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| Image result for Lunt's heath logoImage result for Lunt's heath logo  **Lunt’s Heath Primary School**  **Year 6** | | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Mathematics Units** | Number: Place Value = Numbers to 10 Million  Number: Addition, Subtraction, Multiplication and Division = Four Operations on Whole Numbers  Number - Fractions | | Number: Addition, Subtraction, Multiplication and Division = Four Operations on Whole Numbers Cont.  Number – Fractions Cont.  Number - Decimals | Measurement – Converting Units  Number – Percentages  Measurement – Area and Perimeter  Measurement – Volume | Statistics  Number: Ratio  Number: Algebra | Geometry: Properties of Shapes – Angles  Word Problems  Negative Numbers  Geometry: Position and Direction =  Co-ordinates, Reflection, Translation  Geometry: Properties of Shapes – 3D Nets | Geometry: Properties of Shapes – cont.  Number – Algebra cont.  Geometry: Position and Direction =  Co-ordinates, Reflection, Translation  Cont.  Number – Ratio cont.  Word Problems cont.  Themed Projects. |
| **English Units/**  **Core Texts** | Narrative  Non-fiction | Stories from other cultures (Trash Andy Mulligan) | Historical narrative  Anne Frank  Rose Blanche | Older literature (Macbeth – Shakespeare) | Novel as a theme (Holes – Louis Schaar) | Novel as a theme  (Wonder RJ Palacios) | |
| Survival/adventure story (Survivors) |
| Non-fiction | Tourist guidebook | Discussion: formal debate | Magazine article | Persuasion: Radio or TV broadcast | Report: Newspaper | Recount: biography and autobiography |
| Poetry | Poems: free verse | | Poems with imagery | | Classical narrative poetry | |
| **Science** | **Living things and their habitats**  Understand how living things; animals, plants and microorganisms are classified into broad groups. | | **Evolution and inheritance**  Understand that living things have changed over time and produce varying offspring. | **Light**  Understand that light travels in straight lines into our eyes which allows us to see. | **Animals including humans**  Understand the impact on diet and exercise on the body including the circulatory system. | **Electricity**  Understand how components can affect a circuit; displaying these as circuit diagrams. | **Science Skills**  Recap of Year 6 science skills and missing learning from monitoring. |
| **Geography** | How has our local area changed?  **Local Area – Map Skills**  Investigate how the town of Widnes has changed over time and the impact on the social and economic landscape using sketch maps, plans, graphs and Digimaps. Use 8 compass points and 6 figure grid references. | | | How should we share the world’s natural resources?  **Using Natural Resources, Latitude & Longitude**  Investigate the type and distribution of natural resources across the world and the impact that high water usage by developed countries has on less developed areas of the world. Include a focus on latitude and longitude, and time zones in relation to their studies. | | Why is Fairtrade important?  **Global Trade Links**  Investigate the balance of global trade and its economic impact on developed and less developed countries. Consider how the adoption of Fairtrade can positively impact local communities in their socio-economic development. | |
| **History** | What was the impact of the wars on Liverpool?  **World War I and II:** Local study: Linked to post 1066  Identify the impact of both World Wars nationally and regionally examining in more detail the short and long term causes of events being studied. | | | Who were the Tudors and how did they change Britain?  **The Tudors:** A theme in British history that extends pupils’ chronology beyond 1066  Make comparisons between historical periods; explaining things that have changed and things which have stayed the same appreciating that significant events have helped shaped the country that we live in today. | | How has crime and punishment changed through the ages?  **Crime and Punishment -** A theme in British history that extends pupils’ chronology beyond 1066  Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. | |
| **Art and DT** | Painting the Local Area – Steven Scholes  (Painting the local area – Steven Scholes)  Create colours by mixing to represent images observed in the natural and man-made world and experiment with different colours to create a mood.  Discuss and understand how artists have used colour and painting techniques for a purpose. | | Structures: Bridges  **Structures: Bridges** Designing and making a stable structure that is able to support weight, creating a frame structure with a focus on triangulation. Select tools and equipment independently and adapt/improve where necessary. | Theatrical costumes linked to Shakespearean performances.  (Textiles)  Shakespearean Performances: Textiles – Theatrical Costume Making.  Develop a sound understanding of how to use the techniques of sewing, appliqué, embroidery, plaiting and finger knitting.  Develop a preference for the type of textile work and develop pieces in a particular style, with a purpose in mind. | Healthy menu – food technology  **Cooking and Nutrition: Come Dine with Me**  Writing a recipe, explaining the key steps, method and ingredients including facts and drawings from research undertaken; working safely and hygienically with independence. Consider costings and plan to a budget. | Express Yourself  (English/PSHEE/  Transition)  (Drawing/Mixed Media = mask making)  Express Yourself: Drawing and Mixed Media = Mask Making  Use lines and shading to add interesting effects to drawings, using different grades of pencil.  Use a variety of materials, tools and techniques to create 3D work that contains both visual and tactile qualities. | Electrical circuits  Make a working door alarm. **Digital World: Monitoring devices** Researching (books, internet) for a particular (user’s) animal’s needs. Developing design criteria based on research. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. |
| **Religious Education**  Is life like a journey? | How do Christians mark the turning points on journey of life? Christianity (God) Consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. Demonstrate a self-awareness of own personal development by considering own life journey. | | Is there one journey or many? Hindu Dharma Build on prior learning about the concept of ‘dharma’. Describe Hindu beliefs about the cycle of life, death and rebirth. | What is Hajj and why is it important to Muslims?  Islam  Explain the importance of the Ummah for Muslims and that this is a community of diverse members. Reflect on the personal journey a Muslim will make both physically and spiritually. | Why do Christians believe Good Friday is ‘good?  Christianity (Jesus)  Explain how and why Christian individuals and communities might celebrate the events of Holy Week. Use religious vocabulary to describe and explain the Eucharist.  Liverpool Anglican and Metropolitan Cathedrals Trip | What do we mean by a ‘Good life?  Buddhism Reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. | If life is like a journey, what’s the destination?  Christianity (Church)  Explain how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God. |
| **PHSE** | Youth Parliament  Working in teams to explore four realm life issues they may experience before voting as a democracy. | | Celebrating Difference  Understanding disabilities, how this can cause inequality and overcoming barriers. | Dreams And Goals  Setting challenging and realistic goals; how people make the world a better place. | Healthy Me  Understanding exploitation, gangs and how to stay emotionally well. | Relationships  Taking care of own mental health, grief and understanding when people are trying to gain power / control (including online). | Changing Me  RSE- conception to birth and positive relationships. |
| **Computing** | My online life  As Year 5 plus…  Looking at what creates a good citizen and how we can use these skills in adult life. | | VR Worlds  Welcome to an exciting journey into the world of virtual reality (VR) and interactive storytelling! In this series of lessons, you'll become a digital explorer, learning how to craft your own immersive VR tour using the CoSpaces website/app. | Coding Playground  Children will be introduced to the role of an App Developer. They will design and prototype an app for their school using Keynote. The children will learn valuable digital skills and be introduced to new online concepts and vocabulary. They will also be introduced to text-based programming, how apps are coded and complete self paced programming challenges using the Swift Playground app. | Online safety dilemmas  This unit of work explores several online safety scenarios relevant to children in upper KS2. Throughout the unit, the children will be presented with information and discussion topics that will teach them to consider their role when staying safe online, be able to give good advice and follow safe internet practices when faced with similar online dilemmas. At the end of each lesson, the children will record a short video clip within their pupil journal demonstrating that they know how to act when faced with an online situation. | Flowol (System Programming)  Allows students of all ages to develop logical reasoning and problem solving talents, develop programming skills and explore the world of automatic, autonomous systems and robots. | Leavers Book and Video  In this activity, six lessons cover different elements of digital media creation. You can choose which parts you wish to include in your class leaver’s book; this may be time dependent. If this is additional to the weekly timetabled computing lessons, choose the first three that focus on the children producing a digital leaver’s book; this can be completed in the morning of teaching. Weeks four to six focus on the children producing a memories video using a green screen and video editing. |
| **Indoor PE** | **Taekwondo**  To use technique and movement patterns. | | **Dance- WW2**  Move fluently and performing a wide range of skills confidently and competently | **Gym – Counter Balance and Counter Tension**  Perform asymmetrical counter balances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing | **Dance – Through the ages**  Evaluate the work of others using technical language including setting targets for improvement. | **Gym – Flight**  Explore different levels in my sequences to include flight and travelling close to the ground | **Dance – The Haka**  How to use canon, formation changes, direction and level to improve choreography |
| **Outdoor PE** | **Cricket**  Attempt a range of recognised shots in isolation and in competitive scenarios. | | **Football**  To identify which shooting technique to use to be successful. | **Invasion Game Skills 4- Tag Rugby**  Demonstrate specific tactical/performance awareness as an individual and team member**.** | **Volleyball**  To bump, set, spike and block consistently well**.** | **Athletics**  To compete in a range of track and field events over long and short distances. | **Team Building and Problem Solving**  To perform calmly under pressure communicating verbally and effectively. |
| **Music** | **Happy**  Pop | | **Classroom Jazz 2**  Bacharach Anorak and Meet The Blues. | **A New Year Carol**  Folk | **Whole Class – Ukelele Lessons** | **You’ve Got A Friend**  Pop | **Music and Me**  Exploring identity |
| **MFL** | **Welcome back to school**  Revisiting previous knowledge while recalling French culture.  **Body description/**  **Feeling unwell**  Exploring body parts and forming sentences | | **Time in the city**  To create simple sentences and explore likes and dislikes.  **Assessment 1** | **Café Culture** Ask for food and drink items in a cafe  **Performance Time** | SATS | SATS | Revision and Recapping previous knowledge through reading, writing, speaking and listening, |
| **Curriculum Enrichment** | Local Area Walk  (Geography) | | Western Approaches | Shakespeare in a day (Altru) | Visit to Liverpool Cathedrals (RE / Art)  Water Workshop | Ice Skating? | York |