

## Davyhulme Primary School

**Year 6**

### Long Term Planning 2021-2022

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (SATS)	Summer2
Topic	<b>The Vikings</b>	<b>The Vikings</b>	<b>Scandinavia</b>	<b>Mountains</b>	<b>The Mayans</b>	<b>Extreme Earth</b>
Question	Why did the Vikings invade England?	Why did the Vikings invade England?	What are the physical and human characteristics of Scandinavia?	Where are the world's major mountain ranges?	What was life like in an ancient civilisation?	What makes the weather extreme on planet Earth?
Novel	Skellig	Skellig	The Arrival - Shaun Tan	The Arrival- Shaun Tan	Holes	Holes
Value	<b>AMBITIOUS</b>	<b>AMBITIOUS</b>	<b>CARING</b>	<b>CARING</b>	<b>COLLABORATIVE</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, 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.
<b>English (Writing)</b>	<b>Text: Skellig</b> Narrative - setting & character descriptions Ghost story opening Diary entry (recount) Poetry Newspaper article (history)	<b>Text: Skellig</b> Discussion text Persuasive letter	<b>Text: The Arrival</b> Character analysis Narrative Informal letter Instructions	<b>Text: The Arrival</b> Non Chronological report Setting description Playscripts	<b>Text: Holes</b> Narrative-Character's point of view Formal letter of complaint Persuasion	<b>Text: Holes</b> Flashback Biography

Science	Living things 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			<p><u>Exploring Scandinavia:</u> Geographical skills/location knowledge: use maps, atlases and globes to locate countries &amp; continents, identify different climates across Scandinavia, describe and understand the physical and human geography; understand geographical similarities and differences.</p>	<p><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 activity (tourism)</p>	<p><u>The Mayans:</u> Geographical skills and location knowledge: use maps, atlases and globes to locate countries &amp; continents Human geography, including types of settlement and land use</p>	<p><u>Extreme Earth:</u> Geographical skills: use maps, atlases and globes to locate countries &amp; continents Physical geography: describe and understand key aspects of mountains, rivers, volcanos, earthquakes etc.</p>
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 <b>(Mayan civilisation C. AD900)</b> <u>French:</u> pupils are continuing to develop a chronologically secure knowledge and understanding of British, local and <b>World</b> history (a</p>	<p><u>Extreme Earth:</u> Geographical skills: use maps, atlases and globes to locate countries &amp; continents Physical geography: describe and understand key aspects of mountains, rivers, volcanos, earthquakes etc.</p>

					study of France from pre-historic times to modern day)	
<b>Skills &amp; Techniques</b>	<b>Line &amp; Pattern</b> Create expressive lines & patterns  Make more detailed patterns with planned lines, colours & shapes	<b>Colour</b> <b>Complementary colours</b>  Monochromatic colours, colour families, & analogous colours  Identify tertiary colours	<b>Movement &amp; Rhythm</b>  Create figures that appear to be moving  Use diagonal and implied lines	<b>Texture</b>  Detailed weaving  Textile arts  Printmaking	<b>Form</b>  More detailed clay projects  Coiling  Combine 2D & 3D art in one composition	<b>Proportion</b>  Create more realistic proportions  Expression with portraits  Whole body
<b>Materials</b>	Drawing & watercolour resist  Markers, watercolour & mixed media collage	Printmaking with tempera & collage  Watercolour & oil pastels	Liquid tempera or acrylic & collage details  Mixed media	Sponge painting with liquid tempera & line art & collage  Paper weaving with sharpie details	Air dry clay  Mixed media	Mixed media collage  Watercolours
<b>Activity</b>	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
<b>Featured Artist</b>		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
<b>Skills &amp; Techniques</b>	<b>Shape</b>  Compare geometric & organic shapes	<b>Contrast &amp; Emphasis</b>  Make a focal point	<b>Value</b>  Complementary colours for value	<b>Balance</b>  Create symmetry & asymmetry	<b>Space</b>  Simple 1 point perspective	<b>Unity &amp; Variety</b>  Arrange detailed elements to make art feel complete

	Use shape to create a planned composition	Use many different elements to show contrast & emphasis	Create value scale with tints & shades		Positive & negative shapes  Overlapping	Understand how and why artists use unity and variety
<b>Materials</b>	Liquid tempera on paper  Black waterproof pen, watercolour & coloured pencils	Chalk pastels  Chalk pastel & liquid tempera	Liquid tempera or acrylic  Liquid tempera paint & chalk pastels	Liquid tempera paint & printmaking  Metallic paint & oil pastel	Black sharpie line drawing & paper collage  Coloured pencils & markers	Painted paper collage  Liquid tempera
<b>Activity</b>	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
<b>Artist/Inspiration</b>	Joan Miro	Book: 'Rainforest Wildlife Stained Glass Colouring Book' by Jan Sovak  Clementine Hunter	Lawren Harris  Cezanne	Gustav Klimt	tbc	Matisse
<b>PSHE</b>	<b><u>Being Me in My World</u></b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having	<b><u>Celebrating Differences</u></b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<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 achievements Compliments	<b><u>Healthy Me</u></b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b><u>Relationships</u></b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b><u>Changing Me</u></b> Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

	a voice Anti-social behaviour Role-modelling					
<b>DT</b>		Programming Pioneers		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	Dance: Strictly Come Dancing	Games: Football	Games: Netball	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)? (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 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 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 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 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 language learning strategies (L.L.S.)
<b>RE</b>	Is anything ever eternal?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good	How could Humanists lead good lives?	Does belief in the Trinity help Christians make	Does belief in Akhirah (life after death) help Muslims	Does belief in Akhirah help Muslims lead better lives? (Part 2)

		lives?		better sense of God as a whole?	lead better lives? (Part 1)	
<b>Computing</b>	<p><u>iJam</u> An introduction to basic song writing skills using the GarageBand app. Pupils will work in pairs to create a short composition using a variety of instruments and sounds available in the app.</p>	<p><u>iProgram</u> Pupils will use a variety of aps to learn key coding skills. They will learn how to use the coding language 'Blockly' to introduce key programming elements such as steps, loops, basic logic and functions such as 'if' statements..</p>	<p><u>iOffice/iSafety</u> Pupils will combine learning how to stay safe while on a digital device with learning how to operate Office 365 programs. The E-Safety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media.</p>	<p><u>iCreate</u> Pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'.</p>	<p><u>iCommunicate</u> This module focuses on podcasting, blogging, vlogging and broadcast channels. Pupils will look at the origins of these four areas before learning how to create their own.</p>	<p><u>iTech</u> Pupils will build upon their coding knowledge gained during Level 1 iProgram and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device.</p>