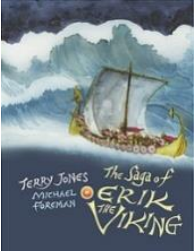

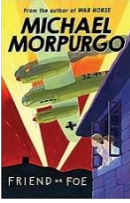

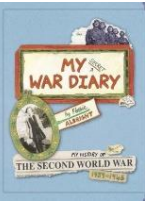


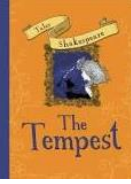



## Shire Oak CE Primary School Long Term Plan YEAR SIX (Amazon)

(see also separate English and Maths documents for specific curriculum details including phonics)

	Autumn	Spring	Summer
Topic Name	Northern Lights	What impact did WW2 have on life in Britain?	The Tempest
English	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme
Core Texts	 	   	  
Writing Focus	<p>Recount - a day in summer the holiday</p> <p>Historical Fiction – sagas of gods (Myths and Legends) – Erik the Viking</p> <p>Non-Chronological report on Vikings (writing to inform) – Norse gods</p> <p>Instructions - how to make a circuit</p> <p>Poetry – Kennings and Haiku – Robinwood</p> <p>Letter - Robinwood</p>	<p>Descriptive writing of Blitz – A Bombed Street</p> <p>Diary - evacuee diaries - My Secret War Diary</p> <p>Balanced argument – should children have been evacuated?</p> <p>Biography of inspirational person – Joan Armatrading</p>	<p>Explanation – coastal processes/stack and stumps</p> <p>Newspaper report - Tempest shipwreck/A</p> <p>Midsummer Night's Dream wedding</p> <p>Persuasive letter – from Miranda to her father or Bottom to Quince</p>
Maths	<p>Number: Place Value</p> <p>Number: Addition, Subtraction, Multiplication, Division</p> <p>Number: Fractions</p> <p>Measurement: Converting Units</p>	<p>Number: Ratio</p> <p>Number: Algebra</p> <p>Number: Decimals</p> <p>Number: Fractions, Decimals and Percentages</p> <p>Measurement: Perimeter, Area, Volume</p> <p>Statistics</p>	<p>Geometry: Shape</p> <p>Geometry: Position and Direction</p> <p>Revision and SATs preparation</p> <p>Tempest project – using and applying calculation methods to solve problems</p> <p>Smoothies project – calculating quantities, ratio and proportion, expenses, profit</p>
History	<p>Looking at Vikings and their settlement in Britain (securing chronological knowledge, establish</p>	<p>Post 1066 British History – WWII and Windrush (British history, chronological</p>	<p>Local history study – Leeds (Part 5 Children's History of Leeds book 1901- today, pp 24-29)</p>

	clear narrative within and across periods studied)	knowledge after 1066, developing historical terms and devise historically valid questions) Inspirational person – black, female, British role models (Joan Armatrading)	
<b>Geography</b>	Geographical skills and field work: Locate world's countries/map work focus on North America. Geography Human and physical geography: settlements and land use	Human and Physical: Settlement and land use, climate zones, rivers Geography Locational Knowledge: Locate world's countries focus on South America, using maps	Human and Physical: Coastal erosion (platforms, stacks, stumps, types of erosion) and sea defences (comparing coasts and the effect of erosion)
<b>Science</b>	<p><u>Light</u> Recognise that light appears to travel in straight lines. 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. 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><u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Working Scientifically</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of/and degrees of trust in results, in oral and written form such as displays and other presentations.</p>	<p><u>Animals, including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Living things and their habitats</u> 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. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Working Scientifically</u> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p><u>Evolution and inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Working Scientifically</u> Identifying scientific evidence that has been used to support or refute scientific arguments.</p> <p>RSE – Living and Growing, Operation Ouch</p>
<b>Art and Design</b>	Vikings- weaving <u>Texture</u> : weaving techniques <u>Pattern</u> : Pattern for purpose –looking at hand weaving across the globe	Anderson shelter (DT link) <u>Drawing</u> : Perspective, looking at the Anderson building <u>Form</u> : Shelter	Coastal landscapes <u>Colour</u> : Colour for specific purpose/expression/ creating atmosphere <u>Printing</u> : Relief and carved techniques

<b>Leonardo Da Vinci</b> Sketch books	Artist: Anna and the Willow, Agnis Smallwood	Artist: Lowry	Artist: David Hockney, Janette Kerr
<b>R.E.</b> (Religious Education) Class Value: <b>Compassion</b>	6.1 How do Sikhs show commitment. COMPASSION VALUE	6.2 What do Christians believe about Jesus' death and resurrection?  6.4 How do Jews remember the Kings and Prophets in worship and life?	6.3 How does growing up bring responsibility?
<b>D.T.</b> (Design and Technology)	Aspect: Textiles Focus: Combining Different Fabric Shapes – design, make and evaluate a Viking purse  Aspect: Electrical Systems Focus: More Complex Switches and Circuits – design, make and evaluate a buzz wire circuit game	Aspect: Structures Focus: Frame Structures – Design, make and evaluate an Anderson shelter	Aspect: Food Focus: Celebrating Culture and Seasonality – design, make and evaluate waffles and smoothies (food/drink recipes, making, designing advertisement and marketing)
<b>Computing</b>	1. Adventure gamers - Making a text-based adventure game – Scratch Viking adventure 2. We are computational thinkers - Mastering algorithms for searching, sorting and mathematics	1. We are advertisers - Creating a short television advert – WW2 propaganda advert 2. We are network technicians - Exploring computer networks including the internet	1. We are bloggers - Sharing experiences and opinions – blogging about SATs and areas of interest 2. We are architects - Creating a virtual space
<b>Music</b> Charanga scheme	1. Happy 2. Classroom Jazz 2	1. A New Year Carol/WW2 songs 2. You've Got a Friend/Drop the Pilot	1. Leavers' production – The Tempest/A Midsummer Night's Dream
<b>P.E.</b> (Physical Education)	Games - Danish longball Gymnastics – Vaulting linking balance, travelling and jumping using apparatus Dance - IMoves - The Vikings	Dance IMoves – World War 2 Dance - IMoves - 70's Disco Dance Games - Dodgeball	Games – Athletics (track and field) Games – Tennis Games - Rounders
<b>Languages</b> (French)	Big numbers Pocket money Buying presents Write a letter	Time Daily routines Celebrations in France - Research and make a presentation in English	Topic related Use language skills to make a presentation in French - Computing link
<b>PSHCE</b> (Personal Social Health and Citizenship Education)	Health and Wellbeing Communities  Shared Responsibilities Media Literacy and Digital Resilience	Mental Health Friendships  Economic Wellbeing: Aspirations, Work and Career	Economic Wellbeing – Money  Ourselves, Growing and Changing – within RSE Curriculum Resources: Living and Growing, Operation Ouch
<b>Key visits, visitors and experiences</b>	Viking workshop – Lost in Time Residential – Robinwood	Eden Camp Online WW2 workshop – Mark McKenzie	End of year production Leavers' service Beach visit for end of year Filey

			Sports day Smoothie and waffle sale Bowling
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