

Year 6 Termly Overview – AUTUMN TERM 1

There's No Place Like Home! What is Farnborough famous for?	
Big Impact Event 3 Local walks in and around Farnborough using mapwork skills	Celebration of Learning Art gallery shared with parents
Science – Controlling Electrical Circuits <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. 	PSHE +C Keeping/Staying Safe <ul style="list-style-type: none"> Identify strategies we can use to keep ourselves and others safe Recognise the impact and possible consequences of an accident or incident Identify what is a risky choice Create a set of rules for and identify ways of keeping safe Keeping/Staying Healthy <ul style="list-style-type: none"> Identify what is a risky choice • identify the risks associated with alcohol Describe how alcohol can affect your immediate and future health Develop and recognise skills and strategies to keep safe Growing and Changing <ul style="list-style-type: none"> Describe the function of the female and male reproductive systems Identify the various ways adults can have a child Identify the laws around consent Describe the function of the female and male reproductive systems
Art History – John Constable, Claude Monet, Salvador Dali, Paul Baum <ul style="list-style-type: none"> Learn about great artists, architects and designers in history. Painting – landscape of local area <ul style="list-style-type: none"> Purposely control the marks made with a range of painting tools. Create paintings from observation, experience and imagination. Work on a range of surfaces and scales and choose the scale and surface appropriate to their work. Mix colour, tints and shades with confidence, building on previous knowledge. Work in an independent way to develop their own style of painting. Choose appropriate paint, paper and implements to adapt and extend their work. Describe what they have produced using art specific vocabulary that names media, tools and equipment. 	History – A Local History Study: Farnborough <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
Geography – Our Local Area: Farnborough <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the united kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand geographical similarities and differences through the study of human and physical geography of a region of the united kingdom 	MFL – Time and Activities <ul style="list-style-type: none"> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Language Angels phonics, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Write familiar words & short phrases using a model or a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation.
Computing – Programming - (Scratch – Walker One) Crumble <ul style="list-style-type: none"> Add their own value to a variable. Write a paragraph using their variables. Match a piece of code to its description. Answer questions about variables. Change variables and explain their choices. Create an evil character using given variables. Create optional extras using their own variables (moving walls/extra levels/new obstacles/ own additions) 	PE and Games – Football, Netball, Rugby & Dance (C) <ul style="list-style-type: none"> Use a diverse range of skills effectively and apply these complex attacking and defending principles in full game situations. Use a complex range of choreographic techniques with control.
Music – Listening Ten pieces Dr Who theme by Delia Derbyshire <ul style="list-style-type: none"> Refine and improve their work Evaluate how the venue, occasion and purpose affects the way a piece of music is created? Compare and contrast the impact that different composers from different times will have had on the people of the time? Analyse features within different pieces of music 	(This cell is empty as the content is covered by the PE and Games section above)

DT: Electrical and mechanical systems and control

- Experience of axles, axle holders and wheels that are fixed or free moving.
- Basic understanding of electrical circuits, simple switches and components.
- Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
- An understanding of how to strengthen and stiffen structures.
- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.
- Understand that mechanical and electrical systems have an input, process and an output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.

Know and use technical vocabulary relevant to the project.

RE - not covered this half term

Enrichment Opportunities e.g., outdoor learning

Visit from Surrey Heath Museum – Samuel Cody workshop
Local Walks – Farnborough (map work & land use)
Time with Year 6 buddies and exploring our school