





## Boston West Academy Yearly Overview

### Year 6

<p>'Working together for success'</p> 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>WWII</b> 		<b>The Americas</b> 		<b>Awesome</b> 
English	Literacy tree	Literacy tree	Literacy tree	Literacy tree	Literacy tree	Literacy tree
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 &amp; Problem Solving</i>	<i>Themed projects, Consolidation &amp; Problem Solving</i>
Science	<b>Light</b> 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.	<b>Electricity</b> 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.	<b>Animals including humans</b> 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.	<b>Living things and their habitats</b> 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. <b>Scientist study – Chris Nelson</b>	<b>Evolution and Inheritance</b> 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. <b>Scientist study – Charles Darwin and Alfred Russel Wallace</b>	

<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><a href="https://www.teachcomputing.org">Key Stage 2 (teachcomputing.org)</a></p>	<p><b>Creating Media - 3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects.</p> <p><b>Programming A - Variables in games</b> Exploring variables when designing and coding a game.</p>		<p><b>Data &amp; Information - Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data.</p>
<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><a href="#">Geography</a></p>	<p><b>Where in the World?</b></p> <p><b>Locational Knowledge</b> 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><b>Mapwork</b> 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><b>Climate, biomes and vegetation belts.</b> Explore, deduce and explain the impact of physical geography on people’s lives (climate zones, biomes and vegetation belts).</p>	<p><b>Scotland and South America (Where in the World?)</b> 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><b>Local Area – Boston</b></p> <p><b>Sustainability</b> 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;"><b>History</b></p> <p style="text-align: center;"><a href="#">History</a></p>	<p><b>WW2</b> 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><b>Remembrance</b> 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><b>Mayans</b> 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><b>History of Boston - Local Study</b> 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;"><b>RE</b></p> <p style="text-align: center;"><a href="#">Religious Education</a></p>	<p><b>Life Journey/Rites of passage – Christianity</b> How do Christians show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and</p>	<p><b>Life Journey &amp; Rites of passage – Hinduism/Islam</b> How do Hindus show they belong? How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging?</p>	<p><b>Buddhism</b> What do Buddhists believe? What does it mean to be a Buddhist? How and why do Buddhists meditate? Where do they worship? What would be the most difficult part of Buddha’s teachings to follow?</p>

	belonging? How do people mark important events in life?		
<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;"><a href="#">Design &amp; technology</a></p>	<p><b>Structures - WW2 Shelters</b>  <b>Design/Make/Evaluate</b>  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><b>Christmas tree ribbons</b>  Children know how to use a swivel peeler to create food ribbons</p>		<p><b>Food -The great Boston West soup off.</b>  <b>Design/Make/Evaluate</b>  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 style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><a href="#">Art and design - Kapow Primary</a></p> <p style="text-align: center;"><a href="#">Art</a></p>	<p><b>Art with a Message - Make my voice heard</b>  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><b>Drawing &amp; Printing - Art skills and artist study</b>  Exploring design including zentangle pattern, printing, the work of William Morris and designing own natural print designs.</p>	<p><b>Painting &amp; Mixed Media - Still Life</b>  Creating a variety of still life pieces influenced by different artists, using a range of mediums.</p>
<p style="text-align: center;"><b>Music</b></p>	<p><b>Music and technology</b></p>	<p><b>Developing ensemble skills</b></p>	<p><b>Farewell tour</b></p> <p><a href="https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370793-year-6/1370799-farewell-tour">https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370793-year-6/1370799-farewell-tour</a></p>

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<b>PE</b>  <a href="#">Get Set 4 PE: Lesson Plans and Schemes of Work</a>	<b>Swimming</b> 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.  <b>Orienteering</b> Take part in outdoor and adventurous challenges both individually and within a team.	<b>Hand ball</b> 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.	<b>Hockey</b> 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.	<b>Cricket</b> 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.	<b>Gymnastics</b> 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.
<b>PSHE</b>  <a href="#">PSHE and RSE scheme of work for primary pupils - Kapow Primary</a>  <a href="#">PSHE &amp; RSE</a>	<b>Relationships</b>  <b>Families and friendships-</b> Attraction to others; romantic relationships; civil partnerships and marriage  <b>Safe relationships-</b> Recognising and managing pressure; consent in different situations  <b>Respecting ourselves and others-</b> Expressing opinions and respecting other points of view, including discussing topical issues  <b>Family and relationships and identity</b>	<b>Living in the wider world</b>  <b>Belonging to a community-</b> Valuing diversity; challenging discrimination and stereotypes  <b>Media literacy and digital resilience-</b> Evaluating media sources; sharing things online  <b>Money and work-</b> Influences and attitudes to money; money and financial risks  <b>Citizenship and economic wellbeing</b>	<b>Health and Wellbeing</b>  <b>Physical health and mental wellbeing-</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  <b>Growing and changing-</b> Human reproduction and birth; increasing independence; managing transition  <b>Keeping safe-</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media  <b>Safety and the changing body</b>		
<b>MFL</b>  <a href="#">Home (languageangels.com)</a>  <a href="#">MFL</a>	<b>Phonetics lessons 1-4 (core)</b> Learning to pronounce French phonemes	<b>La date (intermediate)</b> Days of the week, months of the year. When is your birthday? When is someone's birthday. When is something happening?	<b>Au café (intermediate)</b> 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 style="text-align: center;"><b>Outdoor Learning</b></p> <p style="text-align: center;"><a href="#">Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</a></p>	<p><b>Creative Outdoors</b></p> <p>Children will be inspired by the work of outdoor artists when creating intricate designs and sculptures (including 3D elements or structures), from natural resources. (CO3)</p> <p>(Create class logos)</p> <p><b>Adventurous Outdoors</b></p> <p>Children will understand the importance of teamwork and the need for resilience, to complete group challenges. (AO12)</p> <p>(PGL ACTIVITIES - Canoeing, orienteering, obstacle courses, survivor activities, campfire, abseiling, high ropes)</p>	<p><b>Adventurous Outdoors</b></p> <p>Children understand how to set up simple fire lays safely and know the importance of the fire triangle (oxygen, heat, fuel) when adding fuel, to keep a fire going. (AO2)</p> <p>Children understand how to use a fire steel and tinder to start a small fire. (AO3)</p> <p>Children understand how to cook these safely on an open fire. (AO5)</p> <p>(WWII Day – soup making)</p> <p><b>Creative Outdoors</b></p> <p>Children will understand how to cut and join willow to create 3D shapes, enhancing their designs with dried, natural decorations. (CO5)</p> <p>(Willow lanterns)</p>	<p><b>Nature Outdoors</b></p> <p>Children will understand how to identify a variety of common birds using key features, including their call. (ITNO2)</p>	<p><b>Growing and Caring Outdoors</b></p> <p>Children will prepare the soil, sow seeds, water, thin out seedlings and weed a variety of vegetables. (GCO4)</p>	<p><b>Growing and Caring Outdoors</b></p> <p>Children will prepare the soil, sow seeds, water, thin out seedlings and weed a variety of vegetables. (GCO4)</p> <p><b>Adventurous Outdoors</b></p> <p>Children will understand how to use specific resources to create balance / obstacle courses, using teamwork and problem-solving skills to overcome challenges, while risk assessing designs. (AO13)</p>	<p><b>Adventurous Outdoors</b></p> <p>Children will understand how to use teamwork and effective communication skills to erect an A-frame (tent-style) tarpaulin shelter. (AO7)</p> <p>Children will understand how to use a clove hitch to start and finish a square lashing. (AO8)</p> <p>Children will understand how to join two sticks using a square lashing. (AO9)</p> <p>(Natural frames)</p> <p><b>Creative Outdoors</b></p> <p>Children will understand how to make natural frames and looms, decorating and weaving with natural resources. (CO6)</p>
<p style="text-align: center;"><b>Y6 Entitlement</b></p>	<p>PGL Trip</p> <p>Internet safety / social media awareness afternoon with a visitor</p>	<p>WW2 Outdoor Day</p>		<p>Outdoor Day</p> <p>SATS</p>	<p>Harry Potter Trip</p>	<p>Sports day</p> <p>Year 6 Production</p> <p>Leavers year book</p> <p>Leavers assembly</p> <p>Leavers campfire</p>