

Curriculum Long Term Plan

Year 6 - Autumn 1

Topic: Victorians; Visits: Wilderspin School - Barton

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation <p>Genre: Non-chronological report (Victorian School) Playscripts (Horrible Histories) Victorian Literature (Dickens) Newspaper reports Author: Anthony Horowitz</p>
Maths	<p>Place value Addition, subtraction, multiplication and division Sequences Algebra – including nth rule Symmetry – rotation, reflection, translation Data handling – line and bar graphs and pie charts</p>

Science	<p>Electricity</p> <ul style="list-style-type: none"> • 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. <p>Microbes – Focus: link Florence Nightingale and grow mould on bread</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms
Art & Design	<p>Drawing and painting</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Artist(s): William Morris</p>
Computing	<p>E-safety Internet research</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content <p>Focus: We are web developers</p>

Design & Technology	<p>Motorised vehicles</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, • generate, develop, model and communicate their ideas through .. annotated sketches, .. diagrams, ... and computer-aided design • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>Focus: Motorised vehicles linked to Vict transport:</p>
Languages	Spanish – being taught by Wolfreton staff. All elements of National Curriculum are covered.
Geography	<p>Maps</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Focus: developing transport links during Victorian times.</p>
History	<p>Victorians</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Focus: Victorians – an extended period study of Victorian times and how life changed during that time.</p>

Music	<ul style="list-style-type: none"> • 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. <p>Focus: Victorian times – Scott Joplin, Edward Elgar</p>
Physical education	<p>Athletics Hockey and Football</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of classteacher: Sports hall athletics: Focus of sports specialist: Hockey and football</p>
Religious Education	<p>Unit 6.3 Freedom and Justice.</p> <p>Spirituality Elvis Presley song in the Ghetto. Visit by James. Debating group work. Ten commandments. Making class commandments.</p> <p>Christmas children's own version of secular song twelve days of Christmas.</p>

Curriculum Long Term Plan

Year 6 - Autumn 2

Topic: Victorians; Visits: Local history walk

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing –Handwriting & Presentation, Composition, Vocabulary, Grammar, Punctuation <p>Genre: Information texts/Biography – Thomas Ferens Narrative: Tom’s Midnight Garden A Christmas Carol</p> <p>Author: Anthony Horowitz</p>
Maths	<p>Number</p> <p>Place value Addition, subtraction, multiplication and division Averages – mean, median mode and range Measure including area and perimeter Fractions, decimals and percentages Ratio and proportion</p>

Science	<p>Light</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <ul style="list-style-type: none"> • 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. <p>Focus: Victorian link Thomas Edison</p>
Art & Design	<p>Drawing and painting</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Artist(s): William Morris - sketching then watercolour painting</p>

Computing	<p>We are Explorers</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>ALSO Introduce APPS for ipads:</p> <ul style="list-style-type: none"> • -Tellagami • -Skitch • -Morpho • -Explain everything • -Video scribe • -imovie
Design & Technology	<p>Victorian cross stitch samplers</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Sewing</p>
Languages	Covered by Wolfreton

Geography	<p>Maps</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, 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. <p>Focus: Willerby Victorian walk including old railway line.</p>
History	<p>Victorians</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Focus: Victorians – an extended period study of Victorian times and how life changed during that time. (local history, development of Hull, using censuses from 1851 and 1906)</p>
Music	<ul style="list-style-type: none"> • 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. <p>Focus: Victorian times – Scott Joplin, Edward Elgar Rhythm and pulse</p>

Physical education	Athletics Hockey and Football <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Focus of classteacher: Gymnastics Focus of sports specialist: Hockey</p>
Religious Education	Unit 6.3 Freedom and Justice. Spirituality Elvis Presley song in the Ghetto. Visit by James. Debating group work. Ten commandments. Making class commandments. Christmas children's own version of secular song twelve days of Christmas.

Curriculum Long Term Plan
Year 6 – Spring 1
Topic: Rainforests Visits: None

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing –Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Non-chronological reports (aspects of the rainforest) Argument and discussion (deforestation) Author: Morris Gleitzman</p>
Maths	<p>Place value Addition, subtraction, multiplication and division Long mult, long division, decimals Algebra – formulae and sequences Angles – inc use of protractor Measure - length mass, capacity, area and perimeter Fractions, decimals and percentages Ratio and proportion Data handling – line graphs and pie charts</p>
Science	<p>Plants 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</p> <p>give reasons for classifying plants and animals based on specific characteristics Focus: Investigate our environment-Types of growing things</p>
Art & Design	<p>Drawing</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]</p>

Computing	<ul style="list-style-type: none"> • Programming <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Unit 6.3 Game Developers</p>
Design & Technology	
Languages	Spanish –covered by Wolfreton
Geography	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Focus: Rainforests</p>
History	n/a
Music	<p>Long & Short Sounds</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical education	<ul style="list-style-type: none">• Gymnastics <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education	Belonging

Curriculum Long Term Plan
Year 6 – Spring 2
Topic: Cold Climates Visits: None

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing –Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Revision: Recounts, Explanations, Narrative, Poetry and Plays, Argument Author: Morris Gleitzman</p>
Maths	<p>Addition, subtraction, multiplication and division Long mult, long division, decimals Data handling – inc Venn and Carroll + pie/bar and line graphs Probability Revision of all areas in preparation for SATS</p>
Science	<p>Evolution</p> <ul style="list-style-type: none"> • 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. <p>Focus: Animals in Cold climates</p>
Art & Design	<p>Drawing</p>

Computing	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Focus: Unit 6.4 We are Environmentalists</p>
Design & Technology	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>FOCUS: Biscuits for polar explorers</p>
Languages	<p>Spanish – being taught by Wolfreton staff. All elements of National Curriculum are covered.</p>
Geography	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Focus The Arctic and Antarctica</p>

History	n/a
Music	<p>Long & Short Sounds</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Physical education	<p>Golf and Orienteering</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Religious Education	Belonging

Curriculum Long Term Plan
Year 6 – Summer 1
Topic: Ancient Greece Visits: None

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing –Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Revision: Recounts, Explanations, Narrative, Poetry and Plays, Argument Author: Philip Pullman</p>
Maths	<p>Addition, subtraction, multiplication and division Long mult, long division, decimals Ratio and Proportion Probability Revision of all areas in preparation for SATS</p>
Science	SATs and Assessment
Art & Design	<p>Sculptures</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>FOCUS: Henry Moore, Barbara Hepworth, Anthony Gormley, Frink</p>

Computing	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Focus: Unit 6.5 We are Fundraisers</p>
Design & Technology	N/A
Languages	Spanish – being taught by Wolreton staff. All elements of National Curriculum are covered.
Geography	
History	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world
Music	<p>Long & Short Sounds</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical education	Cricket <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Religious Education	

Curriculum Long Term Plan
Year 6 – Summer 2
Topic: Ancient Greece Visits: None

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing –Composition, Handwriting, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genre: Narrative with flashbacks, letters to Wolfreton playscripts (Shakespeare/Leaver’s Play) Author: Philip Pullman</p>
Maths	<p>Addition, subtraction, multiplication and division Long mult, long division, decimals Ratio and Proportion Probability <u>Transition maths</u> Algebra Higher level problem-solving Pythagorus and Pi (Top set) Revision of all areas in preparation for SATS</p>
Science	<ul style="list-style-type: none"> • 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.
Art & Design	<p>Sculptures</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>FOCUS: Henry Moore, Barbara Hepworth, Anthony Gormley, Frink</p>

Computing	<ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Focus: Unit 6.6 We are Publishers</p>
Design & Technology	N/A
Languages	Spanish – being taught by Wolfreton staff. All elements of National Curriculum are covered.
Geography	<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
History	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world
Music	<p>Long & Short Sounds</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical education	Athletics <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• compare their performances with previous ones and demonstrate improvement to achieve their personal best.• take part in outdoor and adventurous activity challenges both individually and within a team
Religious Education	