



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow

Autumn1 Overview Year 6

For your eyes only!

	6/9	13/9	20/9	27/9	4/10	11/10	17/10
Key text	Stormbreaker – Anthony Horowitz						
Reading	Class novel immersion. Stormbreaker	Spies Silverfin by Charlie Higson Jake Atlas by Rob Lloyd Jones	Novels Volume 1 Phoenix by SF Said The Star Spun Web by Sinead O’Hart Orphans Of The Tide by Struan Murray	Children’s Classics Holes by Louis Sachar The Graveyard Book by Neil Gaiman Northern Lights by Philip Pullman	Electricity James Chadwick How Burglar Alarms Work Wires by Athlete	Songs When You Love Someone by James TW The Living Years by Mike and the Mechanics Both Sides Now by Joni Mitchell	Picture Books Volume 1 Can I Build Another Me? By Shinsuke Yoshitake The Viewer by Gary Crew Sulwe by Lupita Nyong'o
Writing	Key Skills Revision of key skills from year 5.	Narrative To use commas to clarify meaning or avoid ambiguity in writing. To use semi– colons, colons or dashes to mark boundaries between independent clauses. To integrate dialogue to convey character and advance the action.			Recount To select appropriate grammar and vocabulary include informal tone, modal verbs and expanded noun phrases. To use perfect forms of verbs to mark relationships between time and cause. To build cohesion including adverbials of time, place and number.		
Maths	Place value Read, write, order and compare numbers to at least 10, 000,000.	Place value Multiply and divide by 10, 100, 1000	Choosing effective mental calculation strategies	Problem solving with 4 operations Application of factors, multiples and primes	Equivalent fractions	Comparing and ordering fractions	Adding and subtracting fractions

Science	Electricity	To recognise and use symbols for cell, battery, switch, motor and buzzer. Safety Record electrical circuits using scientific diagrams and labels.	To construct simple circuits using bulbs, motors, buzzers and switches. Record electrical circuits using scientific diagrams and labels.	To recognise, repair and explain what is needed for a circuit to work Record electrical circuits using scientific diagrams and labels.	To plan and investigate an idea by managing variables. Plan, design and test a circuit investigation	To measure, record and present results from an investigation.	To explain how to create a working circuit Write an explanation text
Geography	Map skill	To be able to find 6 figure grid references.	To be able to identify topological features. A revision of OS maps.	To be able to identify topological features. An introduction to topological maps.	To identify and distinguish human and physical features.	To analyse data of land use	To explain related land use.
RE	Discovery RE, Islam.	Identify commitments in my own and others' lives.	Investigate Muslim commitments	Investigate Muslim commitments	Investigate Muslim commitments	Explain Muslim commitments.	Describe my own commitments.
Art/DT	Design a product using electrical systems (alarmed room). Measure, mark out, cut, shape and join.	To disassemble and evaluate familiar products to support and enhance their design. Use ICT to research.	To draw up a specification for designs via an exploded diagram and cross-sectional diagram.	To assemble components to make working models.	To assemble components to make working models.	To make modifications as they go along.	To evaluate products, identifying strengths and areas for development, and carrying out appropriate tests.
Music	Charanga - Happy	Skill – To recognise rhythm.	Skill – To reproduce the rhythm.	Skill - listen and sing back) call and response).	Skill – To learn glockenspiel notes.	Skill – To apply rhythm with glockenspiels.	Perform.

PE/games	Football. To be able to apply simple tactics to game situations.	Skill – to be able to defend.	Skill – to be able to attack.	Skill – to be able to react.	Skill - to apply tactics.	Skill – to anticipate an opponent’s movements.	Skill – to take part in competitive games.
RHE / PSHE		To know that there are universal rights for all children but for many citizens these rights are not met.	To understand that my actions affect other people locally and globally.	To make choices about my own behaviour.	To understand how an individual’s behaviour can impact on a group.	Key Skill: Keeping positive relationships.	To understand how democracy and having a voice benefits the school community.
Computing	Use technology safely, respectfully and responsibly.	Computer components.	How the internet works.	To use search technologies effectively,	To appreciate how results are selected and ranked, and be discerning in evaluating digital content	To recognise acceptable/unacceptable behaviour.	To identify a range of ways to report concerns about content and contact.
Spanish		Skill: To use basic Spanish greetings.	Skill: To discuss feelings in Spanish.	Skill: To ask and tell names.	Skill: To count to 10 in Spanish.	Skill: To use Spanish colours.	Skill: To revise my Spanish learning so far.