Year 6 Long Term Plan 2018/19

	Autumn Term	Spring Term	Summer Term
English	Recounts (2 weeks) Persuasive writing- adverts and letters. (3 weeks) Time Shift (stories with Flashbacks)- Harry Potter and the Philosophers stone/The Goblet of Fire) Poems on a theme (2 weeks) Mystery Stories (2-3 weeks)	Discussion for and against/ formal debate Classic Novels- The Hobbit Information texts- Magazine articles. Classic Poetry (for performance)- The Highwayman	Explanation Texts Folk tales/ Stories from other cultures. (2-3 weeks)- Aesops Fables and- Sinbad the Sailor Poems with a structure- Haikus, Cinquain and Kennings. Non-Chronological reports.
Maths	Place Value Addition-solve + with several numbers, 2dp + 1dp, Subtraction- subtract numbers with different decimal places, Multiplication-solve 1d x 1d.1dp, 1d x 1d.2dp, Division, Addition - Column Methods-+numbers with 1dp, 2dp and 3dp and decimal places, Subtraction - Column Methods-subtract numbers with 1dp, 2dp and 3dp and dps, Multiplication - Column Methods-solve any 4d x 2d, 1d.1dp x 1d, 1d.2dp x 1d, 1d.1dp x 2d, 1d.2dp x 2d Division - Column Methods- solve any 3d ÷ 2d, solve any 4d ÷ 2d and show the remainder as a fraction, Shape, Distance, Circumference, Mass, Angles, Fractions, Factors, Percentages, Ratio Explaining Data Averages Line Graphs, Pie Charts, Algebra Practical problems that involve all of the above.	Place Value, Rounding, Negative numbers in context, Multiplication, Division, Addition and Subtraction factors, common multiples and prime numbers order of operations, estimation, Fractions, Ration, Proportion, Measurement, Conversion between units of measure, Area, Properties of Shape, Position and Direction(co- ordinates on all 4 quadrants) Practical problems that involve all of the above.	SATs Revision- consolidation of all concepts taught in KS2 curriculum.
Science	Light (Crime lab investigations) Electricity (Electric celebrations)	Living things and their habitats (classification connoisseurs) Evolution and inheritance (Game of survival)	Animals including humans (The Art of being Human) Second look science (the science of sport)
History	**The story of The Trojan Horse: historical fact, legend or classical myth?** What exactly is the story of The Trojan Horse? What evidence exists to authenticate the story of The Trojan Horse? What other explanations could there be for the origin of the story of The Trojan Horse? Pupils should be taught about: • Ancient Greece – a study of Greek life and achievements and their influence on the western world	**How did a pile of dragon bones help to solve an Ancient Chinese mystery?** What was odd about the dragon bones that Wang Yirong bought? What do the engraved bones tell us about the beliefs of the Shang? Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the crowd? Pupils should be taught about: • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient	**Why did the ancient Maya change the way they lived?** Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball game? Why did the ancient Maya leave their jungle

		Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	cities? Pupils should be taught about: • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c.AD 900**; Benin (West Africa) c. AD 900–1300.
Geography	**How is climate change affecting the world?** North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources Maps, atlases, globes and digital/computer mapping Map symbols and key	**Why is fair trade fair?** Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Climate zones Economic activity and trade Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	**Who are Britain's National Parks for?** North America United Kingdom Latitude and longitude Northern and Southern Hemisphere A region of the United Kingdom Mountains Types of settlement and land use Economic activity Natural resources Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps
Art & Design	Children will learn, practise and refine a range of skills, using various materials, related with different forms of art through their topic work.		
D & T	Design and make a Greek meal for a banquet.	Design and make a fair trade product to sell in school.	Design and make a Mayan headdress for a celebration
Music	All children learning to play a musical instrument with Miss Waddington		
Computing/ICT	<u>Throughout the year and using a cross curricular approach, the children will;</u> -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
	Basic principles of computer science such as logic and algorithms and how these are applied by writing our own computer programs. E-Safety	Design and write programmes that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	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.
PE	Invasion Games (Handball) Dance	Gymnastics Net/Wall Games (Tennis)	Swimming (Catch up) Athletics Striking and Fielding (Rounders) Orienteering

RE	-What makes Jesus an inspiration to some people? Who is inspiring for me?) -Does a beautiful world mean there is a wonderful God? Exploring the meaning of creation stories for Jews and Christians.	-How and why do Hindus and Christians see life like a journey? Where does the Journey of life lead? -Why do people love their sacred places? What can we learn from visiting our holy buildings?	-What can make our community more tolerant and respectful? -Values: What matters most to Christians, to Humanists and to me?
SEAL/PSCHE	Me and my relationships Keeping myself safe	My healthy lifestyle Me and my future	Becoming an active citizen Moving on
French	Greetings, Introduction questions e.g. 'Where do you live? I live in….' Classroom Instructions including asking questions to teacher and other pupils, Colours and Numbers 1-15, About Me (My name is… What is your name? I am…. Years old, how old are you?) Body parts in more depth, Describing Me (i.e. hair colour, eye colour, small, tall etc.) Seasons, Weather (8 different phrases), Hobbies indepth, Days of the Week, Clothes, Animals, Numbers 1-30, Ways to travel around a room	Countries and an understanding of the geography of the French language, Places in town (in-depth) & directions around town, Family members &pets, describing their own pets and the pets of others, Daily routine with a full introduction to how verbs work in French, Numbers 1-35, Introduction to how spelling works in French and start to understand how to spell words through listening comprehension, Food Zoo Animals, Further progression on places around town & directions, emotions, School subjects & opinions of self and others on them, Recap how verbs work in French and begin to understand how you would use them in written and spoken language, Chores around the house, Numbers 1-40, Rooms in the home	Start exercises on how verbs are used in French and start trying to create phrases with these verbs, conjugate regular verbs in French, Start creating phrases on chores and rooms in the house, start to describe their own daily routine and the daily routine of others, Pronouns, Numbers 1-45. Start producing their own literacy work in French by creating simple phrases and sentences using the vocab used so far, irregular verbs in aller and avoir Start creating their own sentences using verb conjugations in the present tense, Shapes and describing shapes using colours and sizes etc., Recap all verb endings, Recap body parts, Months of the year, Birthdays and other Celebrations, Numbers 1-60, Summer holidays