Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating/change (text in grey still to be finalised)					Year 6
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
English					
Wed Wabbit by Lissa Evans writing a letter inc grammar focus: - Using co-ordinating conjunctions Composing character description Composing setting description Expanded noun phrase Writing dialogue Self and peer editing Redrafting and improving work Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity **Tales of Terror by Chris Priestley writing a story ending** inc grammar focus: - Apostrophes for contraction Apostrophes for singular possession Apostrophes for plural possession Similes To write a prediction Character description Setting description Guided Reading: - Inference, deduction and word meaning Intonation and presentation THIS WILL BE THE SAME FOR EVERY HALF TERM Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity	Finish Tales of Terror unit from HT1 Wizards of Once by Cressida Cowell writing a letter inc grammar focus: - Using subordinating conjunctions Composing character descriptions Writing descriptive story openers Composing predictions Retelling part of a story Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity	The Ickabog by J K Rowling Letter writing from a different perspective inc Grammar Focus: - Identifying SVO Understanding the difference between fragment and sentence Using commas for clarity Composing YOKED sentences Composing a mini balanced argument	Cadburys inc Grammar Focus: - Using relative clauses Understanding subordinating conjunctions and clauses Using adverbial phrases Using modal verbs Using Y5/6 spellings within written work	Spelling and Grammar Revision Who Let The Gods Out by Maz Evans inc Grammar Focus: - Sequel Conversation Diary entry Character description Prediction Letter	Leavers' play – TBA Drama and role play Speaking and listening Presenting to an audience

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Maths					
Mental arithmetic **Place Value:** Read, write and compare up to 8 digit numbers and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers; multiply & divide by 10, 100 & 1000; round decimals to nearest tenth & whole number & place on a number line; convert decimals (up to 3 places) to fractions and vice-versa. Teamwork (peer support in Badger Maths) Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving. **Number - Addition, subtraction, multiplication and division:** Use mental addition strategies to solve additions including decimal numbers; use column addition to add up to 8-digit numbers, decimal numbers & amounts of money; solve problems involving number up to 3 decimal places, choose an appropriate method to solve decimal addition; use knowledge of the order of operations to carry out calculations involving the four operations; solve addition/subtraction multi-step problems using knowledge of order of operations. Division – to divide numbers up to five digits by a two digit number. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.	**Mental arithmetic** **Fractions, Decimals and percentages:** Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination. Compare & 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 a division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals and percentages including in a different context. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving. **Place value:** To read, write, order and compare numbers. To determine the value of each digit. To round any whole number. Negative numbers in context. Solve number and practical problems. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.	**Mental arithmetic** **Measurement:** Convert between grams & kilograms, millilitres & litres, millimetres & centimetres, centimetres & metres, metres & kilometres, & miles & kilometres; revise reading the 24-hour clock & convert 12-hour times to 24-hour; read & write Roman numerals; find time intervals using the 24-hour clock. **Area and perimeter:** Calculate the area of parallelograms and triangles Recognise that shapes with the same areas can Have different perimeters and vice versa. **Geometry:** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. **Volume:** calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres, cubic metres and extending to other units. **Algebra:** To use simple formulae. To express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Find missing lengths & angles; understand how brackets can be used in calculation problems.	**Mental arithmetic** **Ratio and proportion:** Solving problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving calculation of percentages 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. **Geometry:** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. **Geometry:** Recognise, describe and build 3-D shapes, including nets; illustrate and name parts of a circle, including radius, diameter and circumference; know radius is half the diameter.	**Mental arithmetic** **Statistics:** To interpret and construct pie charts and line graphs and use them to solve problems; calculate and interpret the mean as an average. **Geometry:** To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons; to describe positions on full co-ordinate grid in 4 quadrants; draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes. **Revision:** Recap and reinforce strands from all areas of Y6 KPIs as required, or requested by pupil needs.	Project and high school maths transitional work. Safety Mental Health - exercise and health Independence Resilience Team work Pupil voice Creativity Problem solving Cultural capital - experiences British values

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Science - ***This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers***					
Living things and habitats/Evolution and inheritance To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by grouping organisms found in the local habitat. To give reasons for classifying plants and animals based on specific characteristics by creating a field guide to the organisms found in the local habitat. Q1: What broad groups can all living things be placed in Q2: What are micro-organisms? Q3: Who was Carl Linnaeus? Q4: How do we classify animals? Q5: What plants and animals would we find in the habitat around Hollingwood Primary? Q6 : How would we classify unfamiliar animals and plants? Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.	**Animals including humans** Explain how the circulatory system works. Q1: What are the main parts of the human circulatory system and where are they located? Q2: What are the functions of the lungs, heart and blood vessels? Q3: How are nutrients and water transported within animals (including humans)? Q4: How do diet, exercise and lifestyle impact on the way our bodies function? Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.	**Light** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Living things and their habitats** To give reasons for classifying plants and animals based on specific characteristics in the context of sorting and grouping animals for a zoo. **Linnaean System** - To describe 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 by finding out about the Linnaean System of classification. To give reasons for classifying plants and animals based on specific characteristics by exploring unusual creatures and designing their own curious creature.	**Electricity** Make circuits to construct a working loop game. Explain why the buzzer sounds when the loop touches the metal frame. Explain why elements of circuits are needed. Construct their own batteries using a saline solution, to make a spark when the circuit is completed. Make predictions about which saline solution will be the most effective. Collect data in a table regarding the effect of adding salt to water to support reasoning about effectiveness of saline solutions.	**No science topic this half term**

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Topic including Geography, History, R.E., Art & Design and Technology - *This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers*					
Geography - Coasts Q1: What is the process of coastal erosion? Q2: What geographical features can be found at the coast and how do we find them on a map? Q3: How can we protect the coastline from erosion? Q4: What are the differences and similarities between Copacabana, South Bay Beach, Benalmádena and Miami Beach Q5: How can we keep ourselves safe at the coast? **Art** To explore what Impressionism is and where and when it began. To explore some of Monet's landscape paintings. To explore Monet's haystack. To explore Monet's paintings. To explore the artwork Monet produced in his later years at his garden in Giverny. To review the life and work. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.	**R.E.** How do Sikhs show commitment to their faith Q1: How do Sikhs show commitment to their faith through symbols and religious belief? Q2: What are the origins of the Khalsa? Q3: What are the main features of the Amrit Ceremony? Q4: What difference to daily life does Sikh belief and teaching make? Q5:What have we learnt from Sikh beliefs and way of life? How do Jews remember the Kings and Prophets in worship and life? Q1 Why is the Shabbat celebration important to Jews? Q2 What is the festival of Purim? Q3 Why is King David an important figure in Judaism? Q4 How are the 10 Commandments useful to Jews today? Q5 What did the prophets say? **History - Ancient Greece** Some of the content for this topic will be taught through Guided Reading lessons. Within these lessons, the topics we will cover are: the background to the Ancient Greeks (daily life, the lives of women and slaves etc.). Greek gods and Greek myths and Greek influence (inc. science and medicine, democracy, the Olympics and famous Greek influencers). Q1: How did the Bronze Age & the landscape of Greece influence the start of their early civilisation? Q2: Which Greek city-state would have been best to live in: Athens or Sparta? Q3: How did Alexander the Great expand the Greek empire following the Archaic period? Q4. What do ancient Greek artefacts tell us about their daily life? Q5: How does ancient Greece still influence our lives today?	**Geography - Mountains** **Mountain Ranges** To use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied in context of mountain ranges. To locate world's countries, using maps to focus on Europe (inc location of Russia) & North & South America, concentrating on their environmental regions, key physical & human characteristics, countries, & major cities in the context of mountain ranges. **UK Mountains** To name & locate counties & cities of UK, geographical regions & their identifying human & physical characteristics, key topographical features (inc hills, mountains, coasts & rivers) in context of hills & mountain ranges. To use maps, atlases, globes & digital /computer mapping to locate countries & describe features studied in the context of hills & mountain ranges. **Features of Mountains** To describe & understand key aspects of physical geography, inc: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle in the context of mountains. **How Mountains Are Made** To describe & understand key aspects of physical geography, inc: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & water cycle in context of mountains. **Mountain Climates** To describe & understand key aspects of physical geography, inc: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & water cycle in context of mountain climates. **Mountain Travel** To describe & understand key aspects of human geography, inc: types of settlement & land use, economic activity inc trade links, & distribution of natural resources inc energy, food, minerals & water in the context of mountain tourism.			

Computing - ***This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers***					
Communication 1 Searching the web. 2 Selecting search results. 3 How search results are ranked. 4 How are searches influenced? 5 How we communicate. 6 Communicating responsibly. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health and Safety.	**No computing lessons this half term**	**Creating an e-book** Revision of touch typing To understand the use of illustration in children's books To discuss the use of illustration in children's books To research illustrators and try to reproduce your own versions **Data handling** Select and combine a variety of software. Collect, analyse, evaluate and present data and information Use technology safely, respectfully and responsibly			

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PSHE					
Drug, alcohol and tobacco education – Weighing up risk Ground rules Risks associated with smoking & drugs Understanding what drugs are Understanding the impact of using drugs, and responding to different scenarios. Identify dangerous substances – creating informational/warning poster. Effects of drugs on the body **Human Rights** Human Migration Refuges Homelessness Rights of the child Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.	**Mental Health** L1. Pupils learn what mental health is L2. Pupils learn about what can affect mental health and some ways of dealing with this L3. Pupils learn about some everyday ways to look after mental health L4. Pupils learn about the stigma and discrimination that can surround mental health **Anti-bullying week** Pupils learn about what bullying is and how to combat it. **Save The Children - Xmas Jumper Day** Pupils learn about Save The Children and the efforts they make for Christmas Jumper Day, what happens with the money raised and how they can help at home.	**Keeping Safe** Personal information Importance of passwords and having a strong password Stereotyping in the media Identifying risks and risky behaviour	**Risk** Identifying risk and risky behaviour Consequences of anti-social behaviour	Alright Charlie- Moving onto secondary school understanding the warning signs of grooming	

PE					
Football: Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well as understanding the concepts of invasion/space recognition in small sided games. **Basketball:** continue to develop travelling with a ball, moving and bouncing at the same time. Improve coordination through dribbling games and develop space recognition. Use passing activities to develop weight and distance when passing to partners or teammates. Use skills in game situations. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.	**Sports hall athletics:** To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping. **Gymnastics**: exploring shapes/moving safely with changes of speed, levels and directions. Copy/create/link movements. Move apparatus safely. Recognise how their body changes with exercise. Evaluate the performances of themselves and others. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.	**Table tennis:** develop ability to play different shots to have/maintain a rally with a partner or opponent. **Tchoukball:** for pupils to gain understanding of passing and moving, recognising space and teammates to pass to. Use practices and activities that develop passing ability and awareness. DIDN'T DO BECAUSE OF COVID. **Orienteering**: Working individually and collectively to navigate to different points. DIDN'T DO BECAUSE OF COVID.	**Kwick Cricket:** Batting, bowling and fielding. Batting; develop technique and timing. Bowling over/under arm focusing accuracy. Fielding; speed and agility to react to shots and ability to catch high or low. **Tag Rugby:** look to further develop understanding of rules of the game as well as improve key skills such as running, catching, passing and agility. WILL NOT COVER DUE TO LACK OF ABILITY TO SOCIAL DISTANCE.	**Badminton:** develop ability to play different shots to have/maintain a rally with a partner or opponent. Shots to be worked on; forehand, back hand, drop shot, smash and serve. **Hockey:** continue to develop travelling with a ball, passing and shooting. Improve coordination through team games & develop space recognition. Use passing activities to develop weight and distance when passing to partners or teammates. Use skills in game situations.	**Rounders:** to check understanding of hitting and striking as well as fielding. Working on hand-eye coordination and throwing accuracy when passing or bowling implement skills in a game situation. **Outdoor athletics:** To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping. **Orienteering**: Working individually and collectively to navigate to different points.
Music - ***This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers***					
				Leavers' Concert Performing together and writing music for percussion accompaniments	Leavers' Concert Performing together and writing music for percussion accompaniments