





## Long Term Plan – Year 6 2020 - 2021



<p style="text-align: center;"><b>English</b></p> <p style="text-align: center;">Books/Texts</p>	<p>Whole class guided reading text – <b>Cogheart (Peter Bunzel)</b></p> <p>Character description, Inference/emotive use of language to convey meaning, newspaper reports.</p> <p style="text-align: center;"><b>Street child – Berlie Doherty</b></p> <p>Diary entry, non-chronological report, first-person recount, Describing character and setting, biography, Newspaper report.</p> <p style="text-align: center;"><b>Recount</b> - Beamish visit</p> <p style="text-align: center;"><b>Biography</b> = Queen Victoria</p> <p><b>Newspaper report/Letter</b> – written by someone making a maiden voyage from the chosen person’s perspective.</p> <p><b>Debate</b> – industrial revolution (For – someone from Britain, Against – leader of a small African nation).</p> <p><b>Reform changes</b>- Dr Barnardo/Lord Shaftesbury</p> <p style="text-align: center;"><b>Oliver Twist</b> – Charles Dickens/film</p> <p style="text-align: center;"><b>Scripts</b> – Christmas performance.</p>		<p>Whole class guided reading text – <b>Harry Potter and the Philosopher’s stone (JK Rowling)</b></p> <p style="text-align: center;"><b>Story openers and letters</b> (Chapters 1-4)</p> <p><b>Descriptive &amp; predictive writing</b> (‘Philosopher’s Stone’ chapters 5-7)</p> <p><b>Information &amp; explanation texts</b> (‘Philosopher’s Stone’ chapters 11-14)</p>	<p>Whole class guided reading text – <b>Harry Potter and the Philosopher’s stone (JK Rowling)</b></p> <p style="text-align: center;"><b>Narrative texts</b> (‘Philosopher’s Stone’ chapters 15-17)</p> <p><b>Recounts</b> (‘Prisoner of Azkaban’ &amp; ‘Order of the Phoenix’)</p> <p><b>Debate:</b> Was Merlin a real wizard?</p> <p style="text-align: center;"><b>Persuasive texts</b> (‘Prisoner of Azkaban’ &amp; ‘Order of the Phoenix’)</p> <p style="text-align: center;"><b>Newspapers and dialogue</b> (‘Prisoner of Azkaban’ &amp; ‘Goblet of Fire’)</p> <p>Testing and celebration (‘Order of the Phoenix’)</p>	<p>Study text: <b>Trash – Andy Mulligan</b></p> <p><b>Comprehension</b> activities – SATS style questioning prep</p> <p><b>Edit and improve</b> pieces from across the year showing progression</p>	<p>Whole class guided reading text – <b>Wonder (RJ Palacio) – transition work</b></p> <p style="text-align: center;"><b>Setting descriptions, diary entries</b>, act in role – understanding from a characters point of view, explore the continent of South America – <b>non chronological report</b>. Debate – understanding of characters’ perspectives</p> <p><b>Persuasive texts</b> –Writing to the government to persuade them to abolish SATS</p> <p style="text-align: center;"><b>Recount</b> visit to Carlton</p> <p><b>Playscripts</b> – write and perform leaver’s performance</p>
	<p style="text-align: center;"><b>GPS</b></p>	<p>Pronouns and determiners Identify audience and purpose Use a wide range of cohesive devices Select appropriate grammar Adverbs and adverbials Recognise the difference between formal and informal speech Propose changes to grammar and punctuation Revise the use of apostrophes for contraction Use passive verbs to affect the presentation of information</p>	<p>Use commas to clarify meaning or avoid ambiguity Use relative clauses beginning with who, which, where, when etc Use and understand the grammatical terminology in appendix 2 Use the perfect form of verbs to mark relationships of time and cause Use a range of punctuation to avoid ambiguity Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Revision of all Grammar, punctuation and Spelling rules in preparation for SATS assessments</p>		



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	Recognise vocabulary and structures appropriate for informal and formal writing	Use and understand the grammatical terminology in appendix 2				
<b>Maths</b> <a href="#">LTP</a> <a href="#">Hamilton</a> <a href="#">trust</a>	<p style="text-align: center;"><b>Place Value</b> <b>Rounding</b></p> <p><b>Addition and Subtraction</b> – Using mental/formal methods to solve problems.</p> <p style="text-align: center;"><b>Estimation</b></p> <p>Decimals including 0.01/0</p> <p style="text-align: center;"><b>Fractions/Decimals</b></p> <p>Comparing/ordering Add and subtract fractions Fraction equivalence</p>	<p style="text-align: center;"><b>2D Shapes</b></p> <p>Circles and quadrilaterals Position and translation using polygons</p> <p style="text-align: center;"><b>3D Shapes</b></p> <p>Construct using nets</p> <p style="text-align: center;"><b>Number</b></p> <p>Multiples, Factors and prime numbers Multiplication and Division - Solve short multiplication /division problems Solve long multiplication problems</p> <p style="text-align: center;"><b>Algebra</b></p> <p>Generate and use simple formulae, to solve equations with 2 unknowns</p>	<p style="text-align: center;"><b>Place value</b></p> <p>Negative numbers</p> <p style="text-align: center;"><b>Number</b></p> <p>Mental/written calculations BODMAS Ratio and proportion</p> <p style="text-align: center;"><b>Fractions/Percentages</b></p> <p>Multiply and divide Percentages, Fractions of amounts</p>	<p style="text-align: center;"><b>Area, Perimeter and Volume</b></p> <p>Find the area of different shapes Calculate the volume of cubes and cuboids Scale factors/rate problems</p> <p style="text-align: center;"><b>Multiplication/Division</b></p> <p>Long Division Problem solving using long/short division</p> <p style="text-align: center;"><b>Measure</b></p> <p>Conversion of metric/imperial units – line graphs Time intervals, timetables, 24 hour clock Pie charts – find the mean of a data set</p>	<p style="text-align: center;"><b>Revision</b></p> <p>Understand decimals including negatives Adding/subtracting whole numbers to solve problems Mental strategies – written multiplication Problems Solving Mental multiplication, division and ratio Fractions, Decimals and Percentages Ratio and proportion</p>	<p>Real-life money context problem solving:</p> <p>-MyMoney Week: Healthy Eating market</p> <p>Theme Park Maths: Planning, developing and running their own theme park using a budget</p> <p>Problem solving and reasoning challenges – applying taught strategies from across the year.</p>
<b>Science</b>	Light and Electricity		Animals including humans	Living things and their habitats	Evolution and inheritance	
<b>Eco-schools</b>	Eco lesson – Strategies that we can address as pupils, letter writing		Eco lesson – habitats and creating environments	Eco lesson – considering pollution and Chernobyl	Eco-schools	
<b>History</b>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</i></p> <p><i>Victorian Britain</i> Reign Queen Victoria Child labour reform Life in the workhouse Education Act Punishments Industrial revolution Schooling in Victorian Britain Victorian London Dr Barnando Lord Shaftesbury</p>	<p>Significant society or issue in world history and its interconnections with other world developments To continue to develop their understanding of different methods of historical enquiry through the study of:</p> <p>The beginning of the slavery movement in the 17<sup>th</sup> Century The changing power of monarchs (Queen Victoria) Further their understanding of Britain's role in the slave trade in relation to the British Empire.</p>	<p>Who was Merlin?</p> <p>Ancient civilisation study of Anglo Saxon 'King Arthur'.</p>		<p>A non-European society that provides contrasts with British history: Mayan civilisation c. AD 900. When and where did the Mayans live? How do we know about the Mayans? Mayan writing The impact of the Mayans on modern day Britain Maths, astronomy and calendars Life rituals from birth to death Cities and architecture</p>	



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Geography	Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe, Africa and The Americas To develop an understanding of the 'Triangular Route' taken by slaves in transportation from Africa to The Americas  Extend 6 figure grid references with teaching of longitude and latitude in more depth.			Locate the world's countries, using maps to focus on Europe, Africa and The Americas To develop an understanding of the 'Triangular Route' taken by slaves in transportation from Africa to The Americas  Describe and understand key aspects of: physical geography, including: climate zones, <b>biomes</b> and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.				
Computing	Online Safety	Spreadsheets – Linked to planning a Victorian Christmas Banquet.	My Online life/Online Safety Dilemmas	Using and Applying skills revision skills.	Espresso: Coding Level 6 Espresso: HTML coding
PE	Tag rugby/SAQ	Dance/Gymnastics	Ball skills/Games		Athletics Rounders
RE	Rites of passage	Festivals/Beliefs and Practices - Christmas	Easter		
ART	London based art: Banksy, London bus, British Bulldogs, William Morris, repeating patterns and floral design <i>Artists: Banksy verses King Robbo</i>  Observational drawings – accurate drawings, detail, plants, leaves Colour – explore hue, shades, tone in colours, petals, leaves Tiles – printing, fabric, design, intricate pattern  <i>Artist: William Morris (late 19<sup>th</sup> Century)</i> Mono printing, repeat pattern, overwork, line, detail Relevance and influence in modern Britain  <b>Kenojuak Ashevak – Inuit art</b>		International week: <b>Norman Rockwell</b> (America artist study).  <b>Jackson Pollock</b>  <b>Optical illusions</b> <i>Artist: Yaacov Agam</i> Make an Agmograph (individual and group) Sculpture, Paper/card, cut work, shape, colour, pattern, movement, kinetic, illusion Wire work/pipe cleaner sculptures  Harry Potter - Design a Mandrake Mosaic pictures		<b>Romeo Bitto</b>  Mola/Molas Art (folk art from Panama) Colour, pattern, mixed media  <i>Artist: Frida Kahlo</i>  Graffiti/territory Art – lettering, style, line, form, large scale mural
DT	William Morris printing designs  Christmas crafts			Easter egg planning, design and make using a range of media.	Baking: MyMoney week (Product design, adaption, creation and then marketing strategies developed). Pupils to create their own product and sell it to make a profit.



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					Sculptures influenced by 'Christ the Redeemer' statue, links to local area and the Angel of the North. Sculptures using a range of media including clay and wire.	
<b>MFL</b>	Spanish: Family and friends	Spanish: Conversational Spanish	Spanish: Food and drink	Spanish: At school and at home	Spanish across South America – songs	Spanish – stories
<b>Music</b>	Singing	Christmas/Harvest performances	American Music studies including: Dancing In The Street (by Martha And The Vandellas) among other American artists to be studied.		South American carnival music/dancing 60's music – learning/understanding and performing Leaver's performance music/performance Adverts – producing jingles for their product MyMoney week	
<b>PSHRE</b>	Health and Wellbeing Growth Mindset Lessons 1-6		Living in the wider world		Relationships (taught using Lucinda and Godfrey and Love Rocks resources)  Transition	
<b>Rights Respect</b>	RRSA – 2, 3, 4,9 – treated fairly, adult and governments to do what's best for us. Not to be separated from parents.	RRSA – 16 – privacy – 32, 33, 36 – protection from harm, illegal drugs, exploitation.	RRSA - 23, 28, 29 – children with disabilities and a good education that develops our talents.	RRSA – 12, 14, 17 – the right to practice religion, be taken seriously and have reliable information from the media.	RRSA – Article 17: Reliable information from the media)	
<b>British Values</b>	Democracy	Rule of Law	Tolerance of other faiths and beliefs		Mutual Respect	Individual Liberty
<b>Character &amp; Values</b>	Aspiration	Resilience	Acceptance	Respect	Empathy	Creativity
Reflection						