

## Year 6 Long Term Plan

English	Term 1				Term 2			Term 3	
<i>Class novels highlighted</i>	<b>Hook: Darwin's Dragons (book unit)</b> Character and setting description Recount writing (diary)				<b>Hook: The Piano (film unit)</b> Flashback writing Setting description Poetry			<b>Hook: Cogheart (book unit)</b> Newspaper report Journalistic writing	
	<b>Hook: Darwin's Rival (book unit)</b> Biography Persuasive speech Poetry (linked to The Lost Words)				<b>Hook: Letters from the Lighthouse (book unit)</b> Extended narrative Letters from an evacuee			<b>Hook: Alma (film unit)</b> Developing dialogue between characters Complex narratives (multiple perspectives) Developing a prequel	
	<b>Hook: Pandora (film unit)</b> Balanced argument Newspaper report Explanation (linked to Science)				<b>Hook: The Little Ships</b> Newspaper report Persuasive speech Biographies				
Maths									
Term 1	Number - Place Value			Number - Addition, Subtraction, Multiplication and Division			Fractions	Geometry Position and direction	Consolidation
Term 2	Number Decimals	Number Percentages	Number Algebra	Measurement Converting Units	Measurement Perimeter, Area and Volume		Number Ratio		Consolidation
Term 3	Geometry – Properties of shape	Problem solving		Statistics		Investigations		Investigations	

Topic	Term 1		Term 2		Term 3	
<b>History</b>	<b>The Great Galapagos</b> <i>How have theories of evolution changed throughout history?</i>		<b>A Child's War – Growing up in conflict</b> <i>How did WWII influence the lives of children living in Stockport and Manchester?</i>		<b>Manchester: the place to 'bee'</b> <i>How has Manchester helped to shape the world?</i>	
<b>Geography</b>	Comparing the UK to S America Environmental zones, biomes, longitude and latitude		Local study developing mapping skills <i>Using 6 fig grid references and eight compass points, reading and understanding maps</i>		Comparing High Lane and Formby <i>Exploring contrasting locations in the NW and changing coastlines</i>	
<b>Science</b>	Evolution Living things and their habitats		Animals, including humans	Light	Electricity	Post SATs Working scientifically topic
<b>Music (Charanga)</b>	Happy		You've Got A Friend		Music and Me	
<b>Computing</b>	We are web developers: Understanding e-safety and developing digital literacy	Stop Motion: Becoming animators Garage Band: Music Technology	We are Fundraisers: Spreadsheet Skills to Analyse Data	We are Game Developers: Scratch-Computer games	We are Coders: Writing HTML and codes (2code)	We are publishers: Creating a year book
<b>PSHE</b>	<b>Relationships</b> <i>How do friendships change as we grow? How can we build positive relationships? What does it mean to be a positive role model?</i>		<b>Living in the wider world</b> <i>What does prejudice look like today? How do we manage the negative impact of using the Internet? How do people's attitude about money differ?</i>		<b>Health and wellbeing</b> <i>How can change affect our mental health? How are babies conceived? How can we protect our personal information? What is the purpose of age restrictions?</i>	
<b>E-safety, British Values, anti-bullying and Restorative Approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.</b>						
<b>PE</b>	<b>Games (outdoors):</b> Hockey <b>Gym:</b> Basic skills in gymnastics	<b>Games (outdoors):</b> Rugby <b>Dance:</b> The Haka	<b>Games (outdoors):</b> Netball <b>Gym:</b> Counter-balance and counter tension	<b>Games (outdoors):</b> Tennis <b>Dance:</b> Best of Britain	<b>Games (outdoors):</b> Rounders <b>Residential (outdoor pursuit)</b>	<b>Games (outdoors):</b> Athletics <b>Gym:</b> Flight
<b>Art</b>	<b>Focus artist – developing collage</b> Henri Rousseau		<b>WWII Propaganda – printing</b> Understanding purpose and effect <b>Exploring light and shadow</b> Focus on Leonardo Da Vinci		<b>Digital media</b> Using photography apps to create effect	
<b>Design Technology</b>	<b>Cooking and Nutrition</b> Understanding South American cuisine		<b>Structures and 3D construction</b> Creating Anderson shelters		<b>Textiles</b> Creating a tablet case inspired by the natural world	
<b>RE</b>	<b>Believing:</b> What does religion say to us when life get hard? Why is there suffering?	<b>Expressing:</b> Is it better to express your religion in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?	<b>Living:</b> How matters most to Christians and to Humanists? How should we care for other and the world? What can we learn from religions about right and wrong? Does religion help people do good?		<b>Living:</b> What difference does it make to believe in Ahimsa Grace and Ummah community? How should we care for others and the world? What difference does it make to believe in...?	
<b>Spanish</b>	<b>Scheme 4 Lessons 24 - 30</b> Clothing, Dictionary skills, Adjectival agreements Revising foods, opinions, months, numbers & descriptions		<b>Scheme 5 Lessons 1 – 10</b> Sports vocabulary & clothing Negative, Masculine and feminine nouns, Weather		<b>Scheme 5 Lessons 11- 20</b> Hobbies, Pets Traditional tales	