

Year Six

Long Term Curriculum Planner

	Autumn 1 MARRICK - geo etc (sci) Rivers and habitats TRIP: Residential	Autumn 2 Vikings (history)	Spring 1 WW2 (hist) DRAWING - Lichtenstein, planes, sketch and add colour Trip - Eden Camp? Armley Mills? Lotherton hall?	Spring 2 Disasters Geography Focus TRIP: Magna	Summer 1 Disasters PAINTING	Summer 2 South-America Geography & History Focus (Maya) 3D ART -Berni
Theme						
English	Authors and Texts Explanations - voice Recounts Poetry (sci - persuasive?) SMSC: Social	Legend/Myth NCR Journalistic writing (sci - persuasive/discursive) SMSC: Moral/social	Historical Story/flashback letters NCR Bio SMSC: Spiritual,moral,cult ural	explanation newspaper narrative SMSC: Social,spiritual, cultural	poetry narrative pick up SMSC: Social,spiritual, cultural	narrative pick up SMSC: cultural
Writing Outcomes						
Reading (inc. love of reading)	Room 13		Goodnight Mr Tom			Mayan Novel
Maths basic skills Mathematical Enquiry	Place Value Addition and Subtraction	Division, Multiplication Statistics	Fractions , ratio and proportion	Algebra, shape, position and direction	Revision	Level 5/ 6 Revisit of any
Scientific Enquiry	LIVING THINGS AND THEIR HABITATS	ANIMALS, INCLUDING HUMANS -identify and name the	ELECTRICITY -associate the brightness	LIGHT -recognise that light appears to travel in straight		EVOLUTION AND INHERITANCE

	<p>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>-give reasons for classifying plants and animals based on specific characteristics</p> <p>SMSC: spiritual</p>	<p>main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>-describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>SMSC: spiritual, moral, social</p>	<p>of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>-use recognised symbols when representing a simple circuit in a diagram.</p>	<p>ines</p> <p>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>SMSC: social, spiritual, moral</p>
Computing	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>SMSC: social</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
History		<p>4. THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR</p> <p>e.g. Viking raids, Alfred the Great, Edward the</p>	<p>STUDY OF ASPECT OF THEME IN BRITISH HISORY POST 1066</p> <p>World War Two</p> <p>SMSC: Spiritual,moral,cultural</p>			<p>NON-EUROPEAN STUDY THAT CONTRASTS WITH BRITISH HISTORY. e.g. Early Islamic civilization (Baghdad); Mayan Civilisation; Benin</p> <p>SMSC: moral, cultural, spiritual</p>

		confessor SMSC: moral				
Geography	<p>RIVERS comparing uk region with European country -physical features and map work; rivers -watercycle -comparing rivers in different regions, euro and other (look at land use and settlement)</p> <p>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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>VOLCANOES AND EARTHQUAKES</p> <p>SMSC: cultural spiritual</p>	regional study? Link to Food tech?	<p>AMERICAS STUDY (REGION OF USA or BRAZIL) Locate world's countries, concentrate on environmental regions, key physical & human characteristics, countries and major cities Understand geographical sims & diffs through the study of a region In a region within North or South America</p> <p>SMSC: cultural</p>
Music	<p>Develop an understanding of the history of music. composition based on rivers? Water cycle?</p> <p>SMSC: spiritual</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>SMSC: spiritual</p>		<p>Improvise and compose music for a range of purposes using the inter related dimensions of music Disaster theme</p> <p>SMSC: spiritual</p>	<p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>https://www.youtube.com/watch?v=xNBMicpFJF A Mount st helens symphony Hovhannes</p>	

					SMSC: spiritual	
Art & Design			DRAWING - Lichtenstein, planes, sketch and add colour SMSC: spiritual		PAINTING SMSC: spiritual	3D ART -Berni SMSC: spiritual, cultural
	River Model Technical Knowledge apply their understanding of computing to program, monitor and control their products. Context: industry and the wider environment	Food Understand and apply the principles of a healthy and varied diet - viking banquet? French - Buche Noel SMSC: cultural	Technical Knowledge understand and use electrical systems in their products for example, series circuits incorporating switches, bulbs, Context: the home, school, leisure		Bridges Project	Food Understand and apply the principles of a healthy and varied diet
Design Technology						
	Residential Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics SMSC: social, spiritual	Dance link a range of dance actions using gestures, formations and contrasts in movement patterns. Pupils will demonstrate creativity and develop functional and skilful control of the body as an instrument of expression and communication. Students will work with a partner or in small group and evaluate and assess movements in order to improve. SMSC: cultural (Haka)	Cricket Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]	Invasion games Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. SMSC: social	Tag Rugby Take part in outdoor and adventurous activity challenges both individually and within a team Striking and Fielding Apply basic principles suitable for attacking and defending SMSC: social	Rounders/Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Physical Education						

<p>MFL Yr 6</p>	<p>Present ideas and information orally to a range of audiences. Research and presentation.</p> <p>(start from lesson 16 in 2017, weather)</p> <p>SMSC: cultural</p>	<p>Understand the formation of a basic negative sentence. Develop accurate pronunciation so that others understand when reading aloud. Classroom routines</p> <p>SMSC: cultural</p>	<p>Learn how sentence structure differs from English. Understand how gender affects spellings. Recognise adjectival agreements in short texts. Occupations and verb work.</p> <p>SMSC: cultural</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Justifying opinions- clothing and adjectives. Read and understand short texts. Understanding main points and answering questions</p> <p>SMSC: cultural</p>	<p>Broaden vocabulary by using a dictionary. Use appropriate tense in writing. Letter & travel itinerary.</p> <p>SMSC: cultural</p>	<p>Learn how sentence structure differs from English. Understand how gender affects spellings. Recognise adjectival agreements in short texts. Occupations and verb work.</p> <p>SMSC: cultural</p>
<p>PSHCE (inc. British values & SMSC)</p>	<p>Sex and relationship education Healthy relationships / How a baby is made</p> <p>SMSC social, moral School Council Elections Worship Council Elections Harvest Festival Values monitors</p>	<p>Sex and relationship education Healthy relationships / How a baby is made</p> <p>SMSC social/moral Anti bullying week Easter Christmas</p>	<p>Drug, alcohol and tobacco education Weighing up risk</p> <p>SMSC social, moral New Year</p>	<p>Identity, society and equality Human rights</p> <p>SMSC social, cultural</p>	<p>Mental health and emotional wellbeing</p> <p>SMSC social, spiritual Transition (social skills and reflection)</p>	<p>Keeping safe and managing risk Keeping safe - out and</p> <p>SMSC social, moral Leavers ceremonies etc (reflection and social skills)</p>
<p>Religious Education Yr 6</p>	<p>What is compassion and how is it shown?</p> <p>SMSC: spiritual</p>	<p>What does it mean to be a sikh?</p> <p>SMSC: cultural, spiritual</p>	<p>How do Christians express their beliefs?</p> <p>SMSC: cultural, spiritual</p>	<p>How do christians express their views?</p> <p>SMSC: cultural, spiritual</p>	<p>How does growing up bring responsibilities and commitments?</p> <p>SMSC: cultural, spiritual</p>	<p>How does growing up bring responsibilities and commitments?</p> <p>SMSC: cultural, spiritual</p>