

**Long Term Plan**

**2021-2022**

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| Year 6 Curriculum Overview | | | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Theme** | **Theme:** **House of wisdom**  Watch the latest adaption of Aladdin  Artefacts linked to our theme  Geography experience: Autumn walk to Goit stock falls  Watch Floella’s interview, write their own script to role play | | **Theme: Globe trotters**  Begin to create their own habitat-mini beast hunt in the school grounds  Invite visitors to school- animal workshop  Environmental change project-across school-Year 6 children to take lead  Link to Will Smith documentary for inspiration.  Project theme book to present at an assembly  Visit to Yorkshire Wildlife park | | | **Theme: World War II**  Media literature narrative linked to ‘The piano’  Museum Visit and workshop | | |
| **Hook and Trips** | Whole school pantomime  Cartwright Hall  Christmas Concert  Places of worship- Mosque and Church | | Animal workshop in school visit  Parent visits (career)  Bradford pathways  Residential (TBC)  Places of worship- Sikh Temple | | | Now press play- Role play a scene during WW2  Create a recipe book and then make food from during the war  Cornish afternoon cream tea  Anne Frank exhibition  Geographical Experience (TBC)  Sports Day  End of year performance  Transition Visits  Picnic  Nurse | | |
| **English** | **Genre:**  Biography, autobiography, Newspaper report, diary entry, narrative writing , Non-chronological  **Texts:**  Aladdin, Sinbad the sailor, Floella Benjamin coming to England | | **Genre:**  Poetry, narrative, persuasive letters, Newspaper report, Play script, Explanation text  **Texts:**  The Great kapok Tree  The explorers  Eye-witness- Non fiction | | | **Genre:**  narrative, diary, brochure/leaflet, letter, diary, character analysis, newspaper report  **Texts:**  The Giant’s Necklace  Goodnight Mr Tom  Rose Blanche  Kensuke’s Kingdom | | |
| **Maths** | Number  Four operations  Fractions  Decimals | | Review SATSs papers  Recap Number, the four operations  Statistics  Geometry  Percentages  measurement,  perimeter and area | | | Algebra  Ratio  Statistics  Geometry  Investigations  Fractions/number | | |
| **Science** | **Electricity**  Associate the brightness and voltage of cells in a circuits  Compare and give reasons for variations  Recognise symbols in a simple circuit | **Light**  Recognise and explain that light appears to travel in straight lines and reflects into the eye.  Explain why shadows have the same shape as the objects that cast them. | **Living things and their habitats**  Describe and observe how living things are classified into broad groups  Give reasons for classifying plants and animals based on specific characteristics. | **Animals including humans**  Identify the human circulatory system.  Describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on our body.  Describe the ways in which nutrients and water are transported. | | **Evolution and inheritance**  Recognise that living things have changed over time.  Fossils provide information about living things that inhabited the Earth millions of years ago.  Recognise that living things produce offspring.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | |
| **Art** | Geometric art  Talk about architects and designers in history. | Calligraphy | Rainforest animal sketches | Art work based on their reflection of how they perceive the world around them | |  | Paintings to reflect the emotions during the War  Talk about great artists in history. | |
| **D.T.** | Talk about key events and individuals in DT that have helped to shape the world | Create a modal of their own city | Rainforest Diorama | Creating 3D Animals | | Talk about and use computing to program, monitor and control their products. | Create a recipe book and then make food from during the war  Create and design their own cushions | |
| **Geography** | Location and trade along the Silk road  Explain the key human and physical geography |  | Rainforests around the world-particular focus on the Amazon | | | Identify the allies and which countries fought in the war | Pose geographical questions and carry out fieldwork to answer them. | |
| **History** | **House of Wisdom** | | **Indigenous people**  Devise valid questions about change, cause significance, difference and similarities. | | | **World War II**  Demonstrate a chronologically secure knowledge of British, local history (mini project) | | |
| **Computing** | **e-safety** | **Information literacy**  e-safety | **Media**  e-safety | | | **Data Handling**  e-safety | **Computer Science**  e-safety | |
| **Spanish** | Visiting places in a town | | Visiting places in a town | | | **Story unit** – Unit of work on Gazpacho for Nacho by Tracey Kyle bilingual book (recap food, family, instructions) | **Review of previous learning** from Aut/Spring  **Last week**  **Spanish festival focus**: Esta major de gracia festival | |
| **PE** | Athletics | Dance and Gymnastics | Dance and Gymnastics | Games | | Outdoor and adventure | | |
| **PSHE** | Zones of regulation  Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | | Relationships | Changing Me | |
| **Music** | Performing | Listening | Composition | Notation | | Notation | Knowledge of Music | |
| **RE** | Why are there different beliefs about God? (Beliefs) | | Why are certain people, times and places sacred? (Practices) | | | Why do people need to express their beliefs? (Forms of expression) | | |