story, Facebook friends, jobs and taxes and democracy in Britain Individual Liberty How do we protect liberty in a digital world? Children examine influence, misinformation, privacy, consent and responsible choices.	Being my best Your life and choices, what's the risk? Basic first aid and five ways to wellbeing project. Mutual respect and Tolerance How do faith, belief and identity shape society? Children discuss difference with maturity and understand that people hold a range of beliefs, including none.	Growing and changing I look great! Media manipulation, pressure online, helpful or unhelpful? How babies are made. Democracy, Responsibility, Respect How can we leave a positive legacy? Children complete a final social action project and present it to younger pupils or governors.
	Computing / Online Safety					
	Networks Children learn more about what networks are, what they do and they connect to devices along with the safety aspects. Self-Image and Identity Children identify and critically evaluate online content relating to gender, race, religion, disability, culture or other groups and explain why it is important to challenge and reject inappropriate representations online.	Graphing Children explore the benefits of creating common graph types, digitally. Online Relationships Children learn how sharing something online may have a positive or negative impact and how to be kind and show respect for others online.	Blogging Children explore blogs and their features, including how they can be used to engage an audience effectively. Online Bullying Children learn how to capture bullying content as evidence, if necessary and share it or report it with people who can help.	Data Detectives Children are introduced to an interactive set of database challenges that they work through. Managing Online information Children learn how search engines work and how to use them effectively. They learn why the popularity of an opinion doesn't always make it true.	Coding Children explore, modify and create programs that include the use of timers and a variety of objects and actions. Health, wellbeing and lifestyle Children learn about the common systems that regulate age-related content and discuss the pressures that technology can place on someone.	Introduction to Python Children are introduced to text-based coding through the use of Python. They will learn some of the key language rules and by the will have made a sprite move by coding it. Privacy and Security Children learn effective ways people can manage passwords and explain what to do if a password gets lots or stolen. They learn simple ways to increase privacy on apps and services.

History / Geography

	<p>Why does population change? How is the global population changing? What are birth and death rates? Why do people migrate How is climate change impacting the population?</p>	<p>What was the impact of WW2 on the people of Britain? Why did Britain go to war in 1939? How did the Battle of Britain affect the Royal Air Force? What do sources tell us about the Blitz? What was evacuation like?</p>	<p>Where does our energy come from? Why is energy important? What is renewable energy? How does the USA generate energy? How does the UK generate energy?</p>	<p>What can the census tell us about the Industrial Revolution in our local area? What is the census? What can we learn about Victorian children from the census? What does the census suggest about jobs in the 1800's? Why did some women refuse to fill out the census in 1911?</p>	<p>Can I carry out an independent fieldwork enquiry? Developing an enquiry question, creating data collection methods, mapping a route, collecting the data, analysing and presenting the data</p>	<p>Who should go on the £10 bank note? Who features on banknotes and why? Was Alfred the Great or Elizabeth 1 the more significant monarch? How were Ellen Wilkinson and Betty Boothroyd historically significant? Why is Mary Seacole historically significant? What about Lilly Parr and Betty Snowball?</p>
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Physical Education

<p>Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination. Master basic movements including running, jumping, throwing and catching</p>						
	Netball	Tag Rugby	Gymnastics/Dance	Handball	Batting and Fielding	Athletics/Tennis

Art and Design / Design Technology

Design Make Evaluate	<p>Drawing: Expressing Ideas Street art, how do artists use one point perspective, scaling up, planning street art, making a street-art inspired piece.</p>	<p>Electrical Systems: Steady Hand Game Developing through play, game plan, base building, electronics and assembly.</p>	<p>Painting and Mixed Media: Artist Study David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid</p>	<p>Mechanical Systems: Automata toys Automata, frame assembly, experimenting with cams</p>	<p>Craft and Design: Photo Opportunity Photomontage, macro photography, digital art, recreating paintings, photorealistic self-portraits</p>	<p>Cooking – Come dine with me! Complimentary food, three ingredients; three courses – starter, main course and dessert!</p>
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Music

Singing Performing Listening and appraising Composing and improvising	<p>Composing & improvising: Use rhythm notation to communicate ideas.</p>	<p>Listening & appraising: Appraise music from different historical and cultural contexts, including recognising different styles and naming key composers. Identify specific instruments from the string, woodwind, brass and percussion families.</p>	<p>Composing & improvising: Use rhythm notation to communicate ideas.</p>	<p>Listening & appraising: Analyse and compare contrasting pieces of music using musical terminology.</p>	<p>Listening & appraising: Appraise music from different historical and cultural contexts, including recognising different styles and naming key composers. Identify specific instruments from the string, woodwind, brass and percussion families.</p>	<p>Singing: Sing confidently in harmony and 2 or more parts. Perform songs with expression and accuracy. Prepare songs for performance showing an awareness of posture and application of the musical elements.</p>
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