

Abbey Primary School - Yearly Overviews Y6

Year Planning Overview	Autumn Term	Spring Term	Summer Term
English	<p>WRITING: Legends Use a wide range of subordinating connectives (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression (eg Because of all of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle.)</p> <p>Arguments Use passive verbs to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'the window in the greenhouse was broken'; 'All the cakes had been eaten' rather than 'The bird had eaten the cakes').</p> <p><u>Use of the colon to introduce a list and semi-colons within lists.</u> (eg. I love the following foods: apples, seeds, grapes and nuts. The children need to bring with them: a hot-water bottle or an extra blanket if the weather is cold; a cup, a plate and a bowl; a knife, a fork and a spoon.)</p> <p>Use of the semi-colon and dash to mark the boundary between independent clauses (eg 'It's raining; I'm fed up').</p> <p>Punctuation of bullet points to list information.</p> <p>Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models (including note taking and annotation of passages in detail in response to specific questions).</p> <p>READING</p>	<p>WRITING: Biography Use a wide range of devices to build cohesion within and across paragraphs using repetition of a word or phrase, grammatical connectives (eg the use of adverbials such as 'on the other hand', in contrast, as a consequence) and ellipses.</p> <p>In non-fiction writing, divide whole texts into paragraphs in a clear, logical sequence. Ensure there are links between one paragraph and the next through a choice of connectives (refer to Y5 for the development of each point).</p> <p>Use of layout devices (eg headings, sub-headings, columns, bullets or tables to structure texts).</p>	<p>WRITING: Plays Short Story Can intermingle a variety of types of sentences, (statements, commands, questions, asides, exclamations, complex sentences) with simple & effective placing of clauses, using correct grammatical structures.</p> <p>Further control of complex sentences is evident showing an understanding of how clauses can be manipulated to create different effects (eg Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle. Whilst under my roof, you will obey my rules, which are clearly displayed).</p> <p>In narrative writing, there is evidence of manipulation of time for effect (eg flashbacks, time shifts etc).</p> <p>GRAMMAR Recognise vocabulary and structures which are appropriate for formal speech and writing, including subjunctive forms (eg 'if I were...'; 'were they to come...').</p>
Maths			

Science			
Computing			
Physical Education			
MFL			
Music			
PSHE			
RE			

I.L.	Cycle 1 Title: Cycle 2 Title:		
History	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2:
Geography	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2:
D. T.	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2:
Art	Cycle 1:	Cycle 1:	Cycle 1:
	Cycle 2:	Cycle 2:	Cycle 2: