





Boston West Academy Yearly Overview

Year 6 2022-23

‘Working together for success’ 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	WWII 		The Americas 		Awesome 	
English	Kensuke’s Kingdom	Letters from the lighthouse	The Explorer	On the Origin of Species	Greta	
Maths Maths resources for teachers White Rose Maths	Place Value Four Operations	Four Operations Fractions Converting Units	Ratio Algebra Decimals	Fractions, Decimals & Percentages Area, Perimeter & Volume Statistics	Shape Position & Direction <i>Consolidation & Problem Solving</i>	<i>Themed projects, Consolidation & Problem Solving</i>
Science Staff Team (Boston West) - Science - All Documents (sharepoint.com)	Light Recognise light travels in straight lines and explain that objects are seen because they give out or reflect light to our eyes. Explain why shadows have the same shape as the objects that cast them.	Electricity Associate lamp brightness or buzzer volume with the number and voltage of cells in a circuit. Compare variations in how components function in a circuit. Use recognised symbols when representing a simple circuit in a diagram.	Living things and their habitats Describe how living things are classified into broad groups based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying animals. Scientist study – Chris Nelson		Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things on Earth millions of years ago. Recognise that living things produce offspring which are the same kind but not identical to the parents. Identify how plants and animals adapt to suit their environment and this might lead to evolution. Scientist study – Charles Darwin and Alfred Russel Wallace	Animals including humans Identify main parts of the human circulatory system. Describe functions of heart, blood vessels and blood. Recognise impact of diet, exercise, drugs and lifestyle on the way human bodies function. Describe how nutrients and water are transported in animals, including humans.

<p style="text-align: center;">Computing</p> <p style="text-align: center;">Key Stage 2 (teachcomputing.org)</p>	<p>Computing systems & Networks - Internet communication Recognising how the WWW can be used to communicate and be searched to find information.</p>	<p>Creating Media - Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p>Programming A - Variables in games Exploring variables when designing and coding a game.</p>	<p>Data & Information - Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.</p>	<p>Creating Media - 3D modelling Planning, developing, and evaluating 3D computer models of physical objects.</p>	<p>Programming B - Sensing Designing and coding a project that captures inputs from a physical device.</p>
<p style="text-align: center;">Geography</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Geography</p>	<p>Where in the World?</p> <p>Locational Knowledge 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 .</p> <p>Mapwork Residential trip to unfamiliar environment using map work to study route to PGL and orienteering during trip. Create own map of PGL site or an area of Boston.</p> <p>Climate, biomes and vegetation belts. Explore, deduce and explain the impact of physical geography on people’s lives (climate zones, biomes and vegetation belts).</p>	<p>Scotland and South America (Where in the World?) Use maps, atlases and globes and to locate countries and cities on different continents (South America) as well as lines of latitude and longitude. Study a region of the UK (Scotland) and a region within South America (Brazil and Peru) and identify its main physical and human characteristics and how it has changed over time (Amazon rainforest, Brasilia—changing of capitals in Brazil). Identify reasons for geographical similarities and differences between countries. Scotland and South America (Natural Resources and Trade)</p> <p>Explore natural resources and trade, issues of sustainability in everyday life. Include how everyday goods are produced and traded. Explore, deduce and explain the impact of physical geography on people’s lives (climate zones, biomes and vegetation belts). Describe and understand key aspects of human geography, including economic activity including trade links and the distribution of natural resources (food trade and deforestation links with trade).</p>	<p>Local Area – Boston</p> <p>Sustainability Use the school grounds as a site for studying key questions such as ‘How can our school reduce its plastic waste?’ and ‘How can we make our school grounds more bee friendly?’</p>			
<p style="text-align: center;">History</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/History</p>	<p>WW2 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Why did World War II break out? What did men/ women do during the war? Why were people evacuated? What was the impact of the Blitz and how were people protected from it? What was the Holocaust and what was the impact?</p> <p>Remembrance How and why do we remember the war today? (evidence in our Locality) Why is it important to remember? (see progression document in the history file)</p>	<p>Mayans A non-European society that provides a contrast with British history What were the remarkable achievements of the Maya? (How do they compare to what was happening in Britain?) When and where did the Mayan live? What was life was like for Mayan people? (This question could include looking at the characteristic features such as the structure of society, cities, homes, food and clothing, trade (cocoa beans) What were their achievements? – What was Maya writing like? How did they tell the time? What numbers did they use in maths? What did they believe? (Religion, Gods and sacrifice) Why did the Mayan empire decline so quickly?</p>	<p>History of Boston - Local Study What was can St Botolph’s Church tell us about life through the ages of Boston and its people? What has Boston been famous/ significant for in the past and now?</p>			
<p style="text-align: center;">RE</p>	<p>Life Journey/Rites of passage – Christianity How do Christians show they belong? What value does religion bring for religious people? How does this relate</p>	<p>Life Journey & Rites of passage – Hinduism/Islam How do Hindus show they belong? How do Muslims show they belong? What value does religion bring for religious</p>	<p>Buddhism What do Buddhists believe? What does it mean to be a Buddhist? How and why do Buddhists meditate? Where</p>			

<p>Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf (lincolndiocesaneducation.com)</p> <p>Staff Team (Boston West) - Religious Education - All Documents (sharepoint.com)</p>	<p>to ideas about community, identify and belonging? How do people mark important events in life?</p>	<p>people? How does this relate to ideas about community, identify and belonging?</p>	<p>do they worship? What would be the most difficult part of Buddha's teachings to follow?</p>
<p style="text-align: center;">DT</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/DT</p>	<p>Food -The great Boston West soup off. Design/Make/Evaluate Children know how to make modifications to simple recipes independently Children know how to cut high resistance food from whole using the bridge grip Children know how to use the zesting part of a grater</p> <p>Christmas tree ribbons Children know how to use a swivel peeler to create food ribbons</p>	<p>Structures - WW2 Shelters Design/Make/Evaluate Children know how to research information on products Children know how to use accurate drawings / step by step / cross sectional drawings / prototypes to communicate and develop ideas Children know how to select, from a wide range of suitable materials and equipment, whilst making my product to a high standard Children know how to adapt their design and make improvements Children know how to evaluate ideas and against a design brief, whilst considering others opinions Children know key individuals / events that have shaped the world.</p>	<p>Electrical and Mechanical – Fairground Design/Make/Evaluate Children know how to add an electrical and mechanical system to a product Children know how to construct circuits with switches and other innovative combinations of electronics</p>
<p style="text-align: center;">Art</p> <p>Preview of revised Art and Design Scheme KS1 and KS2 (kapowprimary.com)</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Art</p>	<p>Art with a Message - Make my voice heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.</p>	<p>Drawing & Printing - Art skills and artist study Exploring design including zentangle pattern, printing, the work of William Morris and designing own natural print designs for a lino cut print.</p>	<p>Painting & Mixed Media - Still Life Creating a variety of still life pieces influenced by different artists, using a range of mediums.</p>
<p style="text-align: center;">Music</p>	<p>Developing Melodic Phrases - How Does Music Bring Us Together?</p> <p>Year 6 Unit 1/English Model Music Curriculum/Home – Lincolnshire Music Service (lincsmusicservicedigital.org)</p>	<p>Samba Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Exploring Notation Further - How Does Music Teach Us About Our Community?</p> <p>Year 6 Unit 4/English Model Music Curriculum/Home – Lincolnshire Music Service (lincsmusicservicedigital.org)</p> <p>Singing</p>

			Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
<p style="text-align: center;">PE</p> <p>Get Set 4 PE: Lesson Plans and Schemes of Work</p>	<p>Swimming Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</p> <p>Orienteering Take part in outdoor and adventurous challenges both individually and within a team.</p>	<p>Gymnastics Use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. Develop performance skills considering the quality and control of their actions.</p> <p>Hockey Improve defending and attacking skills playing even-sided games. Show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. Recognise the importance of fair play and honesty while self managing games.</p>	<p>Cricket Develop the range and quality of striking and fielding skills and their understanding of cricket. Learn how to play the different roles of bowler, wicket keeper, fielder and batter. Develop strategies and tactics to outwit the opposition. Play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Hand ball Develop key skills of attacking and defending, maintain possession of the ball and to create scoring opportunities in attack. Develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p>
<p style="text-align: center;">PSHE</p> <p>PSHE and RSE scheme of work for primary pupils - Kapow Primary</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/PSHE & RSE/Year 6</p>	<p>Relationships</p> <p>Families and friendships- Attraction to others; romantic relationships; civil partnerships and marriage</p> <p>Safe relationships- Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others- Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Family and relationships and identity</p>	<p>Living in the wider world</p> <p>Belonging to a community- Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience- Evaluating media sources; sharing things online</p> <p>Money and work- Influences and attitudes to money; money and financial risks</p> <p>Citizenship and economic wellbeing</p>	<p>Health and Wellbeing</p> <p>Physical health and mental wellbeing- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and changing- Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping safe- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Safety and the changing body</p>
<p style="text-align: center;">MFL</p> <p>Home (languageangels.com)</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/MFL</p>	<p>Phonetics lessons 1-4 (core) Learning to pronounce French phonemes</p> <p>Presenting myself (intermediate) Learning about French speaking countries, numbers 0-20, how are you? Saying your name and age asking what your name is, where do you live? Create identity cards.</p>	<p>La date (intermediate) Days of the week, months of the year. When is your birthday? When is someone's birthday. When is something happening?</p>	<p>Au café (intermediate) Learn a range of French food and drinks including their articles. Learn how to order breakfast items in a French café. Role play a café customer and waiter.</p>
<p style="text-align: center;">Outdoor Learning</p> <p>Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>		<p>Structures – Shelter building knot skills Children will know how to knot a round turn 2 ½ hitch knot Children will know how to lace and tie two ropes together Children will know how to build structures/shelters for particular environments</p>	

Y6 Entitlement	PGL Trip Internet safety / social media awareness afternoon with a visitor	Visit to the WW2 museum at Freiston WW2 Outdoor Day		Outdoor Day SATS	Harry Potter Trip Filed work trip to Westgate woods.	Sports day Year 6 Production Leavers year book Leavers assembly Leavers campfire

Red indicates books from the year group reading spine to support teaching and learning.