

Davyhulme Primary School
Year 6
Long Term Planning 2019-2020

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (SATS)	Summer2
Topic	The Vikings	Scandinavia	The Mayans	Mountains	Extreme Earth	Performing Arts
Question	Why did the Vikings invade England?	What are the physical and human characteristics of Scandinavia?	What was life like in an Ancient Civilisation?	Where are the world's major mountain ranges?	What makes the weather extreme on planet Earth?	How does it feel to take part in a large-scale performance on a stage?
Novel	Viking Boy Ghosts	Hansel and Gretel Pig Heart Boy	Alma (Literacy Shed)	The Highwayman	Fantastic Beasts	Shakespeare - Macbeth
Value	Sept - Responsibility Oct - Friendship	Nov - Unity Dec - Peace	Jan - Quality Feb - Courage	March - Patience April - Honesty	May - Understanding	June – Trust July - Freedom
Mathematics	Number: Place Value; addition, subtraction, multiplication and division	Fractions, Geometry: Position and Direction	Number: decimals, percentages and algebra	Measurement: converting units, perimeter, area and volume Number: ratio	Geometry: Properties of shape Statistics	Problem solving and investigations.
English (Writing)	Fiction: Setting and character descriptions Ghost story	Non-fiction: Newspaper article linked to History Non chronological report linked to History/Geography	Setting Description Narrative: spooky story Non-chronological report (Mayans)	Narrative: retelling poetic verse Newspaper report	Character description Balanced Argument linked to Geography	Playscripts
Science	Animals and their habitats Working scientifically	Animals Including Humans – Working scientifically	Evolution and Inheritance Working scientifically	Electricity Working scientifically	Light Working scientifically	Light Working scientifically
Geography	<u>Exploring Scandinavia:</u> Geographical skills/location knowledge: use maps, atlases and globes to locate countries & continents, identify different climates across Scandinavia, describe and understand the physical and human geography; understand geographical similarities and differences.		<u>The Mayans:</u> Geographical skills and location knowledge: use maps, atlases and globes to locate countries & continents Human geography, including types of settlement and land use	<u>Mountains:</u> Geographical skills and location knowledge: use maps, atlases and globes to locate mountain ranges around the world. Human and physical geography: mountains, land use, economic	<u>Extreme Earth:</u> Geographical skills: use maps, atlases and globes to locate countries & continents Physical geography: describe and understand key aspects of mountains, rivers, volcanos, earthquakes etc.	

				activity (tourism)		
History	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>: Viking raids and invasion (Lindisfarne); resistance by Alfred the Great and Athelstan, first King of England; further Viking invasions and creation of Danelaw; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</p>		<p><u>The Mayans</u>: a non-European society that provides contrast with British history (Mayan civilisation C. AD900)</p> <p><u>French</u>: pupils are continuing to develop a chronologically secure knowledge and understanding of British, local and World history (a study of France from pre-historic times to modern day)</p>			
Art 0.1	<p>Line and Pattern Create expressive lines & patterns Make more detailed patterns with planned lines, colours & shapes</p>	<p>Colour Complementary colours Monochromatic colours, colour families, & analogous colours Identify tertiary colours</p>	<p>Movement and rhythm Create figures that appear to be moving Use diagonal and implied lines</p>	<p>Texture Detailed weaving Textile arts Printmaking</p>	<p>Form More detailed clay projects Coiling Combine 2D & 3D art in one composition</p>	<p>Proportion Create more realistic proportions Expression with portraits Whole body</p>
Activity	St Basils' Watercolour Decorated Indian Elephant	Mixed Media Fish Watercolour Leaves	Deep Space Maud Lewis Lighthouse Painting	Botanical Gardens Woven Kente Cloth	Coil Pots Frida Kahlo Still Life	All About Me Portraits Delaunay Fashion Designs
Featured Artists		Eloise Renouf's multiple fish print Rousseau	Book: 'The Story of Space' Maud Lewis	Henri Rousseau African weaving/art	Frida Kahlo tbc	Sonia Delaunay tbc
Art 0.2	<p>Shape Compare geometric & organic shapes Use shape to create a planned composition</p>	<p>Contrast & Emphasis Make a focal point Use many different elements to show contrast & emphasis</p>	<p>Value Complementary colours for value Create value scale with tints & shades</p>	<p>Balance Create symmetry & asymmetry</p>	<p>Space Simple 1 point perspective Positive & negative shapes Overlapping</p>	<p>Unit & Variety Arrange detailed elements to make art feel complete Understand how and why artists use unity and variety</p>
Activity	Painted Miro Figures Viking Longships	Rainforest Chalk Animals Clementine Hunter's Zinnias	Lawren Harris Winter Landscape Cezanne Still Life	Asmat Shields Klimt's Tree of Life	Skyscraper Line Drawing Desert Perspective Drawing	Repeat Fish Collage Matisse Painted Panels
Featured Artists	Joan Miro	Book: 'Rainforest Wildlife Stained Glass Colouring Book' by Jan Sovak Clementine Hunter	Lawren Harris Cezanne	Gustav Klimt		Matisse
DT		Programming Pioneers		Chinese Inventions		Burgers

Music	Charanga Music: I'll be there	Charanga Music: Classroom Jazz 2	Charanga Music: A New Year Carol	Charanga Music: Happy	Charanga Music: You've got a friend	Charanga Music: Reflect, Rewind, Replay
P.E	Gymnastics: recap of basic skills	Gymnastics: Counter- balance and counter tension	Dance: Strictly Come Dancing	Games: Football	Games: Netball	Athletics
MFL	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)	French: can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)
RE	<u>Believing:</u> What would Jesus do? Can we live by the values of Jesus in the twenty-first century?		<u>Expressing:</u> Is it better to Express your religion in arts and architecture or charity and generosity?		<u>Living:</u> What matters most to Christians and Humanists?	
Computing	<u>We are adventure gamers</u>	<u>We are computational thinkers</u>	<u>We are advertisers</u>	<u>We are network engineers</u>	<u>We are travel writers</u>	<u>We are publishers</u>