

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2020 - 2021



	Autumn		Spring		Summer	
<b>Creative Topic</b>	<i>What makes a natural wonder of the world?</i>	<i>How has society changed due to the events of WW2?</i>		<i>Is it ever ok to break the rule of law?</i>		<i>What life lessons have I learnt from my time at Primary School?</i>
<b>English Genres</b>	Narrative Information Writing Persuasive Writing Formal letter writing  <b>Texts:</b> The Northern Lights	Descriptive Writing Information Writing Journalistic writing Letter Writing  <b>Texts:</b> Letters from the Lighthouse The Lion and the Unicorn	Narrative Information Page Journalistic Writing Poetry  <b>Texts:</b> Anne Frank The Boy in the Striped Pajamas	Narrative Diary writing Information texts Journalistic Writing  <b>Texts:</b> Beowulf The Highway Man	Flash back narrative Poetry Letter writing Narrative Biographical Writing  <b>Texts:</b> Macbeth The Hunger Games	Character descriptions Narrative  <b>Texts:</b> Wonder
<b>Spellings</b>	Focus on the Year 5 and 6 spelling list from the National Curriculum.		Pupils will deepen their understanding of suffixes including ate, ise, ify and ation. In addition to this, pupils will also focus on the prefix dis.		Pupils will focus on adverbials and modal verbs. In addition to this, pupils will focus on words ending in cious, tion, ant, ancy, ance and ation.	
<b>Maths</b>	<b>Place Value:</b> Read, write, order and compare numbers up to 10 000 000. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. <b>Addition and Subtraction:</b> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <b>Multiplication and Division:</b> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as		<b>Fractions, decimals and percentages:</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers. Multiply and divide pairs of fractions, writing the answer in its simplest form. Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. <b>Statistics:</b> Interpret and construct pie charts and line graphs and		<b>Measures:</b> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. <b>Geometry – position and direction:</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

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	appropriate for the context. <b>Geometry – Shape:</b> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.		use these to solve problems. <b>Ratio and Proportion:</b> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.		
<b>Science</b>	<b>Electricity:</b> Pupils will investigate common conductors and insulators in creating simple circuits.	<b>Light:</b> Pupils will recognise that light travels in straight lines and they will use this understanding to explain how we see objects. Pupils will also explore shadows.	<b>Living things and their habitats:</b> Pupils will describe difference in life cycles. In addition to this, pupils will also describe the life process of reproduction.	<b>Animals including humans:</b> Pupils will describe the changes as humans develop into old age.	<b>Evolution and Inheritance:</b> Pupils will recognise how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
<b>Computing</b>	During the Autumn term, pupils will continue to deepen their understanding of using technology safely, respectfully and responsibly.  To know how to protect their computer or device from harm online e.g. cookies, pop-ups  To know how to report concerns about content or contact in or out of school	In using a range of sources to research elements of the Second Great War, pupils will compare a range of sources and validity of websites.	During the Spring term, pupils will use spread sheets for collecting and interpreting data linked to their PE unit: Indoor Athletics. Pupils will use their data to write formulas identifying areas of success and areas for improvement.	During the Summer term, pupils will develop their computer programming skills by using ‘Python’ to create their own algorithms. In developing their programming skills, pupils will create their own game for younger pupils to evaluate.	
<b>History</b>	Geography focus this half term	Pupils will understand how our knowledge of the past is constructed from a range of resources. In doing this, pupils will use a variety of sources to research a significant turning point in British history by learning about the Battle of Britain and the precautions Britain took during this time.  During the Spring Term, pupils will learn about the impact of the Holocaust and the key events that lead to the end of the Second World War.	Pupils will deepen their understanding of the Rule of Law linked to British Values. Pupils will learn about the major changes in law since 1066 and deepen their understanding the British Court System.  In building on their learning from Year 5, pupils will further explore democracy and the creation of the Magna Carta.	PSHE focus	

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<p><b>Geography</b></p>	<p>Pupils will deepen their understanding of how rivers are formed from Year 4 including erosion and deposit of materials.</p> <p>Pupils will deepen their understanding of human geography in locating, naming and learning about a range of natural wonders in the world.</p>	<p>Pupils will deepen their understanding of locational knowledge by using maps to locate continents and countries across the world. Pupils will also learn about key countries involvement during the second world war by identifying the axis of power.</p> <p>In addition to this, pupils will also look at the decisions made at the end of the war and how this had an impact on Europe and the world.</p>	<p>History focus</p>	<p>PSHE focus</p>
<p><b>RE</b></p>	<p><b>Creation and Science: Conflicting or complementary?</b> Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians</p>	<p><b>Incarnation – Was Jesus the Messiah?</b> Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. That Christians see Jesus as</p>	<p><b>How can following God bring freedom and justice?</b></p> <p><b>Salvation - What difference does the resurrection make to Christians?</b></p>	<p><b>What kind of King is Jesus?</b></p> <p><b>How does tawhid create a sense of belonging to the Muslim community?</b></p>

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		their Saviour. They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument				
<b>Art /DT</b>	In applying their understanding of the Northern Lights, pupils will use the Van Gough's 'Starry Night' as inspiration for their own art.  Pupils will master their use of water paints in creating a final piece.	Pupils will explore sketching techniques, by creating their own art work in the style of Henry Moore. Pupils will deepen their understanding of perspective in responding to feedback on how their work can be further improved.  In addition to this, as part of DT, pupils will hold their own VE research and create their interpretations of a rationed recipe as part of their celebrations.	<b>DT focus</b>	Pupils will study the artist Banksy. Pupils will use digital photography and stencils to create their own interpretation of Banksy's girl with the balloon.	Pupils will study the work of Picasso with a particular focus on portraits.  Based on the experiences and memories of Primary School pupils will use his unique approach to create their own portrait.  Pupils will also reflect on the artists they have studied justifying their preferences.	
<b>Music</b>	During the Autumn Term, pupils in year 6 begin to learn the ukulele. Pupils will play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.	Pupils learn about the famous musician, Vera Lynne and how her music motivated British people during the war.	Pupils will study the music of John Williams. Pupils will listen with attention to detail and recall sounds with increasing aural memory and accuracy.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Pupils will improvise and compose music from the Autumn term to perform at the Dance Extravaganza.	
<b>PE</b>	Pupils will develop their throwing and catching skills by playing a range of small sided games.  In athletics, pupils will participate in a range of activities to improve their levels of fitness. Pupils will be able to articulate the impact that exercise has	Pupils will apply their catching and throwing skills in Autumn 1 to the game of tag rugby.  Pupils will participate in a range of outdoor athletics events. Pupils will learn the skills and movements needed to improve their	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

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	on their bodies.	distance in times in a range of activities.				
<b>PSHCE</b>	Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values. Pupils will explore a range of rules in society and what happens when those rules are broken. Pupils will also know how to deal with worries that they have at school and how to find solutions to these.	Pupils will explore their feelings and emotions through stereo-typing. Pupils will explore decimation through the virtual Inclusion Project.	During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children’s Mental Health Week. Pupils in Year 6, will also compare health and un-healthy relationships including online relationships.	In sex Relation Education, pupils will deepen their understanding of puberty and reproduction, conception and pregnancy.	As part of health life styles, pupils in Year 6 will complete the Junior Medic Programme: what to do in an emergency.  Pupils will learn about the risks and effects of drugs and alcohol.	As part of health relationships, pupils will prepare for their transition to secondary school. As part of their BIG question, pupils will reflect on their journey, through primary school: what they are good at, setting goals and aspirations.
<b>French</b>	<b>Getting to know you:</b> To be able to hold a short conversation using known phrases To be able to write a short paragraph about themselves To be able to express their emotions using a wider range of expressions/adjectives	<b>All about me:</b> To use a wide range of colours when describing objects. To spell colours accurately in writing. To discuss and write about their appearance using a wider range of vocabulary. To pick out and understand key words from a spoken passage about appearance	<b>Family/Pets/Animals:</b> To hold a short conversation with a partner about their families.  To write a short passage describing their family and home.	<b>Food and Drink and School:</b> To explain their favourite food and drinks using a range of adjectives.  To order food from a café/restaurant using correct vocabulary.  To understand French money to pay for food ordered.	<b>Holidays, Hobbies and Culture:</b> To create sentences independently using the correct form of ‘de’  To write a short descriptive paragraph about Paris.	<b>Town and Transport:</b> To hold a conversation with a friend about where you live.  To use a range of directions to describe the location of buildings in a town.
<b>Trips and Visits</b>		Tangmere Aviation Museum				Residential to Fairthorne Manor