|  | **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 instructionsStreet child-Berlie Doherty- diaries, letters and newspaper report | Poetry- Carol Ann DuffyShort story writing- Giant’s NecklaceShakespeare | Balanced argument- should homes be built in an earthquake/volcano zone? | Equiano –Historical biographyThe 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
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| **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-safetyStarz projects Mathletics | Understanding technology/e-safetyStarz 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- HockeyOAA 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 11Rights, Rules and Responsibilities/New Beginnings | Myself and My Relationships 17Anti-bullying/Say No to Bullying | Citizenship 9Working Together/Going for Goals | Healthy and Safer Lifestyles 23Personal Safety | Economic Wellbeing 3Financial CapabilityHealthy and Safer Lifestyles 22Drug Education | Healthy and Safer Lifestyles 24Sex 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?  |