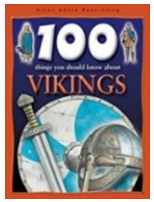
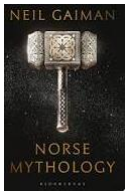
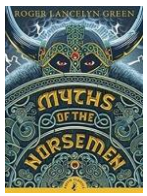
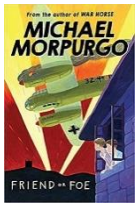
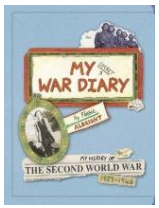
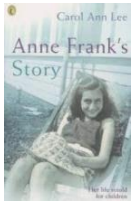
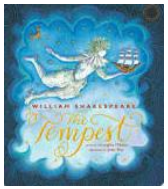
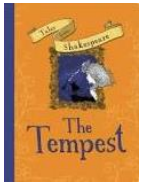
Shire Oak CE Primary School Long Term Plan YEAR SIX (Amazon)

(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** (6into7 Transition Project in Family of Schools)
English	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme	Spelling rules Using No-nonsense scheme
Core Texts	    	   	 
Writing Focus	Recount of day in summer holiday Historical Fiction – sagas of gods (Myths and Legends) Non Chronological report on Vikings (writing to inform) Balanced argument (discussion) Instructions on how to make a circuit	Descriptive writing of Blitz - Under the bomber's moon (writing to entertain) Informal letters: Evacuee letters home (writing to inform) Biography of inspirational person	Explanation of stacks and stumps Newspaper report on Tempest shipwreck Character profile on Miranda Diary of a character (Miranda)
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication, Division Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area, Volume Number: Ratio	Statistics Geometry: Properties of Shape Revision and SATs preparation Tempest project – using and applying calculation methods to solve problems
History	Looking at Vikings and their settlement in Britain (securing chronological knowledge, establish clear narrative within and across periods studied)	Post 1066 British History – WWII and Windrush (British history, chronological knowledge after 1066, developing historical terms and devise historically valid questions)	Local history study – Leeds (Part 5 Children's History of Leeds book 1901- today, pp 24-29)

		Inspirational person – black, female, British role models (Lilian Bader and Joan Armatrading)	
Geography	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)
Science	<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. <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. <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.	<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. <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. <u>Working Scientifically</u> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs.	<u>Tempest project</u> – scientific enquiry into superstition and luck <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. <u>Working Scientifically</u> Identifying scientific evidence that has been used to support or refute scientific arguments.
Art and Design **Leonardo Da Vinci**	Vikings- weaving <u>Texture</u>: weaving techniques <u>Pattern</u>: Pattern for purpose –looking at hand weaving across the globe Artist: Anna and the Willow, Agnis Smallwood	Anderson shelter (DT link) <u>Drawing</u>: Perspective, looking at the Anderson building <u>Form:</u> Shelter Artist: Lowry	Coastal landscapes <u>Colour</u>: Colour for specific purpose/expression/ creating atmosphere <u>Printing</u>: Relief and carved techniques Artist: David Hockney, Janette Kerr

Sketch books			
R.E. (Religious Education) Class Value: Compassion	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?
D.T. (Design and Technology)	Design, plan and make a game using electrical equipment- Cross Curricula Science	Anderson Shelter (ELECTRONICS) Design, make, evaluate See link to Art and design.	Following the new DT scheme of work -tbc
Computing	1. Adventure gamers - Making a text-based adventure game 2. We are computational thinkers - Mastering algorithms for searching, sorting and mathematics	1. We are advertisers - Creating a short television advert 2. We are network technicians - Exploring computer networks including the internet	1.We are bloggers - Sharing experiences and opinions 2.We are architects - Creating a virtual space
Music Charanga scheme	1. Happy 2. Classroom Jazz 2	1. A New Year Carol 2. You've Got a Friend	1. Music and Me 2. Leavers' production
P.E. (Physical Education)	Games - (Danish longball) Gymnastics – (Vaulting linking balance, travelling and jumping using apparatus) Dance - IMoves - The Vikings	IMoves - Hip Hop (Popping and Locking) Dance - IMoves - 70's Disco Dance Games - Dodgeball - competition	Games – athletics (track and field)
Languages (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
PSHCE (Personal Social Health and Citizenship Education)	*Currently under review (PSHCE is still being taught using o modified version of our previous curriculum)*		
Key visits, visitors and experiences	Alive & Kicking Theatre Company/Viking School Visits Residential – Robinwood	Windrush – Alive & Kicking Theatre Company (Virtual) Eden Camp	End of year production Leavers' service Beach visit for end of year Sports day

We are reviewing our DT curriculum and aligning units to our new topics