




## Chantry Primary School Long Term Curriculum Planning

**Year 6 2022-23**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ Special days/ Visitors		Pantomime			PGL	Production
English (Power of Reading)	'The Savage' by David Almond and Dave McKean	'Stormbreaker' by Anthony Horowitz		'Goodnight Mr Tom' Michelle Magorian		'The Journey' by Francesca Sanna
Spelling (No Nonsense Spelling)	Statutory Spellings Proofreading <ul style="list-style-type: none"> <li>Words ending '-able'/'-ably', and '-ible'/'-ibly'</li> <li>Words ending '-able' and '-ible'</li> <li>Adding suffixes beginning with vowels to words ending in '-fer'</li> </ul>	<ul style="list-style-type: none"> <li>Homophones ('ce'/'se')</li> <li>Endings that sound like /fəs/ spelt '-cious' or '-tious'</li> </ul>	<ul style="list-style-type: none"> <li>Words with 'ough' letter string</li> <li>Words ending '-cial' and '-tial'</li> </ul>	<ul style="list-style-type: none"> <li>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)</li> <li>Generating words from prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'ant', '-ance' and '-ancy'</li> <li>Root words and meaning</li> </ul>	 <ul style="list-style-type: none"> <li>Words ending '-ent', '-ence' and '-ency'</li> <li>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</li> <li>Strategies for learning words: commonly misspelt homophones</li> </ul>
Grammar	Ready to Write (recap) Synonyms and Antonyms	Word Clauses Subjunctive Form	Punctuation 1 Active and Passive Formal and Informal	Formal and informal Punctuation 2 Hyphens	Revision (SATs) Cohesion Consolidation	

Maths	Number <ul style="list-style-type: none"> <li>place value</li> <li>addition and subtraction</li> <li>multiplication and division</li> <li>order of operations</li> </ul> Fractions		Number <ul style="list-style-type: none"> <li>decimals</li> <li>percentages</li> <li>algebra</li> <li>ratio</li> </ul> Measures <ul style="list-style-type: none"> <li>converting units</li> <li>perimeter, area and volume</li> </ul>		Geometry <ul style="list-style-type: none"> <li>position and direction</li> <li>properties of shapes</li> </ul> Revision (SATs)	Statistics Investigations Maths projects
Science	Living Things and their habitats		Animals, including humans	Evolution and inheritance	Electricity	Light and sound
Geography	Human and physical geography  How can we live more sustainably?		Place knowledge  How does human and physical geography differ in different continents?		Locational knowledge  What makes Europe different?	Geographical skills and field work  How can we record the human and physical features of our local area?
History	The Changing Power of Monarchs  How did Queen Victoria's reign differ to Queen Elizabeth II's?	Britain since 1948  Why has leisure and entertainment changed since 1948?	Britain since 1948  How has immigration impacted Britain since 1948?	WW2  What was the impact of WW2 on Bexhill?	WW2  Why were children evacuated to the countryside during WW2?	
Art and design	Sketching in the style of the author	Colouring techniques Artist Study – Romero Britto/ Keith Haring	Textiles and sewing - basic stitches	WW2 Propaganda posters	Still life – oil pastels Experimenting with colour	Digital Media/ photography linked to nature  Editing photos

Design Technology			Monitoring and control - complex switches	Using computer aided design in textiles	CAMs	Frame structures
Design Technology - food	Celebrating culture and seasonality Design, cost, make and evaluate a meal to feed a family of 4 for £5					Design, make and evaluate pizzas
Music (Sing Up)	Create a melody from notes in the C major scale  Sing syncopated rhythms accurately  Sing confidently in group harmony, pitching starting notes accurately	Sing the main melody of a song with accuracy of pitch and rhythm  Use their voices to demonstrate ascending (rising) and descending (falling) phrases  Compose a short piece using a pentatonic scale	Sing the melody accurately and smoothly  Sing a pentatonic scale creating positive phrases about their peers	Sing the response phrase and then play accurately on pitched instruments  Play the notes for one chord as part of the accompaniment	Sing the melodic echoes with attention to the phrasing  Compose a song using the same chord sequence	Lead or conduct the group in a performance from a rhythm grid  Play one chord in a sequence identifying whether it's a major or minor
PE	Team games	Gymnastics	Dance	Net and wall games	Striking and fielding game	Athletics – prep for sports day
Computing (Purple Mash)	Online safety	Coding	Blogging	Spreadsheets	Networks	Quizzing Binary
French (Language Angels)	Phonetics lesson At School	Regular verbs	The Weekend	WWII	The Vikings	Me in the World

RE	Creation and science: conflicting or complementary	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe God did to 'save' the people?	For Christians what kind of king is Jesus?	How does faith help when people's life gets hard?
PSHE (JIGSAW)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	RSHE

**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 our 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