

**Davyhulme Primary School**  
**Year 6**  
**Long Term Planning 2025-2026**

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (SATS)	Summer 2
<b>Novel</b>	Holes – Louis Sachar		The Arrival- Shaun Tan		Macbeth- Shakespeare	
<b>Value</b>	<b>AMBITIOUS</b>	<b>AMBITIOUS/CARING</b>	<b>CARING</b>	<b>COLLABORATIVE</b>	<b>COLLABORATIVE/ COURAGEOUS</b>	<b>COURAGEOUS</b>
	Patience/ Quality	Challenge/ Appreciation	Friendship/ Thoughtfulness	Respect/ Co-operation	Tolerance/ Trust	Honesty
<b>Mathematics</b>	Number: Place Value; addition, subtraction, multiplication and division	Fractions, Measurements	Ratio, Algebra, Decimals	Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Geometry: Shape; Position and Direction	Problem solving and investigations.
<b>English (Writing)</b>	<p style="text-align: center;"><b>Text: Holes</b>            Narrative – character description            Narrative – setting description            Formal letter (letter of complaint)            Persuasive leaflet</p> <p style="text-align: center;"><b>Text: And Tango Makes Three</b>            Balanced argument</p> <p style="text-align: center;"><b>Video: Alma</b>            Suspense Narrative</p>		<p style="text-align: center;"><b>Text: The Arrival</b>            Narrative- Writing part of the story from character’s point of view            Informal letter            Non Chronological report- Guide to the City</p>		<p style="text-align: center;"><b>Text: Macbeth</b>            Persuasion- Letter to Macbeth            Narrative - Duncan’s murder (dialogue, setting description)            Balanced Argument            Poetry and Playscripts</p>	
<b>Science</b>	Electricity	Living things and their habitats	Animals Including Humans –	Evolution and Inheritance	Light	Light

Geography	<u>North and Central America</u> Is there more to North America than just the USA?				<u>Regional Study</u> How is the United Kingdom's North-West region similar or different to the Great Lakes region in North America?	
History	<u>The Maya Civilisation</u> In which way was the Maya civilisation more or less advanced than Britain in AD900?		<u>A Study of a time period beyond 1066 – Journeys: the story of migration to Britain</u> Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of migration to Britain?			
<b>Art: Skills &amp; Techniques</b>	2D Drawing to 3D Making	Activism	Working in three dimensions	Paint, surface and texture.	Working in three dimension	Collaboration and community
<b>Art: Activity</b>	Explore how 2D drawings can be transformed into 3D objects. Work towards a sculptural outcome.	Explore how artists use their skills to speak on behalf of communities.	Brave Colour Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2d or 3d models to share our vision of imagined installations with others.	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Take a Seat Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.
<b>Art: Artist</b>	Lubaina Himid	Luba Lukova, Faith Ringgold, Shepard Fairey	Olafur Eliasson, Yinka Ilori, Morag	Njideka Akunyili Crosby, Yinka	Yinka Ilori	Lotte Reiniger, Matisse, Wayang

			<b>Myerscough, Liz West</b>	<b>Shonibare, Thandiwe Muriu, Mike Barrett</b>		<b>Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte</b>
<b>Art: Materials</b>	<p>Flat/Sculptural Drawings:</p> <p>Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors.</p>	<p>Soft B pencils, handwriting pens, sharpies.</p> <p>Option 1: Make a Poster – Wall paper samples, white acrylic paint, PVA glue.</p> <p>(For the screen printing) – Masking tape, silk screen mesh, printing ink, printing medium, newsprint, cartridge paper or other printable surface,</p>	<p>Selection of papers, elastic bands, cardboard, soft pencils, coloured pencils, oil/chalk pastels, water colour paint, inks, acrylic or ready mixed paint, brushes, collage papers, PVA glue, scissors.</p> <p>Option 1: Mini World Light Boxes- Cardboard boxes, pencils, felt tip pens, sharpies paper/card, junk modelling materials, torches, marbling materials, paper, marbling inks, sticks for mixing, trays, PVA glue, scissors.</p>	<p>Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.</p>	<p>Soft B pencils, oil/chalk pastels, handwriting pens. Construction Materials</p>	<p>Soft B pencils, handwriting pens (black/coloured).</p> <p>For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white sheet (or whiteboard).</p>

		<p>pen/pencil, craft knives (optional), masking tape, cardboard for palette and squeegee, bucket, A4 Acetate sheets and pva glue (optional).</p> <p>Option 2: The Art of Zines – Large sheet of cartridge paper, collage papers, newspaper, PVA glue.</p>				
<b>PSHE</b>	<p><b><u>Being Me in My World</u></b>  Identifying goals for the year  Global citizenship  Children’s universal rights  Feeling welcome</p>	<p><b><u>Celebrating Differences</u></b>  Perceptions of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict,</p>	<p><b><u>Dreams and Goals</u></b>  Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising</p>	<p><b><u>Healthy Me</u></b>  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and</p>	<p><b><u>Relationships</u></b>  Mental health  Identifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control</p>	<p><b><u>Changing Me</u></b>  Self-image  Body image  Puberty and feelings  Reflections about change  Physical attraction  Respect and consent  Transition</p>

	and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	difference as celebration Empathy  <b>Additional Lesson-</b> Reinforcing learning from Year 5 (Puberty and Changes)  Body changes  Looking after my body (Y6CM L2).	achievements Compliments	mental health Managing stress	Assertiveness Technology safety Take responsibility with technology use	Sexual intercourse and conception How babies are made <b>(Y5CM L4)</b> Boyfriends/ girlfriends <b>(Y6CM L4 and 4a)</b>
<b>DT</b>		Christmas Pop-Up books		Chinese Inventions		Burgers
<b>Music</b>	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
<b>P.E</b>	Gymnastics: Mirroring & Matching	Gymnastics: Counter-balance and counter tension	Games: Netball		Dance: Dance through the ages	Athletics
<b>MFL</b>	<b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?	<b>French:</b> 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.)	<b>French:</b> 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	<b>French:</b> 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.)	<b>French:</b> 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	<b>French:</b> 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

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<b>RE</b>	Is anything ever eternal?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	How could Humanists lead good lives?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead better lives? (Part 1)	Does belief in Akhirah help Muslims lead better lives? (Part 2)
<b>Computing</b>	<b><u>Creating Formula in Excel</u></b> Pupils will learn how to organise data and make calculations using the application Microsoft Excel.	<b><u>Using Variables</u></b> Pupils will learn what variables are and how to use them when programming, using the application Scratch 3.0.	<b><u>Program for An Audience</u></b> In this unit pupils will create an animation using the application Scratch 3.0.	<b><u>Plan and Compose Music</u></b> Pupils will learn how to compose music and learn how to record and edit a simple podcast.	<b><u>How Data is Stored</u></b> In this unit pupils will learn and explore how data is transferred and received.	<b><u>HTML</u></b> Pupils will learn how to use HTML coding to program a webpage