



## Year 6: Long-term plan 2018-19 (Curriculum Overview)

SUBJECT:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Historical Stories  Recounts  Choral or performance poems	Outsiders  Instructions and Explanations  Storywriting	Harry Potter: Story openers & letters  Harry Potter: Descriptive & predictive writing  Harry Potter: Instructions & rules	Harry Potter: Persuasive texts  Harry Potter: Newspapers and dialogue  Harry Potter: Testing and celebration	Genre fiction-science fiction  Non-chronological Reports  Villainous characters	Genre fiction (Y5/6 Plan)  Persuasive writing  Debate poetry and poetry that tells a story/ Power of Imagery
<b>Maths</b>	Algebra Angles in Shapes and Diagrams	Nets Fractions	Ratio Percentage	Speed Circles	Pie Charts Area and Perimeter Revision	Volume of Solids and Liquids Revision
<b>Science</b>	Earth and Beyond	Body Pump	Everything Changes	Evolution and Inheritance	Classifying Organisms	Light up your World
<b>Computing</b>	We are app planners	We are project developers	We are market researchers	We are interface designers	We are app developers	We are marketers
<b>History</b>	How has life changed since 1948? (World War 2)		World War 1		Crime & Punishment	
<b>Geography</b>		Extreme Earth		South America		Our Local Area
<b>Art</b>	Monet and the Impressionists		Famous Fashions		Art Illustrations	
<b>DT</b>		Bridges		Burgers		Fairground
<b>French</b>	Le week-end	Les vêtements	Ma journée	Les transports	Le sport	On va faire la fête!
<b>Music</b>	Whole class guitar lessons					
<b>PE</b>	Invasion Games		Gymnastics	Net & Wall	Striking & Fielding	Athletics & Sports day Activities
<b>RE</b>	Are the Saints encouraging role models?	Is "God made Man" a good way to understand the Christmas story?	Do clothes express belief?	Is the resurrection important to Christians?	Can we know what God is like?	Does what you believe about creation matter?
<b>PSHE</b>	Courage to have new ideas Should we allow nature to take its own course? Learning together Would the world be a better place if..	<b>Feelings</b> When they think about the past do the pupils think about the people as real, having feelings? <b>Courage</b> Relate to Core Value discussion of the courage of individuals in the period they are researching	To reflect on spiritual, moral, social and cultural issues To resolve differences by looking at alternatives, making decisions and explaining choices. That pressure to behave in an unacceptable or risky way can come from a variety of sources, how to ask for help and use basic techniques for resisting pressure to do wrong.	Recognising Feelings and Understanding Emotions Developing a positive sense of one's self Stress Management performance and strategies to calm down and relaxation techniques	*learning with others *learning as part of a group *discussion skills *Speaking and listening	SRE-unit Working with others Negotiating skills

\*In future years, Autumn and Spring History topics will swap around