



Chantry Primary School Long Term Curriculum Planning

Year 6 2020-21

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ special days		Victorian school' day	Bexhill Museum WWII dress up day		PGL Local visitors	Visit to Frogfire farm
Text English	The Savage <ul style="list-style-type: none"> Writing in role Diary writing Spine poem Newspaper writing Letter writing 	The Journey <ul style="list-style-type: none"> Poetry – immigration Recounts (diary entries) Writing in role (choice of form and audience) Persuasive letter 	Stormbreaker <ul style="list-style-type: none"> Discursive text – should children be spies? News article Diary entry Letter E-mail Two-chapter spy story 		Traditional tales <ul style="list-style-type: none"> Diary entries Reports/ explanation text – formal writing Letters Informal email Reflective first-person narratives Newspaper report Character profiles Alternative story ending Forest poetry Short story Balanced argument- SATs (discursive text) 	
Grammar	1. Ready to Write <ul style="list-style-type: none"> Relative clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Verb forms Commas 2. Synonyms and Antonyms	3. Word Classes 4. Subjunctive form <ul style="list-style-type: none"> Vocab and structures in formal writing Difference between vocab in formal/ informal writing and speech Recognising subjunctive forms 	1. Punctuation 1 <ul style="list-style-type: none"> Using a colon to introduce a list Using semi-colons within lists Punctuating bullet points consistently Punctuation of bullet points to list information 2. Active and Passive 3. Formal and informal	3. Formal and informal 4. Punctuation 2 <ul style="list-style-type: none"> Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses Using dashes to mark boundaries between independent clauses7 5. Hyphens	Revision Assessments (SATs) Cohesion Consolidation	
Spellings	<ul style="list-style-type: none"> -cious/ -tious -tial/ -cial negative prefixes homophones/ near homophones 	<ul style="list-style-type: none"> ough letter string -ation Silent letters -sion sounds like zhun endings which sound like shun 	<ul style="list-style-type: none"> ent/ ant ence/ ance ency/ ancy suffix -ly hyphen for prefixes 	<ul style="list-style-type: none"> adding vowel suffix to -fer ch sounding sh and ck suffix -ous i before e except after c 	<ul style="list-style-type: none"> possessive apostrophe able vs ible revision for SATs 	<ul style="list-style-type: none"> revisit and consolidate

Maths	Number- place value Number- addition, subtraction, multiplication and division Number – order of operations Fractions		Number- decimals Number- percentages Number- algebra Measurement- converting units Measurement- Perimeter, area and volume Number- ratio		Geometry- position and direction Geometry- properties of shapes SATs preparation/ revision	Statistics Investigations Maths projects
Science	Living things and their habitats <ul style="list-style-type: none">Describe how living things are classified into groups, including micro-organismsGive reasons for the classification of plants and of animals according to their characteristics	Materials <ul style="list-style-type: none">Investigations using scientific enquiry skills	Light and sound <ul style="list-style-type: none">Straight lines;How we see objects;Shadows (investigation).	Electricity <ul style="list-style-type: none">Circuits (buzzer and bulbs);Symbols and drawing circuits;Parallel and series circuits.	Evolution and inheritance <ul style="list-style-type: none">Fossilisation;Living things producing offspring;Adaptation.	Animals, including humans <ul style="list-style-type: none">SRE;Humans and old age;Circulatory system;Drugs, diet and exercise;Transport of nutrients and water.
Geography	Locational knowledge Why do we have different time zones? Identify the Prime/ Greenwich Meridian and time zones (including day and night)	Human and physical geography How can we live more sustainably? Distribution of natural resources including energy and minerals. Distribution of natural resources including energy and minerals.	Place knowledge How does human and physical geography differ in different continents? Compare a region in UK with a region in N.America – link with human and physical geography. Use maps, atlases, globes and digital/ computer mapping to locate and describe features.	Locational knowledge What makes Europe different? Concentrate on environmental regions, key physical and human characteristics, countries and major cities in Europe.	Geographical skills and field work How can we record the human and physical features of our local area? Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
History	Comparing Monarchs How did Queen	Victorians How do artefacts help us learn about the	WW2 What was the impact of WW2 on	WW2 Why were children evacuated to the	Britain since 1948 Why has	Britain since 1948 How has

	Victoria's reign differ to Queen Elizabeth II's?	lives of the Victorians?	Bexhill?	countryside during WW2?	leisure and entertainment changed since 1948?	immigration impacted upon Britain since 1948?
Art and design	<u>Art in the style of illustrators</u> Sketching techniques	<u>Art from the past</u> WW2 sketches Watercolour and shadows linked to Blitz		<u>North American art</u> Research famous artists, architects and designers Improving mastery via a range of media including		<u>Contemporary art</u> Pop art – Andy Warhol & Roy Lichtenstein Digital art (choose a famous person) Sculpture – recreate a landmark
Design Technology		Levers/ sliders – Christmas cards Design/ make/ evaluate a game for the Christmas fair	Design/ make/ evaluate a teddy bear for an evacuee.	Mechanisms with a message		Memory box construction with wood.
Design Technology – food	Savoury scones/ savoury muffins – design, make and evaluate a healthy, home-made snack for a lunchbox			Food tech – design, make and evaluate a stir fry for a family dinner.	Food tech – design, make and evaluate a flapjack for Goldilocks	Food tech – Design, cost, make and evaluate a meal to feed a family of 4 for £5.
Music	Exploring instruments and control. Simple compositions. Look at a great composer. Term 2 – Christmas songs/ carol service		Exploring chords and scales on tuned instruments (keyboards)	Composition and song writing (keyboards)		Production (singing) Leavers' service music – writing own lyrics to a known song (composition)
P.E.	Team games	Gymnastics – movement	Dance	Net and wall games	Striking and fielding games, e.g. rounders, stoolball	Athletics – prep for sports day
Computing (Purple mash)	Online safety	Coding	Spreadsheets	Blogging	Networks	Quizzing Binary

RE	Living with difference	Leaving and arriving – looking at refugee stories in the Bible and other Holy books Christmas around the world	Celebrations linked to lent	Resurrection and Pentecost	What makes us happy?
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Discrete PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities 	<p>Celebrating difference</p> <ul style="list-style-type: none"> I understand there are different perceptions about what normal means I understand how having a disability could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference 	<p>Dreams and goals</p> <ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can 	<p>Healthy me</p> <ul style="list-style-type: none"> I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I can evaluate when alcohol is being used responsibly, anti-socially 	<p>Relationships</p> <ul style="list-style-type: none"> I can identify the most significant people to be in my life so far I know some of the feelings we can have when someone dies or leaves I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I understand how technology can be used to try to gain power or control and I can use 	<p>RSHE</p> <ul style="list-style-type: none"> I can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves I can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs I can realise the nature and consequences of discrimination, including the use of prejudice-based language I understand

	<ul style="list-style-type: none"> • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community 	can be a source of conflict and a cause for celebration	<p>work with other people to help make the world a better place</p> <ul style="list-style-type: none"> • I know what some people in my class like or admire about me and can accept their praise 	<p>or being misused</p> <ul style="list-style-type: none"> • I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse 	<p>strategies to prevent this from happening</p> <ul style="list-style-type: none"> • I can use technology positively and safely to communicate with my friends and family 	<p>some cultural practices are against British law and universal human rights, including female genital mutilation (FGM)</p> <ul style="list-style-type: none"> • I can explain that infections can be shared during sexual intercourse and that a condom can help to prevent this • I am developing the confidence and skills to know when, who and how to ask for help independently or with support
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PSHE Running throughout via Empowerment approach

- **NEUROPLASTICITY. GOALS:** For children to understand the building of the brain and neuroplasticity
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and

areas that help us to think and learn at our best.

- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.