Year 6

Long term plan

	The Amazon (8 weeks)	Brazil (7 weeks)	Birmingham Blitz (6 weeks)	Seeking Refuge (7 weeks)	Hey Minister! (4 weeks)	The Apprentice/ Production (7 weeks)
Curriculum enrichment opportunities	**Sparky Start**: Make carnival masks and watch "Rio" film.	**Fantastic Finale:** A Brazilian 'carnival' performance	**Sparky Start:** Artefact discovery	**Fantastic Finale:** 1940s Day **Visit:** Historic Workshops visit school	**Sparky Start:** Painting the Houses of Parliament in the style of Monet	**Fantastic Finale:** The Big Sell! **Trip:** Residential
GPS	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility - integrate dialogue in narratives to convey character and advance the action **SCODE Spellings:** • AUT 1: /sh/ coded sh, ch, ti, si, ssi, ci • AUT 2: /ul/ coded le, al, el, il, ul		- reported and direct speech. -indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing -using hyphens to avoid ambiguity -using brackets, dashes or commas to indicate parenthesis -using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points consistently - integrate dialogue in narratives to convey character and advance the action **SCODE Spellings:** • SPRING 1: ough, /ee/ coded ie, ei, /i/ coded i, y • SPRING 2: /r/ coded r, rr, wr, rh, /m/ coded mb, mn		- revision **SCODE Spellings:** • SUMMER 1: ture, sure • SUMMER 2: suffixes	

Guided Reading Class texts For Pleasure	- Kensuke's Kingdom - Greta & The Giants - A Planet full of Plastic - WW1 poetry The Explorer	- Kensuke's Kingdom - Travel writing/Persuasive text examples - Kensuke's Kingdom	- Friend or Foe - Erika's Story - Non-fiction texts on the Home Front Goodnight Mr Tom	- Friend or Foe - Friend or Foe - Newspapers	- Vote for Effie - A story like the wind - Biography examples The boy at the back of the class.	- Vote for Effie - Play script for end of year performance
English	- Save our Amazon -information leaflet - Letter (formal, persuasive) to prime minister persuading them to reduce plastic usage in UK - Character description (show not tell/PEE) Kensuke - Setting description - rainforest	- Poetry for Remembrance - Adventure Narrative – arriving in the Amazon rainforest – link to Kensuke - Persuasive travel writing on Brazil 'Why come to Brazil?'	- Short story (based on Erika's story) Mothers POV - Explanation text- Home Front (theme)	- Diary of an evacuee - News article – based on a current news event	- Flashback story based on A story like the wind - Character/setting description based on A story like the wind - Balanced argument- Should the Monarchy be abolished? - Biography of a famous politician - Trip Advisor reviews for London landmarks	
Maths White Rose Scheme	**<u>Place Value</u>** - Place value and comparing values up to 10 000 000		**<u>Ratio</u>** - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and		**<u>Geometry: properties of shapes</u>** - Draw 2-D shapes using given dimensions and angles. - Compare and classify geometric shapes	

www.whiteroseeducation.com	- Place value and comparing up to thousandths - Multiply and divide by 10, 100, 1000 up to 3 dp - Rounding whole numbers to any degree of accuracy - Negative numbers and calculating intervals across zero **Number- addition subtraction, multiplication + division** - Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. - Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. - Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. - Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. - Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. - Use their knowledge of the order of operations to carry out calculations involving the four operations. - Solve problems involving addition, subtraction, multiplication and division. - Use estimation to check answers to	division facts. - Solve problems involving similar shapes where the scale factor is known or can be found. - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Algebra** - Use simple formulae Generate and describe linear number sequences. - Express missing number problems algebraically. - Find pairs of numbers that satisfy an equation with two unknowns. - Enumerate possibilities of combinations of two variables. **Decimals** - Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. - Multiply one-digit numbers with up to 2 decimal places by whole numbers. - Use written division methods in cases where the answer has up to 2 decimal places. - Solve problems which require answers to be rounded to specified degrees of accuracy. **Fractions**	based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry, position and direction** -Describe positions on the full coordinate grid (all four quadrants). -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Problem Solving/Investigations**

	calculations and determine in the context of a problem, an appropriate degree of accuracy. **Fractions** - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - Compare and order fractions, including fractions > 1 - Generate and describe linear number sequences (with fractions) -Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = 1/8$ -Divide proper fractions by whole numbers **Measurement: Converting units** - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. - Convert between miles and kilometers.	-Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8 -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Percentages** - Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. - Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Measurement: Perimeter, area and volume** - Recognise that shapes with the same areas can have different perimeters and vice versa. - Recognise when it is possible to use formulae for area and volume of shapes. - Calculate the area of parallelograms and triangles. -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3, km^3) **Statistics** - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. - Interpret and construct pie charts and	

			line graphs and use these to solve problems. - Calculate the mean as an average.			
Science	**<u>Living things and their habitats</u>** - 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 **<u>Evolution and inheritance</u>** - 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.		**<u>Animals including Humans</u>** - 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 **<u>Light</u>** - recognise that light appears to travel in straight lines - 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 - 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 - Explanation text on the light bulb.		**Electricity** - 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	
History	- Looking at why settlers throughout history have chosen to settle near	- History of the country - continental drift	- A study of an aspect or theme in British History that extends pupils' chronological	- Describe and begin to make links between main events, situations and changes within and	- Identify and begin to describe historically significant people and events	

	rivers.	- Describe and begin to make links between main events, situations and changes within and across different periods and societies (Amazon Rainforest Tribes. Yanomami The Great Kapok Tree).	knowledge beyond 1066. *Bombing raids and precautions *Evacuation *Rationing *Role of women *The Holocaust *Battle of Britain *The Blitz (Coventry) - Put events, people, places and artefacts on a time line - Identify and begin to describe historically significant people and events - Use sources of evidence to deduce information about the past - Select suitable sources of evidence, giving reasons for choices	across different periods and societies (Windrush). - Identify and begin to describe historically significant people and events	- Research and understand different forms of government and the role of governments. - Look at the role of voting and the role of MPs. - Understand the difference between rules and laws and how they are made. - Understand the difference between different political parties. - To trace the origins of the parliamentary system - To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot. - Use sources of evidence to deduce information about the past - Select suitable sources of evidence, giving reasons for choices - Gain and deploy a historically	

					grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - Seek out and analyse a wide range of evidence in order to justify claims about the past	
Geography	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Physical geography: Looking at the physical features of rivers, and the role of the Water Cycle. *Explain Water Cycle *Locate key UK Rivers *Locate key rivers of the world	- Locate the world's countries, using maps to focus on Europe including Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Use lines of longitude and latitude on maps (Climate Zones) locations where rainforests can be found * Map of South America and Brazil - Name and locate some of the countries	- Locate the world's countries on a variety of maps (Countries involved in WW2). - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - (where bombs landed locally during the Blitz)	- Fieldwork in the local environment– observations, measurements and recording data using a variety of methods and digital technologies. - Draw thematic maps from children's own data, using symbols and keys - Recognise and draw OS maps regularly Fieldwork - Recognise and draw OS maps. Create own of local area – focus on where bomb was dropped in Tanworth	- Collect and analyse statistics and other information in order to draw conclusions about locations - Name and locate some of the countries of the world using an 8-figure compass and 6 figure grid reference accurately. - Describe how some locations around the world are changing and explain some of the reasons for change - Describe and understand key aspects of human	

	*Describe key features of a river system including Erosion and Deposition -Ox bow lake –Waterfalls *Map of The River Amazon	of the world using an 8-figure compass and 6 figure grid reference accurately. *Place comparison Brazil- U.K- Human and Physical features, the favela *The Rainforest and Deforestation http://environment.nationalgeographic.co.uk/environment/photos/rainforest-deforestation/ photo gallery for deforestation images (National Geographic) *Carnivals			geography including: settlements, land use, economic activity	
Art	<u>Sketching</u> - Communicate ideas through sketches and convey a sense of individual styles - Show a strong understanding of how to use shading techniques to create depth and tone - Identify when to apply different drawing techniques to support their outcomes - Create experimental and accurate drawings - Explain how they have combined different tools and explain why they have chosen specific drawing techniques		<u>Painting/Mixed Media</u> - Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. - Create mood in a painting - Have a strong understanding of colour theory and how to use it to create a balanced painting *Henry Moore – double oval *Henry Moore – WW2 shelter series – wax resistant crayon and watercolour paint		<u>Painting</u> - Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. - Create mood in a painting <u>-</u> Explain what their own style is - Apply a wide range of techniques in their work and explain why they have chosen these techniques - Have a strong understanding of colour theory and how to use it to create a balanced painting	

	*Sean Briggs – Bird/rabbit sketches pen and water *Albrecht Durer (Rhino) patterns *Henry Moore - sheep sketches *Half and half symmetry *Apply different techniques to a rainforest animal <u>Collages/ Layering</u> - Justify why they have chosen specific materials - Apply and combine patterns, tones and shapes - Apply knowledge of collage and use as a tool as part of a mixed media project - Express their ideas through collage * Henri Matisse/Fred Tomaselli – animals and trees https://www.youtube.com/watch?v=8XGyY71u-tM Georgia O'Keefe - flowers https://www.youtube.com/watch?v=Nr1neRCwS-Q https://suffieldart.blogspot.com/2012/04/georgia-okeeffe-inspired-tissue-paper.html Apply different collage techniques and styles to an original piece based on rainforest flora.		<u>Sculpture</u> - Interpret an object in a 3D form - Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze - Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms - Create models on a range of scales *Create a 3D sculpture inspired by Henry Moore		*Monet – Houses of Parliament series *Apply same techniques to another London landmark <u>Printing and Photography</u> - Design and produce prints selecting the appropriate method and media • Print using a variety of materials • Create an accurate print design that reflects a theme or ideas • Overprint using different colours • Identify different printing methods and make decisions about the effectiveness of their printing methods • Know how to make a positive and a negative print https://primaryschoolart.com/2020/05/11/andy-warhol-style-art-of-everyday-items-ipad-art/ *British symbols in the style of Warhol e.g. phone box, black cab, corgi	
DT		**<u>Textiles – combining different fabric shapes</u>**		**<u>Food – celebrating culture and seasonality</u>**		**<u>Mechanical systems – pulleys or gears</u>** Link to theme work on The Apprentice –

		Link to theme work on The Amazon – look at the impact of 'fast-fashion' on the rainforest and the need for recycling. Create a bag/pair of slippers out of recycled material. - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		Link to theme work on WW2. Look at food rationing/wartime recipes. Make vegetable turnovers based on the availability of ingredients at time. - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		explore idea that being an entrepreneur can involve inventing things to solve world problems. Invent a machine based on "Squashed tomato STEM challenge" to help Nepalese farmers get tomatoes down mountainside. https://nustem.uk/activity/ase-2015-simple-mechanisms-primary/ - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Music	**Charanga scheme – Tanworth-in-Arden** Developing Melodic Phrases - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory		**Charanga scheme – Tanworth-in-Arden** Understanding structure and form - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory		**Charanga scheme – Tanworth-in-Arden** Using chords and structure - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory	

	- use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	- use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	- use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.
RE Coventry & Warwickshire Scheme/ Understanding Christianity	**Autumn 1** How do beliefs and ideas about land shape the way human beings live? (CW) **Autumn 2** Creation and science: conflicting or complementary? (UC)	**Spring 1** How might your worldview impact on the way you understand death? (CW) **Spring 2** What difference does the resurrection make for Christians? (UC)	**Summer 1** How can following God bring freedom and justice? (UC) **Summer 2** What is truth and where might it be found? (CW)
Spanish Language Angels Scheme https://www.languageangels.com/schools/	**Autumn 1** Phonetics 4 At school **Autumn 2** Habitats	**Spring 1** At the Weekend **Spring 2** Healthy Lifestyles	**Summer 1** Planets **Summer 2** Me in the World
PSHE JIGSAW scheme https://jigsawpshe.online/login/	**Autumn 1:** Being me in my world - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling **Autumn 2:**	**Spring 1:** Dreams and goals - Personal learning goals in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments **Spring 2:** Healthy me - Taking personal responsibility - How substances affect the body	**Summer 1:** Relationships - Mental health - Identifying mental health worries and identifying sources of support - Love and loss - Managing feeling - Power and control Assertiveness - Technology safety - Take responsibility will technology use. **Summer 2:** Changing me

	PROTECTIVE BEHAVIOURS Celebrating difference - Perceptions of normality - Understanding disability - Power Struggles - Understanding bullying - Inclusion/exclusion - Differences and conflict/ as celebration - Empathy	- Exploitation, including county lines and gang culture - Emotional and mental health - Managing stress	- Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting - Transition **CHIPS:** Read and discuss given texts.
PE https://www.completepe.com/	**Complete PE scheme** **Matching and Mirroring (gymnastics)** Can pupils include flow between the movements? Is there evidence of fluidity in pupils' performances? Do pupils explore a variety of movements to ascertain the best moves to allow for flow and interesting, challenging gymnastics for the sequence? Can pupils include a change of speed in their movements? Can pupils consider using canon or unison? Do pupils understand what matching is? Can pupils accurately identify strengths and weaknesses in their own and others performances and suggest ways to improve? Are pupils collaborating effectively with their partners? Is there an improvement in the sequences pupils create after receiving feedback? **Netball** In teams are pupils able to pass around the defender accurately using a variety of	**Complete PE scheme** **Carnival (dance)** Do pupils dances show clarity, fluency, accuracy and consistency? Can pupils perform with high energy? Can pupils make improvements to other pupils' work? Can pupils accurately assess other pupils' work? Do pupils enjoy improving other pupils' performances? **Handball** Can pupils apply a refined understanding of passing and moving to score points against another team? Can pupils keep possession for sustained periods of time? Are pupils able to pass, move and shoot accurately and consistently? Do pupils switch fluidly between attacking and defending as possession changes? Can pupils produce an attack and create a successful shooting opportunity? Can pupils outwit their opponents and keep	**Complete PE scheme** **Leadership** Working within a team, can pupils complete the challenges? Can pupils apply effective leadership skills to support and guide their team? Do pupils understand what makes an effective leader? Can the leader ensure everyone in the team is included and understands? Do pupils take responsibility for others and lead the group in an effective way? Can the leader give clear instructions speaking in a confident, positive tone? Can the leader ensure their team are always playing by the rules? Does the leader support the team, encouraging them to keep trying even if they find the challenge hard? **Cricket** Can pupils hit the ball on both sides of their bodies into space away from fielders? Can pupils direct the ball away from fielders into space, varying the speed and angles at which they strike the ball?

	passes? Can pupils receive the ball at pace in space? Are pupils able to pass and move accurately and consistently? Can pupils keep possession for sustained periods of time? Is there fluidity in pupils movements and accuracy in their application? Do pupils demonstrate with increasing effectiveness physically and cognitively that they understand where they pass and why? Can pupils outwit their opponents and keep possession of the ball applying effective decision making? Can pupils explain why keeping possession is important during a game of netball? Can pupils organise their team? Can pupils encourage others even when they make a mistake? **Swimming** - Bring control and fluency to at least two recognised strokes - Implement good breathing technique to allow for smooth stroke patterns - Attempt personal survival techniques as an individual and group with success - Link lengths together with turns and attempt tumble turn in isolation and during a stroke **Health-related exercise** Are pupils able to warm themselves up? Can pupils complete the fitness assessment in pairs? Are pupils able to cool down themselves down?	possession of the ball applying effective decision making in the different scenarios? Can pupils collaborate and work together in their teams? Can pupils encourage others even when they make a mistake? **Tag Rugby** Are pupils able to pass and move accurately and consistently? Are pupils able to pass and move to create a successful attack? Do pupils release the ball quickly and accurately once they have been tagged? Can pupils produce an attack, which results in a try? Can pupils supporting the ball carrier receive a pass when they are running at speed? Can pupils apply a refined understanding of passing, moving and creating space to score a try against another team? Can pupils apply the offside rule consistently? Can pupils encourage others even when they make a mistake? Can pupils respect more complex rules and implement them fairly? **Badminton** Can pupils apply accurate forehand and backhand techniques? Can pupils hit the shuttlecock over the net to the other side of the court consistently? Are pupils able to create space for the next shot by forcing their opponent to the side or front of the court?	Do pupils change the way they are batting depending on the game situation? Can pupils apply pressure to the fielders when batting? Can pupils adapt their own tactics in order to improve their performance? Can pupils plan to outwit the opposition as a team? Do pupils communicate with their partner when batting? Can pupils strive to win games by consistently trying their hardest? **Athletics** Are pupils able to apply accurate head, arm and foot technique to make themselves quicker? Can pupils apply effective running tactics to their races? Are pupils able to evaluate their peers? Can pupils make suggestions that will improve their partners' / teams performances? Can pupils collaborate and organise their teams, enabling their team to run as fast as possible in the relays? Do pupils continue to try their best now that they are performing in teams and competing against others? **Rounders** Can the fielders return the ball quickly with increased accuracy? Can pupils throw overarm with accuracy, over a long distance? Can pupils consistently get the batters out if they hit or miss? Can pupils adapt their own tactics in order to improve their performance? Can teams organise themselves to maximise their fielding efficiency?

	Do pupils understand the impact of exercise on their bodies? Are pupils able to encourage their partner as they work through the fitness assessment? Can pupils strive to try their hardest and achieve the best score possible?	Do pupils aim for space showing accuracy and control? Can pupils hit the shuttlecock into space to win the point? Can pupils return the shuttlecock into space at pace? Can pupils hit a "clear" shot? Can pupils hit a "lob" shot? Can pupils hit a "drop" shot? Are pupils able to identify strengths and weaknesses in their own and others performances? Can pupils work positively with a partner to find success? Can pupils encourage their partner, suggesting ways to improve? Do pupils continue to try and improve their own performance?	Can pupils work together to resolve disagreements during their games?

Computing TEACH COMPUTING SCHEME https://teachcomputing.org/curriculum/key-stage-2	• 1. Computing systems and networks - Communication and collaboration • 2. Creating media – Web page creation	• 3. Programming A – Variables in games • 4. Data and information - Introduction to Spreadsheets	• 5. Creating media – 3D Modelling • • 6. Programming B - Sensing movement