

LONG TERM CURRICULUM PLANNING 2019 – 2020

| YEAR GROUP: 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | It's Electrifying! | Life in Victorian Britain | Wingardium Leviosa! | Simply the best! | Vicious Vikings | Its all Greek to me! (Joint KS2 Project with Y5) |
| English Core Texts | Stormbreaker | Street Child | Harry Potter and the Philosophers Stone | Floodland by Marcus Sedgewick | Viking Boy by Tony Bradman | Greek Myths and Legends |
| English Genre | Non-Fiction Writing Diary Entries Character Description Setting Description Letters Instructions | Composition/Letters Poetry/Recount Diary Persuasive Writing Newspaper report | 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 | Myths Legends Fable |
| 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 align="center">Electricity</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</p> | <p align="center">Light</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</p> | <p align="center">Living Things/Habitats</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 align="center">Evolution and inheritance</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</p> | <p align="center">Animals including humans</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> | <p align="center">KS3 preparation unit</p> |

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| | representing a simple circuit in a diagram | the same shape as the objects that cast them. | | <p>suit their environment in different ways and that 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> | | |
| History | | Victorians | | | Vikings | Greeks |
| <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</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>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>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> |

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| <p>devise historically valid questions about change, 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>Geography</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</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</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</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.</p> | | |

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| of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | land-use patterns; and understand how some of these aspects have changed over time | | and time zones (including day and night) 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 length of rivers. 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 app planners | We are project managers | We are app developers | We are market researchers | We are interface designers | We are marketers |
| PE | Invasion Games Gymnastics | Indoor Athletics Dance | 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 | | | | Design Anglo-Saxon outfit & brooch & village | Create a 3D Viking village and landscape |
| 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 | What helps Hindu people as they try to be good? | How is faith expressed in Islam? | 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 | E Safety | My Health | My Life | | My Mind | |
| Sensational Starts | Electricity Workshop in Science Dept | | | Canal River Trust - visit | Viking Workshop | |
| Fantastic Finish | | Victorian Christmas Fair | Harry Potter Trip | | | Mini Olympics |