

Year 6 – Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English</u>	<p>Skellig – Diary entry for Michael. Character description of Michael and Mina – similarities and differences. The garage – descriptive writing – scene setting Fact file – Owls Fact file – William Blake Monologue – Skellig visiting the hospital</p>	<p>A Christmas Carol – Tenses – ghost of past/present/future Inference skills – using descriptions from the text to create sketches of each ghost. Character description/analysis – Scrooge Understanding new Language – discussing words used in the original novel. Letter – from the Clerk to Scrooge requesting Christmas day off work. Dialogue – between Scrooge and Marley's ghost.</p>	<p>The Highwayman – Letter of persuasion from Bess to King George asking that he does not arrest the Highwayman. Letter of persuasion - The Highwayman asking Bess's father to allow them to be together. Writing own stanza of the Highwayman poem using the format. Monologue of Bess explaining what happened that fateful night – written in present tense.</p>	<p>Holes – Playscript of the boys talking whilst digging their holes – stealing the sunflower seeds and blaming Stanley. Instructional writing on how to dig a hole successfully. Letter (after chapter 16 as mum replies in chapter 17) – Letter home from Stanley to his mum. Story – What would actually happen if someone escaped from Camp Green Lake and trekked across the 100mile desert? Character study – Stanley Non-fiction writing – research famous outlaws (Billy the Kid).</p>	<p>Alma/Dreamgiver – Alma Retell of the story written through Alma's perspective. Story – sequel to the Alma story – another child comes to the shop? Prequel – How did the other children find the shop? Missing child police report. Missing child poster. Eye of the Storm Story – what was the green liquid in the vase? Why did the man have it? What does it do? Did he survive the storm? Monologue – pilot explaining his journey so far. Journal/log – each day on the airship – thoughts/feelings/events</p>	<p>War Horse Reading comprehension VIPERS questions. Research from a range of sources about the reasons why war horses were used during WWI. Create a pamphlet for the Ministry of Defence about the requisition of horses used at the front line. Write a setting description for when Joey first enters the battlefield and hears the gunfire. Write a letter from home for Trooper Warren to read to Joey. To write a monologue from either Trooper Warren or Captain Stewart after they are captured as prisoners of war. Write a conversation between Joey and Topthorn using inverted commas and discussing</p>

						how Joey is feeling trying to run away from the tanks and the gunfire. Write a story based on one of the animal characters in the novel.
Maths	<p><u>Number - Place Value:</u> Read, write, order and compare numbers up to 10,000,000. Round any whole number to a degree of accuracy. Use negative numbers in context. Solve number and practical problems.</p> <p><u>Number- Addition subtraction, multiplication + division</u> Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number</p>	<p><u>Fractions -</u> Compare and order fractions. Add and subtract fractions with different denominators & mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals and percentages.</p> <p><u>Geometry – Position & Direction -</u></p>	<p><u>Number – Decimals -</u> Understand numbers up to 3 decimal places. Multiply decimals by 10, 100 & 1000. Understand digits move to the left when multiplying. To convert decimals into a fraction.</p> <p><u>Percentages -</u> Understand that 'percent' means out of 100. Use equivalences between simple fractions and percentages. Convert between fractions, decimals and percentages. Find percentages of amounts.</p> <p><u>Algebra</u> Explore simple one-step function machines. To</p>	<p><u>Measurement - Converting Units</u> Solve problems involving calculation and conversion of units of measure. Using decimal notation up to 3 decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit. Convert between miles and kilometres.</p> <p><u>Perimeter, Area and Volume -</u> Recognise that shapes with the same areas can have different perimeters. Recognise when it is possible to use formulae</p>	<p><u>Geometry – Properties of Shapes -</u> Draw 2D shaped using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, on a straight line, or vertically opposite, and find missing angles.</p> <p><u>Problem Solving -</u> To develop effective reasoning and problem solving skills. To successfully interpret multi-step word problems and use discussion to plan an approach of finding a solution.</p>	<p><u>Statistics -</u> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p><u>Investigations</u></p> <p><u>Consolidation</u></p>

	<p>using the formal written methods. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method, interpret remainders as fractions.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division.</p>	<p>To read and plot co-ordinates in all four quadrants. To draw shapes from co-ordinates given. To become fluent in deciding which part of the axis is positive or negative. To use knowledge of co-ordinates and positional language to translate shapes in all four quadrants. To describe translations using direction and use instructions to draw translated shapes. To reflect shapes in both the X and the Y axis.</p>	<p>write these as algebraic expressions. Use trial and error to consider different patterns. Explore 2-step function machines, work out input and output values given the rule. Substitute simple expressions and equations to find a particular value. To use simple formulae. Think about solving equations through worded problems.</p>	<p>for area & volume of shapes. Calculate area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units.</p> <p>Number – Ratio Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication & division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>		
<u>Science</u>	<p><u>Evolution & Inheritance –</u> To explain the scientific concept of inheritance and identify inherited characteristics. Demonstrate understanding of the</p>	<p><u>Animals Including Humans –</u> Identify and name the main parts of the human circulatory system. Describe the ways in which nutrients and</p>	<p><u>Light –</u> To understand and explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.</p>	<p><u>Diet & Lifestyle –</u> To be able to name the major food groups. To explain what a balanced diet is and why it is important. To be able to plan a meal of healthy nutritional value. To</p>	<p><u>Living Things & their Habitats –</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p><u>Electricity –</u> Observe and explain the effects of differing volts in a circuit. Recognise symbols when representing a simple circuit in a diagram and draw them accurately.</p>

	<p>scientific meaning of adaptation. Recognise that living things have changed over time, that fossils provide information about living things from millions of years ago. Understand how human beings have evolved, make comparisons.</p>	<p>water are transported within humans. To recognise the impact of diet and exercise on the way their bodies function by describing effects of a healthy lifestyle. To plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision. To create an enquiry that compares and catagorises different forms of exercise.</p>	<p>To create a model of light travelling. To understand how mirrors reflect light, and how they can help us see objects. To create a periscope and explain how it works. To investigate how refraction changes the direction in which light travels. To investigate how a prism changes a ray of light. To investigate how light enables us to see colours.</p>	<p>combine recipes with other children in the class and compile a menu for a healthy food restaurant. To know and understand how to respond in a situation where emergency care is needed. To identify everyday factors that can inhibit or increase our levels of health and well-being; sun protection, dental care, eye care, good hygiene etc.</p>	<p>including micro-organisms, plants and animals by finding out about the Linnaean System of classification. Give reasons for classifying plants and animals based on specific characteristics by exploring unusual creatures and designing their own curious creature.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To record my data and report findings.</p>
History	<p><u>What impact did the Anglo-Saxons have on Viking life?</u> Viking raids and invasion. The resistance by Alfred the Great and Athelstan, first king of England and Danegeld. Anglo Saxon laws and justice. Edward the Confessor and his death in 1066.</p>	/	<p><u>Who were the Mayans and what can we learn from them?</u> – A study of a non-European society that provides contrasts with British history. Exploring: The Mayan people. Number system. Explorers. Religion & Rituals. Chocolate Traditions</p>	/	<p><u>What do I want to know more about in my local area?</u> Pupils pose a research question linked to our local area of the North-East to complete a study unit with final presentation.</p>	/

<u>Geography</u>	/	<u>How are our coastlines changing?</u> Name and locate countries and cities of the UK. Identify key human and physical characteristics. Study coastlines and understand how these have changed over time.	/	<u>Can the Earth shake, rattle and roll?</u> Describe and understand the key aspects of physical geography including: Climate zones, volcanoes, earthquakes, tsunamis.	/	<u>How have trade links developed over time?</u> Human geography looking at types of settlement and land use, economic activity, trade links, the distribution of natural resources such as food, minerals and water.
<u>RE</u>	<u>Creation and science: conflicting or complimentary?</u> Identify what type of text some Christians say Genesis 1 is, and its purpose. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.	<u>Why do some people believe in God and some people not?</u> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify religious and non-religious people believe about God. Give examples of reasons why people do or do not believe in God.	<u>Why do Hindus want to be good?</u> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life world, recognising different points of view.	<u>What do Christians believe Jesus did to 'save' people?</u> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.	<u>For Christians, what kind of king is Jesus?</u> Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.	<u>How does faith help people when life gets hard?</u> Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).
<u>PSHE</u>	<u>Being in My World -</u> Identify goals. Understand fears and worries.	<u>Celebrating Difference -</u> To understand and explain difference.	<u>Dreams and Goals -</u> Staying motivated when challenged. Working well with others.	<u>Healthy Me -</u> Making healthy choices Taking responsibility for my health and wellbeing.	<u>Relationships -</u> Taking care of mental health	<u>Changing Me -</u> Being aware of self-image and body image. Importance of positive self-esteem.

	Rewards/consequences & making choices about behaviour. Having a voice within the community.	To explain some ways that certain people can have power over others. To know some of the reasons why people use bullying behaviours. To give examples of people with disabilities who lead amazing lives.	Helping to make a difference. Have a positive attitude. Recognising own achievements.	Understand stress and recognise triggers. Understand what it means to be emotionally well.	Being Online: Safe/unsafe? Real or fake? Using technology positively & safely. Love and Loss Power & Control	Relationships. Looking after yourself physically. The Year Ahead
Music	Charanga – Happy	Christmas Carols	Charanga – A New Year Carol	Charanga – You’ve Got a Friend	Charanga – Music & Me	Leavers Assembly
Art	<u>Charcoal – Kollowitz</u> Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas, including mixed media. Explore and manipulate visual properties of different elements, such as line, tone, texture, colour and shape.	<u>Clay – Brutalism</u> Plan a sculpture through drawing and other preparatory work. Develop skills in using clay, eg slabs, coils, slips etc. Create sculpture and construction with increasing independence.	<u>Printmaking – Mayan</u> Choose printing methods appropriate for a task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry, random printing etc. Alter and modify work.	<u>Collage – Godfrey</u> Use recycled, natural and man-made materials to create sculpture. Create artefacts inspired by past cultures. Plan a sculpture through drawing and other preparatory work. Create sculpture and construction with increasing independence.	<u>Watercolours – Cairney</u> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create shades and tints using black and white. Work on preliminary studies to test media and materials; choose appropriate paint, paper and implements. Create imaginative work from a variety of sources.	
<u>Design Technology</u>	<u>Structure - Playgrounds</u> Research existing playground equipment and their different forms, before designing and developing a	<u>Digital world - Navigating the world</u> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD	<u>Mechanical systems - Automata toys</u> Develop a functional automata window display, to meet the requirements in a design brief. Explore and create	<u>Textiles - Waistcoats</u> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a	<u>Food - Come dine with me</u> Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class	<u>Electrical systems - Steady hand game</u> Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand

	range of apparatus to meet a list of specified design criteria.	3D modelling software. Pitch and explain the product to a guest panel.	cam, follower and axle mechanisms to mimic different movements.	waistcoat for a chosen purpose.	recipes. Explore each key ingredient's farm to fork process.	game using a series circuit, including housing and backboard
<u>PE</u>	Tennis	Dance <i>All Star Dance</i>	Gymnastics	Fitness	Hockey	Athletics <i>Striking & Fielding</i>
<u>CoJo</u>	Leif Erikson	Leif Erikson	Ibn Battuta	Ibn Battuta	Nancy Wake	Nancy Wake
<u>ICT</u>	E-safety – Google It's cool to be kind.	Digital Literacy – Explore a topic with research and collaboration.	Coding – Scratch maths, building with numbers.	Coding – Scratch memory game.	Digital Literacy – Childnet video competition.	Coding - Project