|  | | **Pendragon Community Primary School**  **Year 6 Long Term Planning 2016-17** | | | | | | |
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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **English** | Compost fact files and instructions  Street child-Berlie Doherty- diaries, letters and newspaper report | | Poetry- Carol Ann Duffy  Short story writing- Giant’s Necklace  Shakespeare | Balanced argument- should homes be built in an earthquake/volcano zone? | Equiano –Historical biography  The Arrival-Shaun Tan | Recap on a variety of genres to support writing assessment | Recap on a variety of genres to support writing assessment | |
| **Maths** | * Number and place value * Addition, Subtraction, Multiplication and Division * Fractions * Geometry: Properties of shape; Position and Direction | | | * Decimals and percentages * Ratio and proportion * Measurement, perimeter, area and volume * Algebra | | * Geometry: Properties of shape; Position and Direction * Revision and sats * Statistics * Investigations | | |
| **Science** | Living things and their habitats  Classification | | Evolution and inheritance | Light | Electricity | Revision and assessment | | Animals including humans-SRE |
| **Art & Design** | Design drawing/ painting related to Victorian streets/perspective  William Morris patterns | |  | Volcano making (3d) |  |  | Mayan masks | |
| **Computing** | Understanding technology/e-safety  Starz projects  Mathletics | | | Understanding technology/e-safety  Starz projects  Mathletics | | Understanding technology/e-safety  Starz projects  Mathletics | | |
| Coding | | Animation-story telling | Coding |  | Multimedia text | |  |
| **Design & Technology** |  | | Healthy eating and nutrition. Soup making. |  | Electrical warning system using sensors. |  |  | |
| **Geography** |  | | World map knowledge including countries, hemispheres, tropics, climate, and time zones. | Plate techtonics and natural disasters | Plate techtonics and natural disasters |  |  | |
| **History** | British History since 1066- history of medicine and introduction of the welfare state. Victorian focus. | |  |  |  | Mayan and Aztec civilisations |  | |
| **Language** | Revision (classroom instructions, alphabet)  Hobbies (Yr 5 unit)  Entertainment | | Time  My day | Numbers 60-100  The French speaking world (countries, continents, geographical features,  wild animals) | Revision (name/health/where we live/family/hobbies etc)  Spring traditions  SVC assessments | Continuation from Spring term as necessary  **(SATs)** | | My family and other people (simple future tense) |
| **Music** |  | |  |  |  |  | |  |
| **Physical education** | Invasion games- Rugby | | Invasion games- Hockey  OAA at Hilltop | Fundamentals of movement- Netball | Tennis (at the courts) | Athletics-decathlon | Dance- Why bully me? festival | |
| Gymnastics- Body Symmetry | | Dance- football dance | Gymnastics group work | Invasion games- festival | Dance-linked to performance | Striking and fielding festival | |
| **PSHE** | Citizenship 11  Rights, Rules and Responsibilities/New Beginnings | | Myself and My Relationships 17  Anti-bullying/Say No to Bullying | Citizenship 9  Working Together/Going for Goals | Healthy and Safer Lifestyles 23  Personal Safety | Economic Wellbeing 3  Financial Capability  Healthy and Safer Lifestyles 22  Drug Education | Healthy and Safer Lifestyles 24  Sex and Relationships Education | |
| **Religious Education** | Core: What key beliefs influence people’s faith and how do people of faith live out their lives? | | School: Caring for Creation: Stewardship | School: What happens when we die? | Core: Is religion what you say or what you do? (Christianity and Judaism) | Core: What does it mean to be a Buddhist? Can we all be enlightened? | School: Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims? | |