

Davyhulme Primary School

Year 6

Long Term Planning 2020-2021

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 Skellig	Pig Heart Boy Skellig	Alma (Literacy Shed)	The Highwayman	Fantastic Beasts	Shakespeare - Macbeth
Value	AMBITIOUS	AMBITIOUS	CARING	CARING	COLLABORATIVE	COURAGEOUS
	Hope/Commitment	Determination	Kindness/Happiness	Love	Unity/Understanding /Responsibility	Perseverance/Humility
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	Fiction: Setting Description Narrative: spooky story Non-fiction: Newspaper article linked to History Non chronological report linked to History/Geography	Non-fiction: Newspaper article Non-chronological report (Mayans)	Fiction: Narrative: retelling poetic verse Non-fiction: Balanced Argument	Fiction: Character description Diary entry linked to Geography	Fiction: 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;		<u>The Mayans:</u> Geographical skills and location knowledge: use maps, atlases and globes	<u>Mountains:</u> Geographical skills and location knowledge: use maps, atlases and globes to	<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.	

	understand geographical similarities and differences.	to locate countries & continents Human geography, including types of settlement and land use	locate mountain ranges around the world. Human and physical geography: mountains, land use, economic activity (tourism)			
History	<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.	<u>The Mayans:</u> a non-European society that provides contrast with British history (Mayan civilisation C. AD900) <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)				
Skills & Techniques	Line & Pattern Create expressive lines & patterns Make more detailed patterns with planned lines, colours & shapes	Colour Complementary colours Monochromatic colours, colour families, & analogous colours Identify tertiary colours	Movement & Rhythm Create figures that appear to be moving Use diagonal and implied lines	Texture Detailed weaving Textile arts Printmaking	Form More detailed clay projects Coiling Combine 2D & 3D art in one composition	Proportion Create more realistic proportions Expression with portraits Whole body
Materials	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

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 Artist		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
Skills & Techniques	Shape Compare geometric & organic shapes Use shape to create a planned composition	Contrast & Emphasis Make a focal point Use many different elements to show contrast & emphasis	Value Complementary colours for value Create value scale with tints & shades	Balance Create symmetry & asymmetry	Space Simple 1 point perspective Positive & negative shapes Overlapping	Unity & Variety Arrange detailed elements to make art feel complete Understand how and why artists use unity and variety
Materials	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
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
Artist/Inspiration	Joan Miro	Book: 'Rainforest Wildlife Stained	Lawren Harris Cezanne	Gustav Klimt	tbc	Matisse

		Glass Colouring Book' by Jan Sovak Clementine Hunter				
PSHE	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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>