



**New York Primary School**  
**Year 6 Long Term Planning (2021-2022)**

	Autumn Japan (7 weeks) Victorians (7 weeks)	Spring WW1 (7 Weeks) Battle of Britain (6 weeks)	Summer Egypt (5 weeks) North America (7 weeks) 1 Week SATS (9th - 12th May)
English	<p>Autumn 1  <u>Text: Kensuke's Kingdom – Michael Morpugo</u>            Writing genres</p> <ul style="list-style-type: none"> <li>• Balanced argument (2 weeks)</li> <li>• Diary entries (2 weeks)</li> <li>• Poetry (1 week)</li> <li>• Informal letter (2 weeks)</li> <li>• Non-Chron Report (Geography)</li> </ul> <p>Reading for Pleasure: The Firework Maker's Daughter – Philip Pullman</p> <p>Autumn 2  <u>Text: Street Child - Berlie Doherty</u>            Writing genres</p> <ul style="list-style-type: none"> <li>• Biography (2 weeks)</li> <li>• Persuasive (2 weeks)</li> <li>• Narrative Writing (2 weeks)</li> <li>• Poetry (1 week)</li> </ul> <p>Reading for Pleasure: Oliver Twist - Charles Dickens</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Spring 1  <u>Text: Stay Where you are then leave – John Boyne</u>            Writing genres</p> <ul style="list-style-type: none"> <li>• Narrative letters (2 weeks)</li> <li>• Instructions (2 weeks)</li> <li>• Poetry (1 week)</li> <li>• Explanation texts (2 weeks)</li> <li>• Persuasive (History)</li> </ul> <p>Reading for Pleasure: One Boy's War 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"> <li>• Diary Entry (2 weeks)</li> <li>• Newspaper Report (3 weeks)</li> <li>• Poetry (1 week)</li> </ul> <p>Reading for Pleasure: Fireweed – Jill Paton Walsh</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Summer 1  <u>Text: Egypt Secrets of a Sun King – Emma Carroll</u>            Writing genres</p> <ul style="list-style-type: none"> <li>• Non-chronological report (2 weeks)</li> <li>• Biography (2 Weeks)</li> <li>• SATS (1 week)</li> </ul> <p>Reading for pleasure – Voting station using topic books from SLS</p> <p>Summer 2  <u>Text: Holes – Louis Sachar</u>            Writing genres</p> <ul style="list-style-type: none"> <li>• Playscript (2 weeks)</li> <li>• Information leaflets (2 weeks)</li> <li>• Newspaper report (2 weeks)</li> <li>• Film/Book review (1 week)</li> </ul> <p>Reading for pleasure: Voting station using topic books from SLS</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"> <li>• Maths board games</li> <li>• Theme Park investigation</li> <li>• Woodland maths</li> <li>• Sports Day timing investigation</li> <li>• Recipes measure, ratio, proportion.</li> <li>• Converting units of measure</li> </ul> <p>SAT revision summer 1</p>



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<p>Science</p> <p>Working Scientific ally          – Underpins all units of work.</p>	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines</li> <li>- 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</li> <li>- 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</li> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>STEM / Revision</p>
<p>History</p> <p>Key Threads:</p> <p>Achievements and impact</p> <p>Housing</p> <p>Role in society</p> <p>Jobs and gender</p>	<p><b>The Victorians</b></p> <p><b>Big question:</b> How did Tyneside change during the Industrial Revolution and reign of Queen Victoria?</p> <p><b>Curriculum link</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Umbrella Strand</b> - Significant people &amp; events and their role in shaping modern day Britain.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry</li> <li>-Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding</li> <li>-Explain how Britain has had a major influence on the world- see interpreting history</li> </ul>	<p><b>WW1</b></p> <p><b>Big question:</b> How did Britain respond to the outbreak of WW1?</p> <p><b>Curriculum link</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Umbrella Strand</b> - Settlers, Invaders and Explorers</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry</li> <li>-Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding</li> <li>-Explain how Britain has had a major influence on the world- see interpreting history</li> </ul> <p>Local study links –</p> <ul style="list-style-type: none"> <li>-Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>-Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>Big question:</b> How do we know about Ancient Egypt?</p> <p><b>Curriculum link</b> - 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b>Umbrella Strand</b> - Local and Global Comparisons</p> <p><b>Key skills:</b></p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> <li>- Order significant events, movements and dates on a timeline</li> <li>- Identify and compare changes within and across different periods</li> <li>- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt</li> </ul> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</li> </ul>



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			<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>- Introduction of GMT time in 1880</li> </ul>
Geography	<p>Japan:</p> <p><b>Fieldwork</b></p> <p>Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements</p> <p><b>Mapping skills</b></p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (Continents)</p> <p><b>Locational Knowledge</b></p> <p>Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p><b>Place knowledge</b></p> <p><b>Human and Physical</b></p> <p>Relate climate to food production</p> <p>Understand how fold mountain regions are formed.</p> <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>Understand that our shopping choices have an effect on the lives of others.</p>	<p>WW2:</p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Annotate sketches to describe and explain geographical processes and patterns</li> <li>- Evaluate their sketch against set criteria and improve it</li> <li>- Evaluate the usefulness of the images</li> </ul> <p><b>Mapping skills</b></p> <ul style="list-style-type: none"> <li>- Follow a short route on a OS map Describe the features shown on an OS map</li> <li>- Use atlases to find out data about other places</li> <li>- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (Europe focus)</li> <li>- Draw plans of increasing complexity</li> <li>- Begin to use and recognise atlas symbols.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.(Links to Victorians too)</li> <li>- Identify broad land-use patterns of the UK.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand how and why their region and other regions have changed.</li> <li>- Understand how the regions of the UK are distinctive</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Explain how, and offer reasons why, the types of industry in the area have changed over time.</li> <li>- Understand where our energy and natural resources come from, and the impacts of their use.</li> </ul>	<p>North America:</p> <p><b>Mapping skills</b></p> <ul style="list-style-type: none"> <li>- Use atlases to find out data about other places</li> <li>- Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</li> <li>- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (North America)</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Independently use physical and political maps to describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</li> <li>- Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand how the regions of the UK are distinctive (Compare local to N.America)</li> <li>- Understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>- Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</li> <li>- Relate climate to food production</li> <li>- Understand how fold mountain regions are formed.</li> <li>- Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</li> <li>- Understand that our shopping choices have an effect on the lives of others.</li> </ul>
Art/DT	<p>Japan</p> <p>Artist: Hokusai</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• Colour Theory</li> <li>• Wood Block Printing</li> <li>• Origami Artist: Hokusai</li> </ul> <p>Victorians</p> <p>Artist: William Morris</p> <ul style="list-style-type: none"> <li>• Wallpaper</li> <li>• Repeating Patterns</li> <li>• Printing</li> </ul>	<p>WW1</p> <p>Artist: Sir William Orpen</p> <ul style="list-style-type: none"> <li>• Portraits</li> </ul> <p>WW2</p> <p>Artist:</p> <ul style="list-style-type: none"> <li>• Make do and Mend</li> </ul>	<p>Egypt:</p> <p>Artist:</p> <ul style="list-style-type: none"> <li>• Canopic Jars</li> </ul> <p>North America:</p> <p>Artist: Frida Kahlo</p> <ul style="list-style-type: none"> <li>•</li> </ul>



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MFL	<p>Les Vetements - Clothing</p> <ul style="list-style-type: none"> <li>- Clothes</li> <li>- Descriptive language</li> <li>- Opinions</li> <li>- Shopping</li> <li>- 'er' verbs</li> <li>- Extended sentences</li> </ul>	<p>J'habite - Where I live</p> <ul style="list-style-type: none"> <li>- Rooms in the house</li> <li>- Furniture</li> <li>- Local area</li> <li>- Directions</li> <li>- Descriptive language</li> <li>- Key features/buildings/facilities of towns</li> <li>- Prepositions</li> <li>- Masculine and feminine vocabulary</li> <li>- Question words</li> <li>- Positional language</li> </ul>	<p>Un Pays Francophone - St Lucia and the UK</p> <ul style="list-style-type: none"> <li>- To be able to compare two countries</li> <li>- Culture of a French speaking country – St Lucia:</li> <li>- Food</li> <li>- Climate</li> <li>- Clothes</li> <li>- Geography</li> <li>- Key features</li> <li>- Descriptive language</li> </ul>
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• The risks of broadcasting their location through apps and the risks and benefits of uploading personal information.</li> <li>• 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.</li> </ul> <p>2Code</p> <ul style="list-style-type: none"> <li>• Use more complicated functions and focusing on using flowcharts to test and debug programs.</li> <li>• Explore how 2Code can be used to make a text-based adventure game.</li> </ul>	<p>Inside the Internet</p> <ul style="list-style-type: none"> <li>• Investigate how the web works, how it's built and written with HTML code.</li> <li>• Create our own web pages written in HTML and CSS.</li> </ul> <p>Video editing</p> <ul style="list-style-type: none"> <li>• Edit their own and pre existing videos using a range of resources and techniques.</li> </ul>	<p>Manipulating images</p> <ul style="list-style-type: none"> <li>• Investigate a range of different artistic styles and how they can be recreated using digital art tools.</li> <li>• Digital sculpture combined with photo editing using Pixlr and Sculptris</li> </ul> <p>Creating Instructional Videos</p> <ul style="list-style-type: none"> <li>• Plan, design and create instructional teaching videos.</li> <li>• Create videos to support with revision and then share them online to give access to everyone in the class.</li> </ul>
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles for attacking and defending</li> </ul> <p>Invasion game (Hockey) Swimming</p> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>• Compare performances with previous ones and demonstrate improvement to achieve personal best.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p>Health Related Fitness Invasion game (netball/basketball)</p>	<p>Spring 1</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• Perform dances using a range of movement patterns</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> <p>Gymnastics Striking/fielding skills (Cricket)</p> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• To play competitively, to comprehend tactics and utilise them in a game situation.</li> </ul> <p>Net/wall game (Badminton/Tennis)</p> <p>Commando Joe – Amelia Earhart missions</p> <p>OAA (Robin Wood)</p>	<p>Summer 1</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p>Athletics Invasion game (Rugby)</p> <p>Summer 2</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively; perform safe self-rescue in different water-based situations.</li> <li>• Play competitive games, use running, jumping, throwing and catching in combination and isolation</li> </ul> <p>Striking &amp; Fielding (Rounders)</p>



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RE	<p>Islam &amp; Diversity</p> <ul style="list-style-type: none"> <li>• What can we learn about religious diversity in our area?</li> <li>• What can we find out about a local Muslim community?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• What do the gospels tell us about the birth of Jesus?</li> </ul>	<p>Thematic Unit</p> <ul style="list-style-type: none"> <li>• Critical thinking.</li> <li>• How and why do people care about the environment?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• Why are Good Friday and Easter Day the most important for Christians?</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• What do we now know about Christianity? (exploration through the concepts)</li> <li>• What do we now know about Christianity? (exploration through the concepts)</li> </ul>
PHSE & SRE	<p>Being safe – how to report concerns and the concept of privacy Online relationships and caring for me – information and data sharing and friendships</p> <p>New beginnings – Safety Education (First Aid) and Child Protection Say no to bullying - Anti-bullying Education 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 Good to be me - Emotional Health and Well-being Healthy Eating</p> <p>Drugs and tobacco – facts about legal and illegal drugs Mental wellbeing – isolation and loneliness</p> <p>Commando Joe focus- Amelia Earhart</p>	<p>Changes – stereotypes and gaining support and help - accessing information 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 – Samba/ Japanese Taiko play in an ensemble with complex rhythm patterns appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Autumn 2 – Play and perform in an ensemble and solo Christmas Production Harvest festival</p>	<p>Spring 1 – Keyboards play musical instruments with increasing accuracy, fluency, control and expression</p> <p>Spring 2 – Garage band improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Summer 1 – Summer Festival develop an understanding of the history of music. Perform to an audience</p> <p>Summer 2 – Leavers Assembly</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>