

Hawthorn Primary School Long Term Planning Year 6 2018-19

		Aut 1	Aut 2	Spr 1	Spr2	Summer 1	Summer 2
<b>Theme</b>		Mighty Mountains	Disaster Strikes- W.W.2	Revolutionary Women	STEM Evolution and inheritance	Sustainability – Natural resources	Local Study
<b>Core Text</b>		When the mountains roared. Jess Butterworth	Rose Blanche – Ian McEwan	The things a bright girl can do- Sally Nicholls	Wonder – R.J. Palacio	The extra ordinary colours of Auden Dare- Zillah Bethell	Pitman Painter –play script.
<b>Related Texts</b>		Survivors – David Long Facing Up- Bear Grylls	Letters from a lighthouse- Emma Carroll	Suffragette –Battle for equality	Pig Heart boy – Malorie Blackmore	The last tree- Ingrid Chabbert Leaf- Sandra dieckmann	Local study guide
<b>Trips/Visitors</b>		Safety works	Victoria Tunnels	Beamish		Forest School Kingswood	Wood horn Colliery
<b>Expressive Arts and Design</b>	<b>English</b>	Newspaper Narrative Diary Poetry Letter Balanced argument Non-chronological report	Narrative Diary Newspapers Letters Discussion	Newspaper Narrative Diary Poetry Letter Balanced argument Persuasive writing	Newspaper Narrative Explanation Discussion Text. Balanced argument Persuasive writing	Newspaper Non-chronological report Explanation Discussion Text. Balanced argument Persuasive writing Instructional Writing	Newspaper Narrative Explanation Discussion Text. Balanced argument Persuasive writing
	<b>Drama</b>	Hot seating characters from our class text.  Performance poetry.	Debate activity – Was Rose right to not inform her mother of the camp?  Conscious alley Roll on the wall	Debate activity – arguments for and against the vote.  Conscious alley Roll on the wall Hot seating.			End of year school play- Class assembly.
	<b>Art and Design</b>			<b><u>Express yourself!</u></b>  Children will discuss what styles and artist their art is influenced by.  Make notes in sketchbooks to design their work.  Combine pattern, tone, shape and choose materials carefully for collage			<b><u>People in Action</u></b>  <b><u>Painting. Exploring the style of the pitmen painters.</u></b>  Children will use a wide range of tools and techniques to successfully create different effects.  Children will explore their own style of painting using the Pitmen Painters as an influence in their style.
<b>STEM</b>	<b>Maths (applied)</b>	Number and Place Value Addition, subtraction, multiplication and division Fractions	Number and Place Value Multiplication and division Fractions Geometry	Number decimals Number percentages Number- algebra Measures	Measures Perimeter Area Volume Ratio	Geometry Problem solving Statistics	Problem solving Statistics Investigations.

	<p><b>Science</b></p>	<p><b><u>Animals including humans</u></b></p> <p>Explore the work of medical pioneers, for examples. William Harvey and Galen and recognise how, much we have learnt about our bodies.</p> <p>Compare the organ system of humans to other animals.</p> <p>Make a diagram of the human body and explain how different parts work.</p> <p>Name and locate major human organs.</p> <p>Identify and names main parts of the human circulatory system and describe the functions of the heart, blood and vessels.</p> <p>To know the importance of exercise and diet</p>	<p><b><u>Living things and their Habitats</u></b></p> <p>Explain why classification is important</p> <p>Readily group animals into reptiles, fish, amphibians, birds and mammals.</p> <p>Group animals into vertebrates and invertebrates.</p> <p>Find out about significance of the work of scientists such as Carl Linnaeus.</p>	<p><b><u>Electricity</u></b></p> <p>Explain the danger of short circuits</p> <p>Explain what a fuse is</p> <p>Explain the changes in a circuit</p> <p>Identify and name the basic parts of a circuit (cells, wires, bulbs, switches and buzzers)</p> <p>Compare and give reason for variation in how components function, including the brightness of bulbs, the loudness of buzzers.</p> <p>Explain the effect of changing the voltage of a battery.</p> <p>Use information from different sources to plan an investigation and make predictions.</p>	<p><b><u>Evolution and inheritance</u></b></p> <p>Talk about the work` of Charles Darin, Mary Anning and Alfred Wallace.</p> <p>Explain how some living things adapt to survive in extreme conditions</p> <p>Begin to understand what is meant by DNA</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the world millions of years ago.</p> <p>Give reason why offspring is not identical to each other.</p>	<p><b><u>Light</u></b></p> <p>Explain how different colours of light can be created.</p> <p>Use and explain how simple optical instruments work (periscope, telescope, binoculars)</p> <p>Recognise that light appears in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflex light into the eye.</p> <p>Explain why shadows have the same shape as the object that cast them.</p> <p>Explain that we see things because light travels from light sources to our eyes.</p>	
	<p><b>Computing</b></p>	<p><b><u>E-safety and understanding</u></b></p> <p><b><u>Presentation:</u></b> Can incorporate graphics where appropriate, using the most effective text wrapping formats.</p> <p>Can present a film for a specific audience and then adapt same film for a different audience.</p> <p>Can create sophisticated multimedia presentation</p> <p>Can confidently choose the correct page set up option when creating a document</p> <p>.</p>	<p><b><u>Algorithms and programme</u></b></p> <p>Children will explain how an algorithm works</p> <p>Children will explore ‘What if’ questions by planning different scenarios for controlled devices.</p> <p>Children will use scratch to learn how to code.</p> <p>Children will also complete the unit of work- We are app designers.</p>	<p><b><u>Data retrieving or organising- Communicating</u></b></p> <p>Children will be able to ‘Save As’ and I peg, whenever possible to make a film smaller for emailing or downloading.</p> <p>Children will be learning how to explore the menu options and experiment with images adding special effects to alter the graphic</p> <p>Children will design and make a website template.</p> <p>Pupils will contribute to the class blog and Twitter page.</p> <p>Children will conduct a video chat with people in another country or organisation.</p>	<p><b><u>Using the internet</u></b></p> <p>Children will use the internet search engine using key words searches.</p> <p>Children will compare the information provided on two tabbed websites looking for bias and perspective.</p>	<p><b><u>Databases</u></b></p> <p>Children will learn to create their own database and present information from it.</p> <p>Children will collect live data and log that data.</p> <p>Children will learn how to use the formula bar to explore mathematical scenarios</p> <p>Children will explore data errors, patterns and sequences.</p>	<p><b><u>E-safety</u></b></p>

	<b>Design Technology</b>	<u><b>Textiles- Shoe making.</b></u> Can children think what they user would want when choosing textiles. Can children think about how their product would be sold The children will have to give consideration about what would improve their product. They children will need to use a range of information to inform their design and work within constraints if materials cannot be sources. Children will show they can use tools and materials precisely.	<u><b>Cooking and nutrition- WW2 recipes.</b></u> Children to explain how products should be stored with reasons Children to design a menu for a range of different dietary requirements Working with tools and equipment to make their different menus.			Stiff and flexible materials. – shelter building. Children to use a range of advanced techniques to shapes and mould their natural materials. Children will test and evaluate their design and then improve where needed their design.	
<b>Understanding the World</b>	<b>Geography</b>	<u><b>Mountains</b></u> <u><b>Geographical Enquiry:</b></u> <ul style="list-style-type: none"> <li>Children are to plan an accurate journey from one mountain range to another in a different part of the world. The journey must take into account distance and time.</li> <li>Children are to collect information about a mountain range and use it in a report.</li> </ul> <u><b>Human and Physical Geography:</b></u> <ul style="list-style-type: none"> <li>Children are to describe mountain ranges and describe types of settlements/ land uses near mountain ranges.</li> <li>Children are to describe the economic activity including trade links, and the distribution of natural resources from the mountain ranges.</li> </ul> <u><b>Geographical skills</b></u> <ul style="list-style-type: none"> <li>Children will use maps, atlases, globes and digital/computer mapping to locate mountains and describe features studied</li> <li>Children will use the 8 points of a compass, 4- and 6-figure grid references, to describe the position of mountain around the Uk and the wider world.</li> </ul>				<u><b>Natural Resources</b></u> <u><b>Human and Physical Geography:</b></u> Children are to types of settlements/ land uses near where natural resources are harvested. Children are to describe the economic activity including trade links, and the distribution of natural resources from the around the UK <u><b>Geographical skills</b></u> Children will use maps, atlases, globes and digital/computer mapping to locate the UK's Natural Resources. .	

	<b>History</b>		<u><b>World War 2.</b></u> <ul style="list-style-type: none"> <li>Order events on time line</li> <li>Provide and account of historical events (Battle of Britain)</li> <li>Give reason for historical event (Battle of Britain, D-Day landings, V E DAY)</li> <li>Describe key events using a range of sources as evidence.</li> <li>Suggest why there may be different interpretations of events?</li> <li>Suggest why certain events, people and changes might be seen as more significant than others?</li> </ul>	<u><b>Suffragettes.</b></u> <ul style="list-style-type: none"> <li>Order events on time line</li> <li>Provide and account of historical events. (Women winning the right to vote.)</li> <li>Give reason for historical event.</li> <li>Describe key events using a range of sources as evidence.</li> <li>Suggest why there may be different interpretations of events?</li> <li>Suggest why certain events, people and changes might be seen as more significant than others?</li> </ul>			
	<b>RE</b>	<u><b>Symbolism and symbol</b></u> <ul style="list-style-type: none"> <li>Reflect on the significance of symbols for adherents and for themselves</li> <li>Recognise and understand key symbols</li> <li>Understand the link between symbols, teaching and practice</li> </ul>	<u><b>Special People</b></u> <ul style="list-style-type: none"> <li>Know and understand stories and beliefs about religious leaders</li> <li>Interpret portrays of religious leaders</li> <li>Explore beliefs and responses</li> </ul>		<u><b>Expressing Faith Through The Arts</b></u> <ul style="list-style-type: none"> <li>Expressing Emotions</li> <li>Painted Symbols</li> <li>Colour Code</li> </ul>	<u><b>Belief in our community</b></u> <ul style="list-style-type: none"> <li>Inspirational Figures</li> <li>My Community</li> <li>Understanding Others</li> </ul>	
	<b>MFL</b>	<u><b>French- Transport (unit 10)</b></u> Forms of transport Talk about plans for a trip Buy tickets at a station	<u><b>French- Sport (unit 11)</b></u> Talk about sport that they enjoy. Talk about a sporting event.	<u><b>French- Daily routine.</b></u> (unit 9) Daily routine Talk about breakfast Talk about details of typical day.	<u><b>French – The weekend (7)</b></u> Talk about regular activities Ask and say what people do over the weekend Talk about what you do and do not like doing		
<b>PSHE</b>	<b>PE</b>	<u><b>Football</b></u> <ul style="list-style-type: none"> <li>competitive games</li> <li>attacking and defending</li> </ul>	<u><b>Hockey</b></u> <ul style="list-style-type: none"> <li>competitive games</li> <li>attacking and defending</li> </ul>	<u><b>Gymnastics</b></u> <ul style="list-style-type: none"> <li>flexibility, strength, technique, control and balance</li> </ul>	<u><b>Netball</b></u> <ul style="list-style-type: none"> <li>competitive games</li> <li>attacking and defending</li> </ul>	<u><b>Athletics</b></u> <ul style="list-style-type: none"> <li>Running- Long/short distance.</li> <li>Jumping- Long jump, Triple Jump</li> </ul>	<u><b>Athletics</b></u> <ul style="list-style-type: none"> <li>Throwing- Tennis ball, Shot put</li> </ul>
	<b>PSHE</b>	<u><b>New beginnings</b></u> <ul style="list-style-type: none"> <li>How do groups work well together?</li> <li>Understand rights and responsibilities in the school.</li> <li>why rules and laws are needed</li> </ul>	<u><b>Getting on and falling out</b></u> <ul style="list-style-type: none"> <li>How the range of identities in the United Kingdom combine to bring a richness to society?</li> <li>recognise and try to challenge stereotypes</li> <li>how to make people feel good about themselves?</li> </ul>	<u><b>Living in the wider world</b></u> <ul style="list-style-type: none"> <li>Give examples of rules and laws that protect us and keep us safe</li> <li>Identify who helps to uphold rules and laws in our local community/wider community</li> <li>Explain how the democratic process works in Britain (voting system, political parties, Parliament)</li> </ul>		<u><b>Relationships</b></u> recognise what constitutes a positive, healthy relationship  respect – what is it and how do we show this?	<u><b>Health and Wellbeing.</b></u> <ul style="list-style-type: none"> <li>Identify what they are looking forward to about going to secondary school</li> <li>Describe how transition to secondary school may affect feelings</li> <li>Explain why going to a new school may cause feelings of loss and how to manage these</li> </ul>
<b>Writing Opportunities</b> (consider range of genre and form)		<ul style="list-style-type: none"> <li>Explanation about the human body</li> <li>Science investigation</li> <li>Leaflet about getting healthy</li> <li>Persuasive text linked to geography</li> <li>Non chronological report linked to geography</li> <li>Information text linked t RE</li> </ul>	Diary, letters, newspaper, non-chronological writing linked to History.  Explanation text, information booklet linked to Science.  RE- short narrative.	Biography, letters, newspaper, non-chronological writing linked to History.  Explanation text, instructions, information booklet linked to Science. Diary, Biography, letters, newspaper, non-chronological writing linked to Science.	Newspaper, persuasive writing, informative writing in Geography.	Play scripts,	