



Year 6 Topic 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science						
Vertical links						
Horizontal links						
History						
Vertical links						
Horizontal links						
Geography In depth study of regions of the world	To identify human and physical features of County Antrim in Northern Ireland	To identify human and physical features of The Netherlands	To identify human and physical features of the region around Mexico City	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
Vertical links	To identify human and physical features of countries and places in the UK, Europe, North America and South America	To identify human and physical features of countries and places in the UK, Europe, North America and South America	To identify human and physical features of countries and places in the UK, Europe, North America and South America	To identify the physical features of hot and cold places To use key geographical vocabulary to refer to all 14 physical features listed in the National Curriculum	To use key geographical vocabulary to refer to all 10 human features from the National Curriculum	
Horizontal links						
Art and Design						
Vertical links						
Horizontal links						
Design Technology						
Vertical links						
Horizontal links						



Religious Education Islam – expression of beliefs	To know how Muslims use calligraphy to express their beliefs	To know why Muslims use calligraphy to express their beliefs	To know how and why Muslim men express their beliefs through clothing	To know how and why Muslim women express their beliefs through clothing	To know how Muslims express beliefs through food	To explain how Muslims celebrate Eid
Vertical links	To know the Qur'an is a Muslim holy text	To know why and how Muslims are influenced in the way they live by the example of others, particularly other Muslims To know the Qur'an is a Muslim holy text	To know how Muslims express their beliefs through the ways they live their lives To know what is expected of a Muslim who has committed themselves to Islam To know how Islam is practised and passed on through families and communities To know why and how Muslims are influenced in the way they live by the example of others, particularly other Muslims	To know how Muslims express their beliefs through the ways they live their lives To know what is expected of a Muslim who has committed themselves to Islam To know how Islam is practised and passed on through families and communities To know why and how Muslims are influenced in the way they live by the example of others, particularly other Muslims	To know how Muslims express their beliefs through the ways they live their lives To know what is expected of a Muslim who has committed themselves to Islam To know how Islam is practised and passed on through families and communities To know why and how Muslims are influenced in the way they live by the example of others, particularly other Muslims	To know how Muslims mark and/or celebrate important times in the year and in life
Horizontal link	To know how Christians express their beliefs through symbols – the cross and The Eucharist To know how Christianity is expressed through the arts To know how Hindu beliefs are expressed through symbols		To know how Hindu beliefs are expressed through clothes	To know how Hindu beliefs are expressed through clothes	To know how Hindus express their beliefs through food	To know how Christians express their beliefs through the annual cycle of festivals (Advent, Lent, Maundy Thursday, Easter)
Computing						
Vertical links						
Horizontal links						



<p>Physical Education Rounders</p> <p>Net and Wall Games - Tennis</p>	<p>To learn to replicate a good rolling, under arm and shoulder throw technique</p> <p>To be able to throw up a ball for a self-feed for an underarm serve</p>	<p>To explore striking a small ball</p> <p>To return a ball using a forehand shot after one bounce</p>	<p>To explore bowling a ball with a variety of equipment</p> <p>To perform a forehand volley</p>	<p>To learn the basic rules and positions of a rounders game</p> <p>To describe the action used for a drop shot</p>	<p>To learn to perform the long barrier</p> <p>To explain why we move back to centre of the court after each hit</p>	<p>To be able to follow the rules of the game</p> <p>To serve using an overarm action</p>
<p>Vertical links</p>	<p>To be able to roll a ball underarm To be able to throw a ball up and land near feet</p>	<p>To strike a small ball To use a forehand shot</p>	<p>To bowl a ball To perform a forehand shot</p>	<p>To know of the rules in rounders</p>	<p>To perform a long barrier</p>	<p>To be able to follow simple rules in a game To understand how to serve with an overarm action</p>
<p>Horizontal links</p>						
<p>PSHE Relationships</p>	<p>To know that it is important to take care of their mental health</p>	<p>To know how to take care of their mental health</p>	<p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p>	<p>To recognise when people are trying to gain power or control</p>	<p>To judge whether something online is safe and helpful for them</p>	<p>To take responsibility for their own safety and well-being</p>
<p>Vertical links</p>	<p>To accept and respect themselves for who they are, including respecting and valuing their own bodies</p>	<p>To be motivated to keep themselves healthy and happy To be able to suggest strategies for building their self-esteem or that of others</p>	<p>To identify the feelings and emotions that accompany loss and know that loss is a normal part of relationships and that negative feelings are a normal part of loss To know that memories can support them when they lose a special person or animal and friendships and that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe</p>	<p>To identify when an online community or social media group feels risky, uncomfortable, or unsafe</p>	<p>To know how to stay safe when using technology to communicate with friends To know how to access help if they are concerned about anything on social media or the internet</p>	
<p>Horizontal links</p>						



Music Music and Me	To begin to learn about four inspirational women in the music industry and listen and appraise their music	To learn about the composer/producer Anna Meredith and begin to create their own compositions	To learn about the DJ and turntablist Shiva Feshareti and continue to create own compositions	To learn about the songwriter and multi-instrumentalist Eska and continue with compositions	To learn about the producer and radio host Afrodeutche and complete compositions	To perform compositions individually or in small groups.
Vertical links		To use rhythm internalisation and create lyrics to fit the composition		To use rhythm internalisation and continue to fit the lyrics to their compositions		
Horizontal links						
MFL						
Vertical links						
Horizontal links						