

LONG TERM CURRICULUM PLANNING 2020 - 2021

YEAR GROUP: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Life in Victorian Britain	It's Electrifying!	Wingardium Leviosa!	Simply the best!	Island Invaders (Vikings)	Bitter Chocolate
English Core Texts	Street Child	Stormbreaker	Harry Potter and the Philosopher's Stone	Floodland by Marcus Sedgewick	Beowulf Michael Morpurgo	Bitter Chocolate by Sally Lindley
English Genre	Composition/Letters Poetry/Recount Diary Persuasive Writing Newspaper report	Non-Fiction Writing Diary Entries Character Description Setting Description Letters Instructions	Letter Writing Descriptive/predictive writing Instructional writing Information writing Story writing Recount writing Persuasive Writing Newspaper articles	Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities Cross curricular writing	Postcard Diary Information text Saga writing Instructions Adventure writing	Diary Entry as Pascal
Maths (following White Rose Maths)	Place Value Addition, Subtraction, Multiplication and Division	Fractions Statistics Geometry and position	Percentages Algebra Decimals Measurements: Pre learn	Testing Week Converting Units Measurement: Area Perimeter Volume Number: Ratio	Geometry Properties of Shapes Consolidation SATS WEEK Problem Solving	Investigations KS3 Transition Work Gap Analysis
Science	<p><b>Light</b></p> <p>Can 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>Can 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.</p> <p>Can 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><b>Electricity</b></p> <p>Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Can 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>Can use recognised symbols when representing a simple circuit in a diagram</p>	<p><b>Living Things/Habitats</b></p> <p>Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Can give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Evolution and inheritance</b></p> <p>Can 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>Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Can identify how animals and plants are adapted to suit their environment in different ways and that</p>	<p><b>Animals including humans</b></p> <p>Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Can describe the ways in which nutrients and water are transported within animals, including humans.</p>	KS3 preparation unit

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				<p>adaptation may lead to evolution.</p> <p>Can 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>Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		
<p>History</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change,</p>	<p>Victorians</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p>				<p>Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld</i></p>	<p>Mayan</p>

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<p>cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>						
<p><b>Geography</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most</p>		<p>UK Geography – Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of</p>	<p>Where in the world?</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Rivers</p> <p>Explain that the water cycle keeps going. Use a legend to find rivers on a map. Identify the sea a river flows into. Identify the place in which the source of a river is found. Compare the length of rivers.</p>		<p>Benin</p>

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significant human and physical features.  They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		these aspects have changed over time	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Compare the features of a river at different points along its course. Explain how meanders form. Describe how waterfalls are formed. Identify meanders on a map and photograph. Sort the ways rivers are used into categories. Give at least two reasons why dams are built. Identify the advantages and benefits of building a dam. Identify the disadvantages and risks of building a dam.		
Computing	We are project managers	We are app planners	We are app developers	We are market researchers	We are interface designers	We are marketers
PE	Indoor Athletics Dance	Invasion Games Gymnastics	Striking and fielding Gymnastics	Invasion Games Gymnastics	Dance	Athletics Dance
Art	Decoupage William Morris		Clay HP figures Create scene in chalk Portraits of HP actors	Environmental Art		
D&T/Cookery		Controllable Vehicles			Create a 3D Viking village and landscape	Chocolate Design and Packaging
Music	Unit 1: Instruments and Fanfares. The five families of instruments. Paired composition of a Fanfare, writing notes on the stave.			Unit 2: Vocal Project. Singing a variety of songs with associated listening tasks to support learning.		
French	In the town: naming shops; asking for and giving directions.		My day: school subjects and timetables; expressing opinions.		In the town: naming shops; asking for and giving directions.	
RE	How is faith expressed in Islam?	What helps Hindu people as they try to be good?	Justice and poverty: why does faith make a difference?	What will make our community a more respectful place?	Why do some people believe in God and some people not?	How does faith enable resilience?
PSHE	My Health	E Safety	My Life/You are Awesome		My Mind/Fairtrade	
Sensational Starts		<b>Electricity Workshop in Science Dept</b>		<b>Canal River Trust - visit</b>	Viking Workshop	
Fantastic Finish	Victorian Classroom		<b>HP Immersion Day Harry Potter Trip – end of year</b>			<b>Mini Olympics with Y5</b>