

**Long Term Plan**

**2022-2023**

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| 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 residential  Worth Valley railway  Trip to Haworth- Bronte Parsonage, workshops  Into University project | | Animal workshop in school visit  Residential (TBC)  Places of worship- Sikh Temple | | | | | Armley Mills  Eden Camp  Evacuee day in school  Murton Park | | |
| **Inspiring Careers** | Rail engineer  Museum curator  Archivist  Tour guide | | | Conservationist  Fundraiser  Animal/Zoo keeper | | | | Armed forces officer  Air force pilot  Nurse | | |
| **Fearnville**  **50 Feats** | Watch a pantomime  Go on a train | | | Dress up as a character  Complete a residential  Packing a suitcase | | | | Party with your friends  Take part in a performance  Visit a Synagogue | | |
| **English** | **Texts:**  The Brontes- Anna Doherty  Jane Eyre- Stephanie Baudet  Railway Children- E Nesbit  **Genre:**  Narrative- story  Narrative- setting descriptions  Autobiography of Brontes  Explanation text- Tourist brochure  The Brontes by Anna Doherty | Waterstones | | **Texts:**  The Explorer-Kathrine Runndell  Rainforests-DK Eyewonder  Journey to the river sea-Eva Ibbotson  **Genre:**  Poetry- Rainforest  Persuasive letters- deforestation  Non- chronological report- The Amazon  Journey to the River Sea by Eva Ibbotson | WaterstonesPlayscript- Journey to the river sea  C:\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 Magorian  Rose Blanche- Ian McEwan  **Genre:**  News report- The blitz  Letters- Evacuee  C:\Users\carol.brookes\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\37D2B212.tmpBalanced argument- Should children be evacuated  Letters from the Lighthouse by Emma CarrollDiary  Goodnight Mister Tom | | |
| **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 | 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 Yorkshire  Create 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 2  Place knowledge PK1/2  Geographical Skills and Fieldwork  GSF 1/2/3/5  Comparing Yorkshire | | Location Knowledge LK 1/3  Place knowledge PK1  Human and physical geography HPG1/2/3/4  Geographical Skills and Fieldwork  GSF 1/4  The rainforest | | | | | Location Knowledge LK 1/2/3  Place knowledge PK2  Human and physical geography HPG 2  Geographical Skills and Fieldwork  GSF 1/4 | | |
| **History** | Historical enquiry  HE 1/3  Organisation and Communication OC 1  Historical Interpretation HI 2/3  Chronological Understanding CU 2/3  Knowledge and Understanding KU 1/3/4/5  Life for the Bronte sisters in Victorian England | | Historical enquiry  HE 3  Organisation and Communication OC 2  Historical Interpretation HI 1/2/3  Knowledge and Understanding KU 1/2  The disappearing rainforest | | | | | Historical enquiry  HE 1/2/3  Organisation and Communication OC 2  Historical Interpretation HI 1/2/3  Chronological Understanding CU 2/3  Knowledge 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 regulation  Being 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) | | |