

Frodsham CE Primary School Long Term Plan 2019 - 2020 Year 6

**As God's family we love, learn and play together.**

	Autumn	Spring	Summer
<b>Big question</b>			
<b>Geography</b>		<p>Build their knowledge of the United Kingdom and the wider world by using ordnance survey maps and fieldwork skills to observe measure and record the human and physical features of an area.</p> <p>Name and locate the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; understand how some of these aspects have changed over time</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	
<b>History</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WWI and WWII.		

	<p>What caused the different wars?  How was life different during wars?  Who got evacuated and why?  What effect has war had on Frodsham?  How did the wars end?  Which countries have been to war?</p>		
<b>Wow Starter</b>	<p>Children will be ushered into a wartime type shelter with air raid siren playing &amp; listen to Churchill's 'finest hour' speech. World War 2 Webquest.</p>	<p>Climb Helsby Hill and discuss what can be seen.</p>	
<b>Art</b>	<p style="text-align: center;"><b>Drawing</b></p> <p>The children will look at pencil sketch artwork created in the trenches in WW1. They will look at British artist John Piper and how he represented war through his works. They will develop their sketching skills in creating their own detailed pictures.</p>	<p style="text-align: center;"><b>Textiles</b></p> <p>Use different sewing skills to attach materials.</p>	
<b>Art skills and elements taught through the class theme highlighted</b>	<ul style="list-style-type: none"> <li>-I can use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>-I can choose a style of drawing suitable for the work.</li> <li>-I can use lines to represent movement.</li> <li>-I can combine colours, tones and tints to enhance the mood of a piece.</li> <li>-I can use brush techniques and the qualities of paint to create texture.</li> <li>-I can develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use a range of visual elements to reflect the purpose of my work.</li> <li>-I can create a detailed print using a range of printing methods and materials.</li> <li>-I can mix textures (rough and smooth, plain and patterned).</li> <li>-I can combine visual and tactile qualities.</li> <li>-I can use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-I can combine previously learned techniques to create pieces.</li> <li>-I can show life-like qualities and real life proportions or, if more abstract, provoke different interpretations.</li> <li>-I can use tools to carve and add shapes, texture and pattern.</li> <li>-I can combine visual and tactile qualities.</li> </ul>
<b>DT</b>	<p style="text-align: center;"><b>Food Technology</b></p> <p>Cooking following rationing recipes.</p> <p style="text-align: center;"><b>Textiles</b></p> <p>The children will investigate how to make felt and design their own bunting for VE day celebration.</p>	<p style="text-align: center;"><b>Food Technology</b></p> <p>The children will design, make and evaluate their own bakery entries for a village fete.</p>	
<b>D &amp; T skills taught through a</b>	<p>Evaluating  Sheet materials</p>	<p>Evaluating  Sheet materials</p>	<p>Evaluating  Sheet materials</p>

<b>designing and making project linked to class theme highlighted</b>	Construction Textiles Food Developing, planning and communicating ideas	Construction Textiles Food Developing, planning and communicating ideas	Construction Textiles Food Developing, planning and communicating ideas			
<b>Mathematics</b>  White Rose Hub	<b>Number and place value</b> – Place value  <b>Number</b> – Addition, Subtraction, Multiplication and Division  <b>Number</b> - Fractions  <b>Geometry</b> – Position and Direction	<b>Number</b> – Decimals  <b>Number</b> – Percentages  <b>Measurement</b> – Perimeter, Area and Volume.  <b>Number</b> – Ratio	<b>Geometry</b> – Properties of Shapes  <b>Problem Solving</b>  <b>Statistics</b>  <b>Using and Applying skills</b>			
<b>English</b>  Pathways to Write	<b>Star of Hope, Star of Fear by Jo Hoestlandt</b> <i>An Eagle in the snow by Michael Morpurgo</i> <b>Outcome</b> Fiction: flashback story Information text <b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i> <b>Sentence</b> Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs <b>Text</b> Link ideas across paragraphs using a wider	<b>Can we save the tiger? by Martin Jenkins</b> <i>Jungle Book</i> by Rudyard Kipling <b>Outcome</b> Information/explanation/ persuasion: hybrid text Recount: diary <b>Greater Depth</b> Write a Newsround TV style story <b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility <b>Text</b> Enhance meaning through selecting appropriate grammar and vocabulary <b>Punctuation</b> Use a colon to introduce a	<b>Selfish Giant by Oscar Wilde</b> <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i> <b>Outcome</b> Fiction: classic narrative Explanation <b>Greater Depth</b> Write the narrative from a different viewpoint <b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs <b>Text</b> Distinguish between the language of speech and writing	<b>Jemmy Button by Alix Barzelay &amp; Island by Jason Chin</b> <i>The Explorer</i> by Katherine Rundell <b>Outcome</b> Recount: journalistic report (hybrid text) Discussion <b>Greater Depth</b> Write a magazine article/hybrid text <b>Sentence</b> Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms <b>Text</b> Use a wider range of devices to build	<b>Manfish by Jennifer Berne</b> <i>Dolphin Song</i> by Lauren St John or <i>20,000 leagues under the sea</i> (either original by Jules Verne or abridged version by Classic starts) <b>Outcome</b> Recount: biography Fiction <b>Greater Depth</b> Add in a script commentary about role in conservation debate <b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) <b>Text</b>	<b>Sky Chasers by Emma Carroll</b> <i>The Unforgotten Coat</i> by Frank Cottrell Boyce <b>Outcome</b> Fiction: adventure story Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person <b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms <b>Text</b> Identify the audience and purpose for writing

	<p>range of cohesive devices (Y5)</p> <p>Integrate dialogue to convey character and advance the action</p> <p><b>Punctuation</b></p> <p>Use a colon to introduce a list</p> <p>(Punctuate bullet points consistently)</p>	<p>list</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Integrate dialogue to convey character and advance the action</p> <p><b>Punctuation</b></p> <p>Use semi-colons to mark boundaries between independent clauses</p> <p>(Punctuate bullet points consistently)</p>	<p>cohesion</p> <p>Use organisational and presentational devices to structure text</p> <p><b>Punctuation</b></p> <p>Use colons or dashes to mark boundaries between independent clauses</p>	<p>Use a wider range of devices to build cohesion</p> <p><b>Punctuation</b></p> <p>Use a colon to introduce a list and use of semi-colons within lists</p> <p>Use hyphens to avoid ambiguity</p>	<p>Choose the appropriate register</p> <p><b>Punctuation</b></p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
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**Terminology children MUST know by the end of Year 6**

Semi colon, subject, object, active, passive, synonym. Antonym, ellipses, hyphen, colon, bullet points.

<b>Science</b>	<p><b>Does light always travel in a straight line?</b></p> <p>The focus of this unit is light.</p> <p>The areas covered include:</p> <ul style="list-style-type: none"> <li>• Shadows</li> <li>• Eye</li> <li>• How light travels</li> </ul>	<p><b>Could you be the next Nintendo apprentice?</b></p> <p>The focus of this unit is electricity. The children will identify and name the basic parts of a simple electric series circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p><b>What happens to our body when we take part in sports activities?</b></p> <p>In this unit the children will look at some of the main systems in their body including:</p> <ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Respiratory system</li> <li>• Digestive system</li> </ul> <p>They will also consider how diet, exercise, drugs, lifestyle &amp; health affects the body.</p>	<p><b>Have we always looked like this?</b></p> <p>The focus of this unit is evolution. The areas covered include:</p> <ul style="list-style-type: none"> <li>• Fossils</li> <li>• Changes to the human skeleton</li> <li>• offspring</li> </ul>	<p><b>SRE</b></p> <p>We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>• puberty &amp; reproduction</li> <li>• relationships &amp; reproduction</li> <li>• conception &amp; pregnancy</li> </ul>	<p><b>Could Spiderman really exist?</b></p> <p>In this unit the children will be investigating how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants &amp; animals.</p> <ul style="list-style-type: none"> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>The seven characteristics of living things &amp; what they need to survive</p>
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						will be investigated.
<b>Computing ('Switched On')</b>	Making a text-based adventure game	Mastering algorithms for searching, sorting and mathematics	Creating a short television advert	Exploring computer networks including the internet	Using media and mapping to document a trip	Creating a year book
<b>Music</b>  Charanga	<b>Unit:</b> I'll Be There <b>Style:</b> The Music of Michael Jackson <b>Topic and cross curricular links:</b> How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.	<b>Unit:</b> Classroom Jazz 2 <b>Style:</b> Jazz, Latin, Blues <b>Topic and cross curricular links:</b> History of music - Jazz in its historical context.	<b>Unit:</b> Benjamin Britten - A New Year Carol <b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra. <b>Topic and cross curricular links:</b> Literacy and history, Britten100.org, www.fridayafternoon.s.co.uk. The historical context of Gospel music and Bhangra.	<b>Unit:</b> Happy <b>Style:</b> Pop/Motown <b>Topic and cross curricular links:</b> What makes us happy? Video/project with musical examples.	<b>Unit:</b> You've Got A Friend <b>Style:</b> The Music of Carole King <b>Topic and cross curricular links:</b> Her importance as a female composer in the world of popular music.	<b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 6 <b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>PE</b>	<b>Tag Rugby</b>  Use running, jumping, throwing and catching in isolation and in combination.  -Play competitive games and apply basic	<b>Sports Hall Athletics</b>  -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination.	<b>Basketball/Netball</b>  -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply	<b>Cricket</b> -Play competitive games and apply basic principles suitable for attacking and defending  <b>Gymnastics</b> -Develop flexibility,	<b>Rounders</b> -Play competitive games and apply basic principles suitable for attacking and defending.  <b>Athletics</b> -Develop flexibility,	<b>Tennis</b> -Play competitive games and apply basic principles suitable for attacking and defending.  <b>Outdoor and Adventurous</b>

	<p>principles suitable for attacking and defending.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Compose creative and imaginative dance sequences.</li> <li>-Perform expressively and hold a precise and strong body posture.</li> <li>-Perform and create complex sequences.</li> <li>-Express an idea in original and imaginative ways.</li> <li>-Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>-Perform complex moves that combine strength and stamina gained through gymnastics activities</li> </ul>	<ul style="list-style-type: none"> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills.</li> <li>-Hold shapes that are strong, fluent and expressive.</li> <li>-Include in a sequences set pieces, choosing the most appropriate linking elements.</li> <li>-Vary speed, direction,</li> </ul>	<p>basic principles suitable for attacking and defending.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Compose creative and imaginative dance sequences.</li> <li>-Perform expressively and hold a precise and strong body posture.</li> <li>-Perform and create complex sequences.</li> <li>-Express an idea in original and imaginative ways.</li> <li>-Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>-Perform complex moves that combine strength and stamina</li> </ul>	<p>strength, technique, control and balance.</p> <ul style="list-style-type: none"> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills.</li> <li>-Hold shapes that are strong, fluent and expressive.</li> <li>-Include in a sequences set pieces, choosing the most appropriate linking elements.</li> <li>-Vary speed, direction, level and body rotation during floor performances.</li> <li>-Practise and refine the gymnastic</li> </ul>	<p>strength, technique, control and balance.</p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Combine sprinting with low hurdles over 60m.</li> <li>-Choose the best place for running over a variety of distances.</li> <li>-Throw accurately and refine performance by analysing technique and body shape.</li> <li>-Show control in take off and landings when jumping.</li> <li>-Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>-Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>-Select appropriate equipment for outdoor and adventurous activity.</li> <li>-Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>-Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>-Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>-Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>-Use a range of devices in order to</li> </ul>
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	such as cartwheels and handstands.	level and body rotation during floor performances. -Practise and refine the gymnastic techniques used in performances. -Demonstrate good kinaesthetic awareness. -Use equipment to vault and to swing using hands.	gained through gymnastics activities such as cartwheels and handstands.	techniques used in performances. -Demonstrate good kinaesthetic awareness. -Use equipment to vault and to swing using hands.		orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
<b>RE</b>  Visit to be made to Hindu temple	<b>Creation, Kingdom of God, Bible Explorer</b>  Does Science disprove Genesis?  How does a belief in the Kingdom of God inspire and influence Christians across the world?	<b>Incarnation</b>  How do different artists show what is important about the Incarnation?  How do different global communities show what is important about the Incarnation?	<b>Christian Community, Discipleship</b>	<b>Forgiveness</b> What is the difference between forgiveness and justice? <b>Salvation</b> Where in a church building are there signs of salvation? <b>Resurrection</b> How are the resurrection and ascension of Jesus good news for Christians? What hope does the resurrection give Christians?	<b>Islam</b>	
<b>PSHE</b>	Healthy Lifestyles, Feelings and Emotions, Rights and Responsibilities		Healthy Lifestyles, Feelings and Emotions, Rights and Responsibilities		Healthy Lifestyles, Feelings and Emotions, Rights and Responsibilities	
<b>French</b>	<u>Free-time/Hobbies</u> – vocabulary, opinions and reasons, present tense of some regular/high frequency irregular verbs, subject pronouns focus on numbers to 31		<u>Where I live</u> – vocabulary, descriptions, opinions, directions focus on numbers to 60 telling the time – digital		<u>At the Café</u> – vocabulary, likes/dislikes, hungry/thirsty, role plays telling the time – analogue clock introduction to past tense – present tense of	

	general conversation days, months, date, birthdays weather phrases telling the time – on the hour	near future tense (aller + infinitive)	avoir + past participle focus on numbers to 100
<b>Educational visits/celebrati on</b>	Victory Day party Tatton Park	Helsby Hill	Residential Mosque