

New York Primary School
Year 6 Long Term Planning (2020-2021)



	Autumn Japan (8 weeks) Egypt (7 weeks)	Spring WWI (6 Weeks) Battle of Britain (5 weeks)	Summer Victorians (13 weeks) 1 Week SATS
English	<p>Autumn 1 <u>Text: Kensuke's Kingdom - Michael Morpugo</u> Writing genres</p> <ul style="list-style-type: none"> Balanced argument (3 weeks) Diary entries (2 weeks) Poetry (1 week) Informal letter (2 weeks) <p>Reading for Pleasure: The Firework Maker's Daughter - Philip Pullman</p> <p>Autumn 2 <u>Text: Egypt Secrets of a Sun King - Emma Carroll</u> Writing genres</p> <ul style="list-style-type: none"> Non-chronological report (2 weeks) Descriptive narrative (2 weeks) Biography (2 Weeks) Poetry (1 week) <p>Reading for pleasure - Voting station using topic books from SLS</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Spring 1 <u>Text: One Boy's War - Lynn Huggins-Cooper</u> Writing genres</p> <ul style="list-style-type: none"> Descriptive narrative (2 weeks) Persuasive (2 weeks) Poetry (1 week) Instructions (1 week) <p>Reading for Pleasure: Voting Station using topic books from SLS</p> <p>Spring 2 <u>Text: My Story: Noor-un-Nissa Inayat Khan - Sufiya Ahmed</u> Writing genres</p> <ul style="list-style-type: none"> Diary Entry (2 weeks) Newspaper Report (2 weeks) Poetry (1 week) <p>Reading for Pleasure: Firewed - Jill Paton Walsh</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Text: Street Child - Berlie Doherty Writing genres</p> <ul style="list-style-type: none"> Biography (2 weeks) Persuasive (2 weeks) Narrative (2 week) <p>Text: Cogheart - Peter Bunzl Writing genres</p> <ul style="list-style-type: none"> Explanation text (2 weeks) Report (2 weeks) Discussion (2 weeks) <p>Reading for Pleasure: Oliver Twist - Charles Dickens</p> <p>Spelling, punctuation and grammar taught throughout.</p>
Mathematics	<p>Statutory programme of study including calculations, measurement, handling data and understanding shape.</p> <p>Place value 2 weeks</p> <p>Monday - Number Tuesday - Measurement Wednesday - Geometry Thursday - Number including fractions Friday - Arithmetic and Reasoning</p> <p>Times Tables and SATs Revision</p>	<p>Statutory programme of study including calculations, measurement, handling data and understanding shape.</p> <p>Place value 2 weeks</p> <p>Monday - Number Tuesday - Measurement Wednesday - Geometry Thursday - Number including fractions Friday - Arithmetic and Reasoning</p> <p>Times Tables and SATs Revision</p>	<p>Statutory programme of study and the following investigations:</p> <ul style="list-style-type: none"> Maths board games Theme Park investigation Woodland maths Sports Day timing investigation Recipes measure, ratio, proportion. Converting units of measure <p>SAT revision summer 1</p>
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> 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. <p>Animals including humans</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> 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. <p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light 	<p>Electricity</p> <ul style="list-style-type: none"> 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. <p>STEM / Revision</p>

New York Primary School
Year 6 Long Term Planning (2020-2021)



	<ul style="list-style-type: none"> - 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. 	<p>travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> - 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 	
History	<p>Ancient Egypt Ancient Civilizations</p> <ul style="list-style-type: none"> • Place the Ancient Egyptians on a timeline of other ancient civilisations and British history. • Establish what society was like in Britain in 3000 BE during the Ancient Egypt civilisations. • Label a map of Ancient Egypt and its surroundings. • Describe the end of the Ancient Egyptian civilisation. • Research facts about Alexander the Great and Cleopatra. 	<p>WWI and WW2 Local Study A significant turning point in British history</p> <ul style="list-style-type: none"> • Research the events leading up to and involved in the D-Day landings. • Understand the role of the French Resistance. • Research the role of women in the Resistance (Noor-un-Nissa Inayat Khan/ Nancy Wake) • Invention of the radar • Local History Study - North Shields Wilkinson's Lemonade Factory Disaster. • Timeline of flight and the different aircraft used by the British RAF and the German Luftwaffe • Look at historical artefacts from WW2. 	<p>The Victorians Period of British history and Extended Chronological Study</p> <ul style="list-style-type: none"> • Locate the Victorians on a timeline • Consider how Victorian inventions changed how we live • Understanding what life was like in the workhouse • Investigate schooling in the Victorian period • Experience what a Victorian education may have been like • Exploring Queen Victoria's family tree • Explain how the lives of poor Victorians were improved • Look at a significant turning point in British history - the Industrial Revolution and the first railways. • Research the scientific developments made in Victorian times
Geography	<p>Japan: Human and Physical</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom - locate the world's countries, using maps to 	<p>WW2: Locational Knowledge</p> <ul style="list-style-type: none"> - 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 these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the 	<p>Victorians: Human and physical:</p> <ul style="list-style-type: none"> - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of

New York Primary School
Year 6 Long Term Planning (2020-2021)



	<p>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</p> <p>Place knowledge</p> <ul style="list-style-type: none"> - Geographical similarities and differences through the study of a region in the UK and Japan 	<p>study of human and physical geography of a region of the United Kingdom (North Shields and Tyne & Wear)</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - Use Local Maps of New York 	<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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) - Introduction of GMT time in 1880
Art/DT	<p>Japan:</p> <ul style="list-style-type: none"> • Sketching • Colour Theory • Wood Block Printing • Origami <p>Artist: Hokusai</p> <p>Egypt:</p> <ul style="list-style-type: none"> • Desert landscapes - Sketching and shading • Design and make Ancient Egyptian clay canopic jars • Egyptian hieroglyphics • Links to Computing - Scupltris 	<p>WW2</p> <ul style="list-style-type: none"> • Charcoal drawings • Explore a range of artistic materials <p>Artist: Sir William Orpen</p> <p>D&T Focus</p> <p>Make do and Mend</p> <ul style="list-style-type: none"> • Begin to develop a simple design specification to guide the design process. • Begin to think about cost, time and resource restraints. 	<p>Victorians</p> <ul style="list-style-type: none"> • Wallpaper • Repeating Patterns • Printing <p>Artist: William Morris</p> <p>D&T Focus</p> <p>Wooden Toys</p> <ul style="list-style-type: none"> • Explore design materials • Create a moving toy <p>Artist: William Powell Frith</p>
MFL	<p>Les Vetements - Clothing</p> <ul style="list-style-type: none"> - Clothes - Descriptive language - Opinions - Shopping - 'er' verbs - Extended sentences 	<p>J'habite - Where I live</p> <ul style="list-style-type: none"> - Rooms in the house - Furniture - Local area - Directions - Descriptive language - Key features/buildings/facilities of towns - Prepositions - Masculine and feminine vocabulary - Question words - Positional language 	<p>Un Pays Francophone - St Lucia and the UK</p> <ul style="list-style-type: none"> - To be able to compare two countries - Culture of a French speaking country - St Lucia: - Food - Climate - Clothes - Geography - Key features - Descriptive language
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> • The risks of broadcasting their location through apps and the risks and benefits of uploading personal information. • Consider the importance of balancing screen time on their mental health and the general positive and negative impacts of technology on society and the environment. <p>Manipulating images</p> <ul style="list-style-type: none"> • Investigate a range of 	<p>Inside the Internet</p> <ul style="list-style-type: none"> • Investigate how the web works, how it's built and written with HTML code. • Create our own web pages written in HTML and CSS. • <p>Creating Instructional Videos</p> <ul style="list-style-type: none"> • Plan, design and create instructional teaching videos. • Create videos to support with revision and then share them online to give access to everyone in the 	<p>2Code</p> <ul style="list-style-type: none"> • Use more complicated functions and focusing on using flowcharts to test and debug programs. • Explore how 2Code can be used to make a text-based adventure game. <p>Video editing</p> <ul style="list-style-type: none"> • Edit their own and pre-existing videos using a range of resources and techniques.

New York Primary School
Year 6 Long Term Planning (2020-2021)



	<p>different artistic styles and how they can be recreated using digital art tools.</p> <ul style="list-style-type: none"> Digital sculpture combined with photo editing using Pixlr and Sculpttris 	class.	
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> Play competitive games and apply basic principles for attacking and defending <p>Health Related Fitness Invasion game (Hockey)</p> <p>Autumn 2</p> <ul style="list-style-type: none"> Compare performances with previous ones and demonstrate improvement to achieve personal best. Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team <p>Gymnastics Invasion game (netball/basketball) OAA (Robin Wood)</p>	<p>Spring 1</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns <p>Dance Striking/fielding skills (Cricket)</p> <p>Spring 2</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending To play competitively, to comprehend tactics and utilise them in a game situation. <p>Net/wall game (Badminton/Tennis) Invasion game (Dodgeball)</p>	<p>Summer 1</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Athletics Invasion game (Rugby)</p> <p>Summer 2</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively; perform safe self-rescue in different water-based situations. Play competitive games, use running, jumping, throwing and catching in combination and isolation <p>Striking & Fielding (Rounders) Swimming</p>
RE	<p>Islam & Diversity</p> <ul style="list-style-type: none"> What can we learn about religious diversity in our area? What can we find out about a local Muslim community? <p>Christianity</p> <ul style="list-style-type: none"> What do the gospels tell us about the birth of Jesus? 	<p>Thematic Unit</p> <ul style="list-style-type: none"> Critical thinking. How and why do people care about the environment? <p>Christianity</p> <ul style="list-style-type: none"> Why are Good Friday and Easter Day the most important for Christians? 	<p>Christianity</p> <ul style="list-style-type: none"> What do we now know about Christianity? (exploration through the concepts) What do we now know about Christianity? (exploration through the concepts)
PHSE & SRE	<p>Being safe - how to report concerns and the concept of privacy</p> <p>Online relationships and caring for me - information and data sharing and friendships</p> <p>New beginnings - Safety Education (First Aid) and Child Protection</p> <p>Say no to bullying - Anti-bullying Education</p> <p>Getting on and falling out - Citizenship (Difference and Diversity)</p> <p>Commando Joe focus - Nellie Bly</p>	<p>Going for goals - Drugs education and careers</p> <p>Good to be me - Emotional Health and Well-being</p> <p>Healthy Eating</p> <p>Drugs and tobacco - facts about legal and illegal drugs</p> <p>Mental wellbeing - isolation and loneliness</p> <p>Commando Joe focus- Amelia Earhart</p>	<p>Changes - stereotypes and gaining support and help - accessing information</p> <p>Respectful relationships - importance of permission and respecting others</p> <p>Changing adolescent body and health and prevention Commando Joe focus - Ibn Battuta</p>
Music	<p>Autumn 1 - I'll be there</p> <ul style="list-style-type: none"> Listen with attention and detail and recall sounds with increasing aural memory <p>Instrument: Glockenspiel</p> <p>Autumn 2 - Classroom Jazz 2</p> <ul style="list-style-type: none"> Play and perform in an ensemble and solo 	<p>Spring 1 - A New Year Carol</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music <p>Composer - Ravi Shankar Easter Assembly</p>	<p>Summer 1 - You've Got a Friend</p> <ul style="list-style-type: none"> Use and understand staff and other musical notations <p>Composer- George Gerwin</p> <p>Summer 2 - Leavers Assembly</p> <ul style="list-style-type: none"> Play and perform in solo

New York Primary School
Year 6 Long Term Planning (2020-2021)



	<p>Christmas Production Harvest festival</p>	<p>Spring 2 - Charanga - Happy</p> <ul style="list-style-type: none">• Listen with attention to detail and recall sounds with increasing aural memory• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Composer - Hans Zimmer</p>	<p>and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
--	--	---	--