



Moorgate Primary School



Year 6 INTENT

Overview 2020/2021

Class Teacher: Emma Anwar

Date Completed: July 2020



# Year 6 INTENT



## Year 6 Yearly Overview – Teacher: Emma Anwar

Year 6 Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<b>Eureka</b>	<b>I'm a WWII Evacuee, Get Me Out Of Here!</b>	<b>Victorian Schools</b>	<b>Super SATS/Wonder</b>	<b>Life is a Rollercoaster</b>
Wow Factor	North West Electricity come into school. Dissect an actual heart Google expeditions the human body.	Air raid shelters or train trip – dependent on what they did in year 4.	Visitor (History Alive) in to school to turn our classroom into a Victorian classroom.	Crucial Crew Visit	Trip to a theme park
English	<p style="text-align: center;">Pig Heart Boy <i>Malorie Blackman</i></p> <p style="text-align: center;"><i>The Bubble Boy</i> <i>Stewart Foster</i></p> <p style="text-align: center;">Body: The Ultimate Guide <i>Dr Kristina Routh</i></p> <p style="text-align: center;">Illumanatomy <i>Ms. Kate Davies &amp; Carnovsky</i></p>	<p style="text-align: center;">Letters from the Lighthouse <i>Emma Carroll</i></p> <p style="text-align: center;">Once <i>Morris Gleitzman</i></p> <p style="text-align: center;">When Hitler Stole Pink Rabbit <i>Judith Kerr</i></p> <p style="text-align: center;">Oranges in No Man's Land <i>Elizabeth Laird</i></p> <p style="text-align: center;">Beyond the Lines <i>Literacy Shed</i></p>	<p style="text-align: center;">Gaslight <i>Eloise Williams</i></p> <p style="text-align: center;">Wild Boy <i>Rob Lloyd Jones</i></p> <p style="text-align: center;">Twelve Minutes to Midnight <i>Christopher Edge</i></p> <p style="text-align: center;">A You Wouldn't Want To Be: A Victorian Schoolchild <i>John Malam</i></p>	<p style="text-align: center;">Wonder <i>R.J. Palacio</i></p> <p style="text-align: center;"><i>Overheard in a Tower Block</i> <i>Joseph Coelho &amp; Kate Milner</i></p> <p style="text-align: center;">The Jabberwocky <i>Lewis Carroll</i></p> <p style="text-align: center;">The Highwayman <i>Alfred Noyes</i></p> <p style="text-align: center;">The Sound Collector <i>Roger McGough</i></p>	<p style="text-align: center;">Phoenix <i>Book by S. F. Said</i></p> <p style="text-align: center;">Pandora <i>Literacy Shed</i></p> <p style="text-align: center;">Titanium <i>Literacy Shed</i></p> <p style="text-align: center;">Little Freak <i>Literacy Shed</i></p> <p style="text-align: center;">Alma <i>Literacy Shed</i></p>
	Non-chronological reports Diary entry Biography Instructions Letters Balanced argument	Letters News report Diary Entry Narrative Information text Instructional writing	Diary entries Information texts Newspaper reports Balanced argument	Poetry Ballads and Kennings	Short descriptive texts Narrative Instructions News reports Persuasive leaflets



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<b>Maths</b>	Number: Place Value Addition and subtraction, multiplication and division	Number: Fractions Geometry: Position and direction	Number: Decimals Percentages Algebra	Measurement: Converting units Perimeter, area and volume Number: Ratio Statistics	Geometry: Properties of Shapes Consolidation for SATs	Consolidations, Investigations and preparations for KS3
<b>Science</b>	Electricity Animals including Humans	Animals including Humans Living things and their habitats	Evolution	Light	Living things and their habitats Evolution	
<b>Geography</b>		WW2: Countries	Victorian Bolton		Geography of America Location knowledge of artists and how this has influenced their work	
<b>History</b>	The history of science and discoveries over time	WW2	Victorian schools	British History – WW2	Significant people: 19th and 20th century artists and techniques	
<b>D&amp;T</b>	Make a mechanical hand			Uses of belts and pulleys	Control and modelling	
<b>Art</b>	Close up images of the human body	Blitz Silhouette Pictures		Shadow sculptures	Artists and their approaches to art – compare artists from the 19th to the 20th century	
<b>RE</b>	God	Creation	Incarnation Gospel	Salvation	Kingdom of God Muslims	
<b>PE</b>	Games	Games	Gymnastics/Dance	Games: Outdoor and Adventure	Games: Athletics/ Swimming	
<b>Computing</b>	Digital Citizenship/Online Safety	Digital Literacy	Computer Science	Information Technology	Greater Depth Project Digital Literacy/Computer Science/STEM	



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<b>PSHCE</b>	Media Literacy and digital resilience Families and friendships	Respecting ourselves and others Belonging to a community	Money and Work	Physical health and Mental wellbeing Keeping Safe	Growing and Changing Safe relationships
<b>Music</b>	Eureka	I'm a WWII Evacuee, Get Me Out Of Here!	Victorian Schools	Super SATS/Wonder	Life is a Rollercoaster
	21 <sup>st</sup> Century (2000- Present Day)				
<b>MFL</b>	Listen and Explore	Engage in Conversations	Develop Pronunciation	Read and Broaden Vocabulary	Understand Basic Grammar and Write Phrases



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Enquiry Question	<b>What might our world be like without science &amp; technology?</b>	<b>How might the significant leaders have overcome the conflict without the need for war?</b>	<b>Which is better: school today or school in the Victorian times?</b>	<b>How important is diversity and acceptance?</b>	<b>How fast can a rollercoaster go and still be safe?</b>
Wow Factor	North West Electricity come into school. Dissect an actual heart Google expeditions the human body.	Air raid shelters or train trip – dependent on what they did in year 4.	Visitor (History Alive) in to school to turn our classroom into a Victorian classroom.	Crucial Crew Visit	Trip to a theme park
English	<b><u>See English Intent Subject Overview</u></b>				
	Pig Heart Boy <i>Malorie Blackman</i>  The Bubble Boy <i>Stewart Foster</i>  Body: The Ultimate Guide <i>Dr Kristina Routh</i>  Illumanatomy <i>Ms. Kate Davies &amp; Carnovsky</i>	Letters from the Lighthouse <i>Emma Carroll</i>  Once <i>Morris Gleitzman</i>  When Hitler Stole Pink Rabbit <i>Judith Kerr</i>  Oranges in No Man's Land <i>Elizabeth Laird</i>  Beyond the Lines <i>Literacy Shed</i>	Gaslight <i>Eloise Williams</i>  Wild Boy <i>Rob Lloyd Jones</i>  Twelve Minutes to Midnight <i>Christopher Edge</i>  A You Wouldn't Want To Be: A Victorian Schoolchild <i>John Malam</i>	Wonder <i>R.J. Palacio</i>  Overheard in a Tower Block <i>Joseph Coelho &amp; Kate Milner</i>  The Jabberwocky <i>Lewis Carroll</i>  The Highwayman <i>Alfred Noyes</i>  The Sound Collector <i>Roger McGough</i>	Phoenix <i>Book by S. F. Said</i>  Pandora <i>Literacy Shed</i>  Titanium <i>Literacy Shed</i>  Little Freak <i>Literacy Shed</i>  Alma <i>Literacy Shed</i>



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Maths	<b><u>See Maths Intent Subject Overview</u></b>				
	Number: Place Value Addition and subtraction, multiplication and division	Number: Fractions Geometry: Position and direction	Number: Decimals Percentages Algebra	Measurement: Converting units Perimeter, area and volume Number: Ratio Statistics	Geometry: Properties of Shapes Consolidation for SATs
Science	<b><u>Electricity</u></b> <b><u>Animals including Humans</u></b>	<b><u>Animals including Humans</u></b> <b><u>Living things and their habitats</u></b>	<b><u>Evolution</u></b>	<b><u>Light</u></b>	<b><u>Living things and their habitats</u></b> <b><u>Evolution</u></b>
	<u>Electricity – circuits</u> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in</li> </ul>



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	<p><u>Animals including humans – human body</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>			<p>shape as the objects that cast them</p>	<p>different ways and that adaptation may lead to evolution</p>
<p>Geography</p>		<p><b><u>WW2: Countries</u></b></p>	<p><b><u>Victorian Bolton</u></b></p>		<p><b><u>Geography of America</u></b>  <b><u>Location knowledge of artists and how this has influenced their work</u></b></p>
		<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Use the 8 points of a compass, 4- and 6-figure</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>Human geography, including: types of</li> </ul>



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		grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History	<b><u>The history of science and discoveries over time</u></b>	<b><u>WW2</u></b>	<b><u>Victorian schools</u></b>	<b><u>British History – WW2</u></b>	<b><u>Significant people: 19th and 20th century artists and techniques</u></b>
	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Local History study</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places</li> </ul>
Art	<b><u>Close up images of the human body</u></b>	<b><u>Blitz Silhouette Pictures</u></b>		<b><u>Shadow sculptures</u></b>	<b><u>Artists and their approaches to art – compare artists from the 19th to the 20th century</u></b>
	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture.</li> <li>• To be taught about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture.</li> <li>• To be taught about great artists, architects and designers in history</li> </ul>		<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture.</li> <li>• To be taught about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture.</li> <li>• To be taught about great artists, architects and designers in history</li> </ul>



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DT	<b><u>Make a mechanical hand</u></b>			<b><u>Uses of belts and pulleys</u></b>	<b><u>Control and modelling</u></b>
	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• Understand and use mechanical systems in their products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• Investigate and analyse a range of existing products</li> </ul>			<ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
RE	<b><u>God</u></b>	<b><u>Creation</u></b>	<b><u>Incarnation Gospel</u></b>	<b><u>Salvation</u></b>	<b><u>Kingdom of God Muslims</u></b>
	<ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between</li> <li>• Genesis 1 and Christian belief about God as Creator</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh up how far the idea of Jesus as the ‘Messiah’ — a</li> <li>• Saviour from God — is important in the world today and, if it is true, what</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and</li> </ul>



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	<ul style="list-style-type: none"> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>• Show how Christians put their beliefs into practice in worship</li> <li>• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of why many Christians find science and faith go together</li> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</li> </ul>	<p>difference that might make in people's lives, giving good reasons for their answers.</p> <hr/> <ul style="list-style-type: none"> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> <li>• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</li> <li>• Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</li> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>• Articulate their own responses to the idea of sacrifice, recognising different points of view.</li> </ul>	<p>opportunities in the world today</p> <ul style="list-style-type: none"> <li>• Articulate their own responses to the idea of the importance of love and service in the world today.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message)</li> <li>• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</li> <li>• Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>• Make connections between Muslim beliefs studied and Muslim ways</li> </ul>
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					<p>of living in Britain/ Bolton today</p> <ul style="list-style-type: none"> <li>• Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>
PE	<b><u>Games</u></b>	<b><u>Games</u></b>	<b><u>Gymnastics/ Dance</u></b>	<b><u>Games: Outdoor and Adventure</u></b>	<b><u>Games: Athletics/ Swimming</u></b>
	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations</li> </ul>



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Computing	<b><u>Digital Citizenship/Online Safety</u></b>	<b><u>Digital Literacy</u></b>	<b><u>Computer Science</u></b>	<b><u>Information Technology</u></b>	<b><u>Greater Depth Project Digital Literacy/Computer Science/STEM</u></b>
	<ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Possible Projects:</b> Memory Book of time in school</li> <li>• Children given the opportunity to plan and create using any software/app they have access to</li> <li>• Create their own app – thinkable</li> <li>• (will need a school Google account)</li> <li>• This project would be an example of real world application of programming skills</li> </ul>



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PSHCE	<b><u>Media Literacy and digital resilience Families and friendships</u></b>	<b><u>Respecting ourselves and others Belonging to a community</u></b>	<b><u>Money and Work</u></b>	<b><u>Physical health and Mental wellbeing Keeping Safe</u></b>	<b><u>Growing and Changing Safe relationships</u></b>
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• How and why images online might be manipulated, altered, or faked</li> <li>• How to recognise when images might have been altered</li> <li>• Why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• That social media sites have age restrictions and regulations for use</li> <li>• The reasons why some media and online content is not appropriate for children</li> <li>• How online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• About sharing things online, including rules and laws relating to this</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the link between values and behaviour and how to be a positive role model</li> <li>• How to discuss issues respectfully</li> <li>• How to listen to and respect other points of view</li> <li>• How to constructively challenge points of view they disagree with</li> <li>• Ways to participate effectively in discussions online and manage conflict or disagreements</li> <li>• What prejudice means</li> <li>• To differentiate between prejudice and discrimination</li> <li>• How to recognise acts of discrimination</li> <li>• Strategies to safely respond to and challenge discrimination</li> <li>• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• About value for money and how to judge if something is value for money</li> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• How having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• About common risks associated with money, including debt, fraud and gambling</li> <li>• How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• How to get help if they are concerned about gambling or other financial risks</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That mental health is just as important as physical health and that both need looking after</li> <li>• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• How negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Positive strategies for managing feelings</li> <li>• That there are situations when someone may experience mixed or conflicting feelings</li> <li>• How feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• Identify where they and others can ask for help and support with mental</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To recognise some of the changes as they grow up e.g. increasing independence</li> <li>• About what being more independent might be like, including how it may feel</li> <li>• About the transition to secondary school and how this may affect their feelings</li> <li>• About how relationships may change as they grow up or move to secondary school</li> <li>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• Identify the links between love, committed relationships and conception</li> <li>• What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> </ul>



# Year 6 INTENT



## Year 6 Yearly Overview – Teacher: Emma Anwar

	<ul style="list-style-type: none"> <li>• How to recognise what is appropriate to share online</li> <li>• How to report inappropriate online content or contact</li> <li>• What it means to be attracted to someone and different kinds of loving relationships</li> <li>• That people who love each other can be of any gender, ethnicity or faith</li> <li>• The difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• About the qualities of healthy relationships that help individuals flourish</li> <li>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• That people have the right to choose whom they marry or whether to get married</li> <li>• That to force anyone into marriage is illegal</li> </ul>	<ul style="list-style-type: none"> <li>• How stereotypes are perpetuated and how to challenge this</li> </ul>		<ul style="list-style-type: none"> <li>wellbeing in and outside school</li> <li>• The importance of asking for support from a trusted adult</li> <li>• About the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• That changes can mean people experience feelings of loss or grief</li> <li>• About the process of grieving and how grief can be expressed</li> <li>• About strategies that can help someone cope with the feelings associated with change or loss</li> <li>• To identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• How balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• Strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• What to do and whom to tell if they are frightened or worried about something they have seen online</li> <li>• How to protect personal information online</li> </ul>	<ul style="list-style-type: none"> <li>• How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• That pregnancy can be prevented with contraception</li> <li>• About the responsibilities of being a parent or carer and how having a baby changes someone's life</li> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• About what privacy and personal boundaries are, including online</li> <li>• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• That bullying and hurtful behaviour is unacceptable in any situation</li> <li>• About the effects and consequences of bullying for the people involved</li> <li>• About bullying online, and the similarities and differences to face-to-face bullying</li> </ul>
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	<ul style="list-style-type: none"> <li>• How and where to report forced marriage or ask for help if they are worried</li> </ul>		<ul style="list-style-type: none"> <li>• To identify potential risks of personal information being misused</li> <li>• Strategies for dealing with requests for personal information or images of themselves</li> <li>• To identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• What to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• How to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• About the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• Why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• About the risks and effects of different drugs</li> </ul>	<ul style="list-style-type: none"> <li>• What to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>
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				<ul style="list-style-type: none"> <li>• About the laws relating to drugs common to everyday life and illegal drugs</li> <li>• To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• About the organisations where people can get help and support concerning drug use</li> <li>• How to ask for help if they have concerns about drug use</li> <li>• About mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	
Music	<b><u>Eureka</u></b>	<b><u>I'm a WWII Evacuee, Get Me Out Of Here!</u></b>	<b><u>Victorian Schools</u></b>	<b><u>Super SATS/ Wonder</u></b>	<b><u>Life is a Rollercoaster</u></b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music: The 21<sup>st</sup> Century</li> </ul>					



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MFL	<u>Listen and Explore</u>	<u>Engage in Conversations</u>	<u>Develop Pronunciation</u>	<u>Read and Broaden Vocabulary</u>	<u>Understand Basic Grammar and Write Phrases</u>
	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul>