St Mary's YEAR 6 LONG TERM PLAN 2020-2021

	Autumn		Spring		Summer	
Values Heartsmart	**LOVE** 'Get SMARTSMART'	**DETERMINATION** 'No Way through isn't true!'	**RESPECT** 'Two much Selfie isn't healthy!'	**COMPASSION** 'Don't Forget to Let Love In!'	**HONESTY** 'Fake is a Mistake!'	**COURAGE** 'Don't Rub it in, Rub it Out!'
Maths	Read, write, order and compare numbers to at least 1 000 000 and determine the value ofeach digit Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		Use, read, write and convert between standard units, Converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Draw 2- D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets		Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Reasoning/ Problem Solving in Real Life Contexts Budget/costing Profit/Loss Data Handling- Plants/Animals –classification (science) Shape & Space-Patterns in Art Stocks and Shares (Computing)	

	Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes Solve problems which require answers to be rounded to specified degrees of accuracy Solve problems involving unequal sharing and grouping using knowledge of fractions and multiple Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	

	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables		
English	***Star of Fear, Star of Hope by Jo Hoestlandt*** **Writing** **Fiction writing** Expanded noun phrases to convey complicated information concisely Passive verbs Link ideas across paragraphs Dialogue to convey character and advance action Colon to introduce a list Punctuate bullet points **Final Outcome:** To write a story with a flashback from another character's point of view. **Greater Depth:** To write a story with a flashback from another character's point of view including a section in recount genre. **Reading comprehension** Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Summarise main ideas Identify how language, structure and presentation contribute to meaning ***Can we save the tiger?by Martin Jenkins*** **Writing**	***The Selfish Giant by Oscar Wilde*** ***Illustrated by Ritva Voutila*** **Writing** **Fiction writing** Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Proof-read for spelling and punctuation errors **Final Outcome:** To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view **Greater Depth:** To write a version from the special tree's perspective **Reading comprehension:** Read and discuss a wide range of texts and ask questions Make comparisons Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence Predict from details stated and implied Evaluate author's language choice Provide reasoned justifications for their views Distinguish fact and opinion (GD)	***Manfish by Jennifer Berne*** **Writing** **Recount writing** Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Use organisational and presentational devices Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning **Final Outcome:** To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text **Greater Depth:** To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate **Reading comprehension:** Identify and discuss themes and conventions Identify how language, structure and presentation contribute to meaning Evaluate author's language choice Distinguish fact and opinion Retrieve, record and present information ***Sky Chasers by Emma Carroll*** **Writing**

	Report writing Enhance meaning through selecting appropriate grammar and vocabulary Expanded noun phrases to convey complicated information concisely Modal verbs and adverbs Brackets, dashes or commas to indicate parenthesis **Final Outcome:** To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion) **Greater Depth:** To write and present a 'Newsround' style TV news story about the tiger crisis. **Reading comprehension** Check sense Summarise main ideas Retrieve, record and present information Identify how language, structure and presentation contribute to meaning Participate in discussions Explain and discuss understanding of reading	***Island by Jason Chin*** **Writing** **Recount writing – journalistic style** Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading Enhance meaning through selecting appropriate grammar and vocabulary **Final Outcome:** To write a journalistic report (hybrid) about Charles Darwin's discoveries **Greater Depth:** To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information **Additional outcome:** To write a discussion about whether it was right to take Jemmy Button from his habitat. **Reading comprehension:** Make comparisons Predict from details stated and implied Draw inferences (characters, feelings, thoughts, motives) and justify with evidence Ask questions Summarise main ideas Retrieve, record and present information Provide reasoned justifications	**Fiction writing from different viewpoints & autobiographical writing** Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Proof-read for spelling and punctuation errors Precis longer passages **Final Outcome:** To write the next chapter of Sky Chasers in the style of the author from two different viewpoints. **Greater Depth:** To write from three different viewpoints. **Further writing outcome:** To write a personal autobiography recounting a significant achievement. **Reading comprehension:** Recommend books to peers Learn poetry by heart Prepare for performance Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Evaluate author's language choice • Retrieve, record and present information
Science	**Work scientifically** Learn about scientists who have helped us understand vaccination/inoculation. Louis Pasteur etc… **Investigate living things** **D**escribe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals **G**ive reasons for classifying plants and animals based on specific characteristics	**Work scientifically** Learning the methodologies of the discipline of science **Understand electrical circuits** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	**Work scientifically** Learning the methodologies of the discipline of science **Investigate light and seeing** Understanding how light and reflection affect sight. **Investigate sound and hearing** This concept involves understanding how sound is produced, how it travels and how it is heard.
R.E	**Understand beliefs and teachings** Understanding the key teachings of Christianity. **Understand practices and lifestyles** How do different Christians describe God?	**Understand beliefs and teachings** Understanding the key teachings of various religions. **Understand practices and lifestyles** What is the difference between forgiveness and justice?	**Understand beliefs and teachings** Understanding the key teachings of various religions. **Understand practices and lifestyles**

	Understand how beliefs are conveyed Why is Jesus being the Light of the World important to Christians? **Reflect** Compare the 'Good news' to good news of their own and reflect on their own feelings. **Understand values** Symbolism in Jesus: the Light of the world painting by William Hunt.	**Understand how beliefs are conveyed** What Jesus taught about the Kingdom of God. How that belief affects Christians' lives.. **Reflect** Appreciation of how religion plays an important role in the lives of some people. **Understand values** About the relationship between justice and repentance in the Old Testament Christians believe that God forgives those who love God.	Understanding the day to day lives and practices of various religions. **Understand how beliefs are conveyed** How belief in the teachings of Jesus might influence a Christian making a decision. How Jesus' teaching could influence personal response to ethical issues. **Reflect** Appreciation of how religion plays an important role in the lives of some people. **Understand values** Appreciation of how many people place values as an important aspect of their lives.

Geography	**Investigate places** Locate S America on a map of the world. **Investigate patterns** Look at location of Maya settlements. Why were they there? **Communicate geographically** Would it be difficult for the Maya to survive in today's S America? Why?	**Investigate places** Describe the geographical location of the continent of North America. • At which latitude is the border between the two largest countries of North America? **Investigate patterns** Locate and label on a map the most significant rivers of North America. **Communicate geographically** Understanding geographical representations, vocabulary and techniques.	**Investigate places** Organise information about the world's biomes (by using the knowledge webs for each biome provided). • Compare and contrast the biomes. **Investigate patterns** Compare and contrast the geographical locations of the seven climate zones. **Communicate geographically** Understanding geographical representations, vocabulary and techniques.
History	**Investigate and interpret the past** How do we know about the people and civilisation we have studied? What evidence do we have? How reliable is it? Were the Mayans ahead of their time? **Build an overview of world history** What can we infer about the Mayan people from the buildings that remain? How do these compare to other periods in history? **Understand chronology** Revise how we often use timelines in history. BC and AD explanation. Share some dates and events significant to the Mayans. Order events from Ancient Maya (and the era before and after them in South America) in chronological order. **Communicate historically** Settlement, timeline, civilizations, archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.	**Investigate and interpret the past** Cabral who discovered Brazil. What do we know about him? How was life in Brazil for the local people when he arrived? **Build an overview of world history** How did exploration influence British attitudes to people from different countries? How did this change over time? **Understand chronology** An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. **Communicate historically** Using historical vocabulary and techniques to convey information about the past.	**Investigate and interpret the past** Understanding that our understanding of the past comes from an interpretation of the available evidence. Use a range of sources from WWII. Coins from 60s **Build an overview of world history** An appreciation of the characteristic features of the past and an understanding that life is different. Know key events in Britain during 40s and 60s. How did this shape the world we live in today? **Understand chronology** An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Timeline of Britain and other parts of the world for 40s and 60s **Communicate historically** Using historical vocabulary and techniques to convey information about the past. archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.

Computing	**Code** What commands do we know? Have we got any 'expert' coders here? (Establishing levels of knowledge) What is coding? What does a coder do? **Connect** Developing an understanding of how to safely connect with others. **Communicate** Explanation of Javascript and the apps (Angry Birds etc…) the children may use. How do we think this idea was created? When else do we need to give instructions to a computer/electronic device? **Collect** Stocks and Shares project.	**Code** Developing an understanding of instructions, logic and sequences. **Connect** Developing an understanding of how to safely connect with others. **Communicate** Children understand the concept of wearable technology. Why are we adding a recording? **Collect** Developing an understanding of databases and their uses.	**Code** Children have experimented with visual coding using Light-Bot. Would you like to learn to code your own apps? What did you think about visual coding in Light-Bot? **Connect** Developing an understanding of how to safely connect with others. **Communicate** Children can follow a coding tutorial to achieve complex outcomes using visual programming. **Collect** How does this style of written coding differ from using Touch Develop?
P.E	**Develop practical skills in order to participate, compete and lead a healthy lifestyle.** Games.	**Develop practical skills in order to participate, compete and lead a healthy lifestyle.** Learning a range of physical movements and sporting techniques.	**Develop practical skills in order to participate, compete and lead a healthy lifestyle.** Learning a range of physical movements and sporting techniques.
DT	**Master practical skills** Design and create Maya masks using clay. **Design, make, evaluate and improve** Design and create Maya masks using clay. **Take inspiration from design throughout history** Design and create Maya masks using clay.	**Master practical skills** Create a simple dish: e.g. pasta and sauce and sample. What flavourings did you use? **Design, make, evaluate and improve** Design a menu which would be considered 'balanced' and list nutritional information about each food. **Take inspiration from design throughout history** Appreciating the design process that has influenced the products we use in everyday life.	**Master practical skills** Developing the skills needed to make high quality products **Design, make, evaluate and improve** Children can understand conditionals. Children can create a chain of commands using computer software. **Take inspiration from design throughout history** Appreciating the design process that has influenced the products we use in everyday life.
Art	**Develop ideas** Understanding how ideas develop through an artistic process. **Master techniques** Produce their own self-portrait in the style of Frida Kahlo. **Take inspiration from the greats** Frida Kahlo: S American self-portrait artist.	**Develop ideas** Understanding how ideas develop through an artistic process. **Master techniques** Sketch images given to the children which represent the Carnival theme. **Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.	**Develop ideas** Understanding how ideas develop through an artistic process. **Master techniques** What was pop-art and how did it help to change culture in the 60s? **Take inspiration from the greats** Can you compare your own work to that of another famous artist?
Music	**Perform** Perform and Share **Compose** Improvise with the Song: using your instruments C instruments - Use the notes A, B and G Riffs using instruments and/or voices	**Perform** Learn, share and perform a selection of songs from different genres of music. **Compose** **Transcribe**	**Perform** Perform and Share **Compose** Improvise with the Song: using your instruments C instruments - Use the notes A, G and E use one or two of the riffs you have learnt

	Compose with the Song: using your instruments **Transcribe** Play Instruments with the Song: with notation **Describe music** Listen and Appraise the song Happy and other songs in different styles about being happy.	**Describe music** Listen and Appraise A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version I Mun be Married on Sunday by Benjamin Britten Fishing Song by Benjamin Britten Fishing Song - South African	Compose with the Song: using your instruments **Transcribe** Play Instruments with the Song: with notation **Describe music** Listen and Appraise the song You've Got A Friend and other songs by Carole King
MFL French	**Read fluently** Recognising key vocabulary and phrases on the themes of 'Let's Visit a French Town' and 'On the Move'. **Write imaginatively** Apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their writing skills. **Speak confidently** Apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking skills and use gestures to support what they are saying. **Understand the culture of the countries in which the language is spoken** Appreciate stories, songs, poems and rhymes in the language.	**Read fluently** Recognising key vocabulary and phrases on the themes of 'Let's go to the Shops' and 'This is France'. **Write imaginatively** Practise using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language and use this in their writing. **Speak confidently** Use songs, poems and drama to help remember new language. Use gestures to support what they are saying. **Understand the culture of the countries in which the language is spoken** Appreciate stories, songs, poems and rhymes in the language.	**Read fluently** Recognising key vocabulary and phrases on the themes of 'The School Day' and 'Holidays and Hobbies'. **Write imaginatively** Write phrases from memory and adapt these to create new sentences, to express ideas clearly. **Speak confidently** Describe people, places, things and actions orally. Use gestures to support what they are saying. **Understand the culture of the countries in which the language is spoken** Appreciate stories, songs, poems and rhymes in the language.