

**Long Term Plan**

**2022-2023**

|  |
| --- |
| Year 6 Curriculum Overview |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Welcome to Yorkshire!** | **Rainforest** | **Britain at War** |
| **Theme Hooks and visits** | Team building residentialWorth Valley railwayTrip to Haworth- Bronte Parsonage, workshopsInto University project | Animal workshop in school visitResidential (TBC)Places of worship- Sikh Temple | Armley Mills Eden CampEvacuee day in schoolMurton Park |
| **Inspiring Careers** | Rail engineerMuseum curatorArchivistTour guide | ConservationistFundraiserAnimal/Zoo keeper | Armed forces officerAir force pilotNurse |
| **Fearnville****50 Feats** | Watch a pantomimeGo on a train | Dress up as a characterComplete a residential Packing a suitcase | Party with your friendsTake part in a performanceVisit a Synagogue |
| **English** | **Texts:**The Brontes- Anna Doherty Jane Eyre- Stephanie BaudetRailway Children- E Nesbit**Genre:**Narrative- storyNarrative- setting descriptionsAutobiography of BrontesExplanation text- Tourist brochureThe Brontes by Anna Doherty | Waterstones  | **Texts:**The Explorer-Kathrine RunndellRainforests-DK EyewonderJourney to the river sea-Eva Ibbotson**Genre:**Poetry- RainforestPersuasive letters- deforestationNon- chronological report- The AmazonJourney to the River Sea by Eva Ibbotson | WaterstonesPlayscript- Journey to the river seaC:\Users\carol.brookes\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\23EA4941.tmpC:\Users\carol.brookes\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6FA7DCBF.tmp | **Texts:**Letters from the lighthouse-Emma Carroll Goodnight Mister Tom- Michelle MagorianRose Blanche- Ian McEwan**Genre:** News report- The blitzLetters- EvacueeC:\Users\carol.brookes\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\37D2B212.tmpBalanced argument- Should children be evacuatedLetters from the Lighthouse by Emma CarrollDiaryGoodnight Mister Tom |
| **Maths** | NumberFour operations FractionsDecimals  | Review SATSs papersRecap Number, the four operationsStatisticsGeometryPercentagesmeasurement,perimeter and area | AlgebraRatioStatisticsGeometryInvestigationsFractions/number |
| **Science** | Electricity | Evolution and inheritance  | Animals including humans | Living things and their habitats  | Light  |
| **Art** | **Textiles & Collage**- landscapes of moorlands and Haworth using different materials such as charcoal etc to create different effects and shade. Create their own logo for Seabrook crisps – create a collage of their ideas.  | **Sculpture**- using recycled, natural and manmade materials | **Drawing** – observational drawing of the landscape using pencil | **Painting & Printing** – Use different tones and shades, use different brushes to create different effects.  |
| **D.T.** | **Food** – develop a modern day ‘Yorkshire’ recipe book Celebrate the diversity of YorkshireCreate their flavour, packet and logo for Seabrook crisps  | **Textiles**- Create a rainforest animal by sewing – using their fine motor skills. Using different colours.  | **Construction**- Air raid shelter made out of appropriate materials – children need to ask questions e.g. is it waterproof? Is it structurally sound etc.  |
| **Geography** |  Location Knowledge LK 2Place knowledge PK1/2Geographical Skills and FieldworkGSF 1/2/3/5Comparing Yorkshire | Location Knowledge LK 1/3Place knowledge PK1Human and physical geography HPG1/2/3/4Geographical Skills and FieldworkGSF 1/4The rainforest | Location Knowledge LK 1/2/3Place knowledge PK2Human and physical geography HPG 2Geographical Skills and FieldworkGSF 1/4 |
| **History** | Historical enquiry HE 1/3Organisation and Communication OC 1Historical Interpretation HI 2/3Chronological Understanding CU 2/3Knowledge and Understanding KU 1/3/4/5Life for the Bronte sisters in Victorian England | Historical enquiry HE 3Organisation and Communication OC 2Historical Interpretation HI 1/2/3Knowledge and Understanding KU 1/2The disappearing rainforest | Historical enquiry HE 1/2/3Organisation and Communication OC 2Historical Interpretation HI 1/2/3Chronological Understanding CU 2/3Knowledge and Understanding KU 1/2/3/4/5 Britain at War |
| **Computing** | * Coding-CS27
* Data handling-DH20
* Media-M30
* Online Safety-ES23
* Information literacy- IL17
 | * Coding-CS27
* Data handling-DH21
* Media-M31
* Online Safety-ES24
 | * Coding-CS28
* Data handling-DH22
* Media-M32
* Online Safety-ES24
* Information literacy-IL18
 | * Coding-CS28
* Data handling-DH23
* Online Safety-ES25
* Information literacy-IL19
 | * Coding-CS29
* Online Safety-ES25
 | * Coding-CS29
* Data handling-DH24
* Media-M33
* Online Safety-ES26
 |
| **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 | Gymnastics | Rounders | Orienteering | Tag Rugby |
| **PSHE** | Zones of regulationBeing Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Music** | Charanga**Unit:** Happy **Style:** Pop/Motown | Charanga**Unit:** Classroom Jazz 2**Style:** Jazz, Latin, Blues | Charanga**Unit:** Benjamin Britten- A new Year Carol**Style:** Benjamin Britten (western classical Music), Gospel, Bhangara  | Charanga**Unit:** You’ve Got a friend **Style:** The music of Carole King | Charanga**Unit:** Music and Me **Style:** Contemporary, music and identity | Charanga**Unit:** Composition+ MusicEnd of Year production |
| **RE** | Why are there different beliefs about God? (Beliefs and authority) | Why are certain people, times and places sacred? (Worship and spirituality)  | Why do people need to express their beliefs? (Values and society) |