



## Year 6 Topic 6 Overview – Hola Mexico!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Science</b> Light	To know that light travels in straight lines	To apply the knowledge that light travels in straight lines	To know how we see objects  To know how we see objects		To know why shadows have the same shape as the object that casts them	To demonstrate that light travels in straight lines and that shadows have the same shape as the object that casts them
<b>Vertical links</b>			To recognise that they need light in order to see things		To recognise that shadows are formed when the light source is blocked by a solid object	To find patterns in the way that the size of shadows change
<b>Horizontal links</b>	To understand different types of lines		To identify and draw the effect of light		To recognise that objects have positive and negative spaces	To understand the effect of light on objects and people from different directions
<b>History</b> The Mayans	To sequence key historical dates on a timeline	To investigate the legacy of the Maya	To compare similarities and differences between two civilisations  To explore and explain the importance of Mayan numbers		To investigate key landmarks that were important to the Maya	To explain how the environment and geography of Mesoamerica influenced the Maya civilization
<b>Vertical links</b>	To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) To place events from WWII on a timeline	To investigate own lines of enquiry by posing questions to answer	To describe similarities and differences between some people, events and artefacts studied		To use historic buildings to collect evidence about the past	To describe how historical events studied affect or influence life today
<b>Horizontal links</b>	To be able to order and compare numbers		To identify human features in North or South America		To describe and understand key aspects of human geography	



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<b>Geography</b> An in depth global study	To identify human and physical features of Northern Ireland	To identify human and physical features of The Netherlands	To identify human and physical features of Mexico  To compare physical geography of contrasting places		To compare human geography of contrasting places	To show understanding of human and physical features of contrasting places
<b>Vertical links</b>	To describe and understand key aspects of physical geography including volcanoes and earthquakes	To describe and understand key aspects of human geography	To identify human features in North or South America	To describe and understand key aspects of physical geography	To describe and understand key aspects of human geography	To describe and understand key aspects of physical geography To describe and understand key aspects of human geography
<b>Horizontal links</b>			To identify and compare changes within and across different periods – the Mayan civilisation			To investigate key landmarks that were important to the Mayans
<b>Art and Design</b> Pattern and Printing	To explore a pattern artist: Escher	To create a tessellation pattern	To design a print  To create a print		To evaluate a print	To create an imaginative patterned tile
<b>Vertical links</b>	To explore the work of an artist	To create own abstract pattern	To design a print from a concept To overlap printing tiles		To discuss and evaluate own work and that of others	
<b>Horizontal links</b>	To describe pattern	To understand the term, 'tessellation'	To design a 3D model			
<b>Design Technology</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						



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<p><b>Religious Education</b> Islam – how Muslims respond to global issues</p>	<p>To know how Muslims respond to global issues of human rights</p>	<p>To know how Muslims respond to global issues of fairness</p>	<p>To know how Muslims respond to global issues related to the environment</p> <p>To make comparisons between different religions and how they would respond to global issues</p>		<p>To ask questions to find out more</p>	<p>To explain how Muslims respond to global issues</p>
<p><b>Vertical links</b></p>	<p>To know what differences Muslims make to their communities To know how Christians and Hindus respond to global issues of human rights</p>	<p>To know why and how Muslims are influenced in the way they live by the example of others To know how Christians and Hindus respond to global issues of fairness</p>	<p>To know what the Qur'an teaches Muslims about Allah, human life and the world To know how and why Hindus respond to global issues of human rights, fairness, social justice and the importance of the environment</p>		<p>To know how Muslims worship within the mosque and elsewhere</p>	<p>To why and how Muslims perform pilgrimage To know how Christians and Hindus respond to global issues</p>
<p><b>Horizontal links</b></p>	<p>To understand what human rights we have</p>	<p>To understand how to make their class a safe and fair place</p>	<p>To know about the lives of children in other parts of the world and that personal choices can affect others locally and globally</p>		<p>To plan a line of enquiry</p>	<p>To know that personal choices can affect others locally and globally</p>



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<b>Computing</b> 3D modelling	To recognise that you can work in three dimensions on a computer	To identify that digital 3D objects can be modified	To recognise that objects can be combined in a 3D model  To create a 3D model for a given purpose		To plan my 3D model	To create my own digital 3D model
<b>Vertical links</b>	To present data on a computer	To create documents by modifying text	To create images in a drawing program by using layers and groups of objects To reflect on the impact of changes and whether the required purpose is fulfilled		To plan, capture and edit video to produce a short film	To create images in a drawing program by using layers and groups of objects
<b>Horizontal links</b>	To explore the work of a sculpture artist To know the difference between 2D and 3D shapes	To understand mathematical vocabulary related to 3D shapes	To understand mathematical vocabulary related to 3D shapes	To understand mathematical vocabulary related to 3D shapes	To plan a sculpture	To create a sculpture
<b>Physical Education</b> Cricket  Rounders	To throw a ball underarm at a wicket from a variety of directions  To keep score and officiate a game of rounders	To improve batting accuracy and directional batting using a forward drive  To replicate a good rolling, under arm and shoulder throw technique	To hit a ball bowled underarm using a forward drive  To play a small striking game using good techniques	To increase distance when throwing over arm  To play a small striking game using a good bowling technique	To perform close catching and deep fielding catching with consistency  To play and follow the rules of rounders	To demonstrate overarm bowling technique  To play and follow the rules of rounders using the long barrier when needed
<b>Vertical links</b>	To throw a ball underarm at a target To understand the scoring system in rounders	To improve batting technique To be able to roll a ball accurately	To hit a bowled ball To be able to play a small striking a fielding game with supervision	To be able to throw for distance To be able to play a small striking a fielding game without supervision	To be able to catch a ball under pressure To understand the rules of rounders	To understand overarm bowling technique To be able to perform a long barrier
<b>Horizontal links</b>	To be able to add			To be able to estimate and measure distances	To understand why we have rules	



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<b>PSHE</b> Changing Me	To be aware of their own self-image and how their body image fits into that	To explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born  To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend		To be aware of the importance of a positive self-esteem and what they can do to develop it	To show an understanding of how their bodies will change and how they can maintain a positive self-image.
<b>Vertical links</b>	To know that people can develop eating problems or disorders related to body image pressure	To know how girls' and boys' bodies change during puberty	To know some of the changes that happen between being a baby and a child To know that change is a natural part of relationships		To be able to suggest strategies for building their self-esteem or that of others	To know that becoming a teenager involves various changes
<b>Horizontal links</b>		To recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions	To describe the changes as humans develop to old age			
<b>Music</b> Reflect, Rewind and Replay	To introduce the djembe and play with an open and closed hand	To revisit the song "Happy" and play the djembe to accompany it	To revise musical terminology (dynamics, semibreve and semibreve rest)  To revise different styles of music, choose one and accompany it on the recorder using 5 notes	To revise musical terminology (base/treble clef, quavers and quaver rests)  To revisit a chosen song from the units and perform with voice and /or instrument	To revise (dynamics and texture)  To locate flat and sharp notes on a glockenspiel and play them following notation on a stave	To revise (piano, forte and timbre)  To revisit a chosen song from the units and perform with voice and/or instrument
<b>Vertical links</b>		To know the song "Happy"	To know the notes on a recorder	To know the notes on a glockenspiel		
<b>Horizontal links</b>						



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<b>MFL</b> To The Seaside	To learn the names of beach items	To recall sentence starters to talk about the seaside	To learn persuasive sentences about visiting the seaside	To create extended sentences about visiting the seaside	To read and understand facts about the seaside	To apply language skills to learn another language
<b>Vertical links</b>		To know the phrases "I am, I like, here is, there is/are."	To know the vocabulary for colours, colourful, big and small		To know numbers to 100	To know greetings, fruits and vegetables
<b>Horizontal links</b>			To know what persuasive language is	To know what expanded noun phrases are		