

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change

Year 6

HT1	HT2	HT3	HT4	HT5	HT6
English					
<p>Escape Room by Christopher Edge - setting description including grammar focus: - Identify and use adjectives Character description Identify and use verbs Identify and use fronted adverbials Self and peer editing Redrafting and improving work</p> <p>Guided Reading: - Inference, deduction and word meaning Intonation and presentation THIS WILL BE THE SAME FOR EVERY HALF TERM</p>	<p>Finish Tales of Terror unit from HT1</p> <p>Wizards of Once by Cressida Cowell writing a news report including grammar focus: - Using subordinating conjunctions Composing character descriptions Writing descriptive story openers Composing predictions Retelling part of a story Studying text types Self and peer editing Redrafting and improving work Writing a news report</p> <p>Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity</p>	<p>The Girl with the Lost Smile by Miranda Hartl writing a letter including grammar focus: - Using modal verbs Using fronted adverbials for time, reason, manner and place Writing a diary entry Composing dialogue Studying text types Writing a letter</p> <p>Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity</p>	<p>Talk, Talk, Squawk by Nicola Davis: - Identifying and using passive voice Identifying and using active voice To use colons, semi-colons and dashes between independent clauses To use the present progressive Studying text types Self and peer editing Redrafting and improving work To write and explanation</p> <p>Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity</p>	<p>Boy 87 by Ele Fountain: - Identifying and using modal verbs Identifying and using the passive voice Using the subordinating conjunctions 'because, as and since' for reason. Using semi-colons between independent clauses. To write a balanced argument.</p> <p>Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity</p>	<p>Twisted Tales: - Writing a fairy story (or the children's own story) with a twist. Focus on punctuating dialogue and using dialogue to advance action and convey characters.</p> <p>Editing and redrafting: - Looking back at previous work from Y6 to reflecting and improve their pieces.</p> <p>Leavers' play – concert Drama and role play Speaking and listening Presenting to an audience</p> <p>Drivers: Safety, Pupil Voice, Independence, Resilience, Teamwork and Creativity</p>

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Maths						
<p>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) 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.</p>	<p>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.</p>	<p>Mental arithmetic 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 Measurement: Convert between grams & kilograms, millilitres & litres, millimetres & centimetres, centimetres & metres, metres & kilometres, & miles & kilometres; revise reading the 24-hour clock & convert 12hour times to 24-hour; read & write Roman numerals; find time intervals using the 24hour 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. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>Mental arithmetic Volume: calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres, cubic metres and extending to other units. 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. 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. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>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. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>Mental arithmetic Consolidation of the KS2 curriculum: Lessons have been based on consolidation and filling gaps in knowledge to prepare the children for high school. Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	

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Science - This will be taught as a 2-week block as part of our Reading Inspired Curriculum						

<p>Animals including humans Explain how the circulatory system works. Q1: What is the Digestive System? Q2: What are the main parts of the circulatory system? Q3: What are the functions of the heart, blood and blood vessels? Q4: How do lifestyle factors affect health? Q5: How do nutrients and water move around the human body?</p>	<p>Living things and habitats - classification</p> <p>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.</p> <p>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.</p> <p>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?</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>No science topic this half term</p>	<p>Evolution and inheritance</p> <p>To recognise that living things produce offspring of the same kind and to recognise how animals and plants are adapted to suit their environment in different ways and that adaptation can lead to evolution. They will also learn that living things have changed over time.</p> <p>Q1 - What is the big deal about evolution? Q2 - How do fossils provide information about living things that inhabited the Earth millions of years ago? Q3 - What type of offspring do living things produce? Q4 - How do animals and plants adapt to suit their environment in different ways? Q5 - How does adaptation sometimes lead to evolution?</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>Electricity</p> <p>Some of the content for this topic will be taught through Guided Reading lessons.</p> <p>Q1. Why are elements within a circuit needed? Q2. How does the number of cells affect the brightness of a lamp, or the volume of a buzzer? Q3. What reasons might there be for variations in how components function within a serial circuit? Q4. What is a circuit diagram and how might we represent one?</p> <p>Drivers: Pupil Voice, Safety, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>	<p>Light</p> <p>Some of the content for this topic will be taught through Guided Reading lessons.</p> <p>Q1: How does light travel? Q2: How are objects seen? Q3: How is light reflected? Q4: Why do shadows have the same shape as the objects that cast them?</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Drivers: Pupil Voice, Safety, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>
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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			
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<p>Art - Claude Monet & Impressionism 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 of Claude Monet.</p>	<p>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?</p> <p>R.E. 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?</p> <p>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 (including science and medicine, democracy, the Olympics and famous Greek influencers).</p> <p>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?</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>	<p>Art - Pablo Picasso Q1. Who was Pablo Picasso? Q2. What is Cubism? Q3 - What mediums can be used to create a piece of art based on Cubism? Which is the most effective? Q4 - How to create a picture using Cubism using a chosen medium? Q5 - What is collage?</p> <p>Geography - Mountains Some of the content for this topic will be taught through Guided Reading lessons. Q1: What is a mountain and how are they formed? Q2: Where in the world are mountains? Q3: Which are the highest mountains in the UK & how do they compare to others in the world? Q4: What impact do mountains have on their local area?</p> <p>History - Early Islamic Civilisation Some of the content for this topic will be taught through Guided Reading lessons.</p> <p>Q1. How was the Islamic Empire able to spread so widely and so quickly following Mohammad's death? Q2: How did religion spread so successfully during the Early Islamic Empire? Q3: Why was Baghdad significant to the Islamic Empire and the rest of the world? Q4: Which of the early Islamic achievements has had the most effect on our lives today? Q5: Who were the most significant figures of the Islamic Empire?</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>	<p>R.E. What do Christians believe about Jesus' death and resurrection? Q1: What is the significance of Palm Sunday to Christians? Q2: What are the Christian traditions of Maundy Thursday? Q3: What is the significance of the Crucifixion for Christians? Q4: How did Christians come to believe in the resurrection? Q5: What are the links between beliefs and scripture sources</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>	<p>D.T. Alarming Vehicles Q1: What is an electrical circuit? Q2: How do different switches impact a circuit? Q3: How can I create an alarm system for a vehicle? Q4: How effective was my alarm system?</p> <p>R.E. How does growing up bring responsibilities? Q1. When do children become adults? Q2: When and how do we make promises? Q3: What happens at rites of passage and why are these important for many religious believers? Q4: What happens at Amrit and why is this important for Sikhs? Q5: Why is Confirmation or Believers' Baptism important for Christians? Q6: What promises are made in rites of passage?</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>	<p>All blocks have been covered for these topics. The teaching blocks will be on Science, Computing and Music.</p>
<p>Computing - This will be taught as a 2-week block as part of our Reading Inspired Curriculum</p>					

<p>Communication</p> <ol style="list-style-type: none"> 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. 	<p>No computing lessons this half term</p>	<p>No computing lessons this half term</p>	<p>3D Modelling</p> <ol style="list-style-type: none"> 1. Introduction to 3D modelling 2. Modifying 3D objects 3. Make your own name badge 4. Making a desk tidy 5. Planning a 3D model 6. Make your own 3D model <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health and Safety.</p>	<p>No computing lessons this half term</p>	<p>Creating media – Web page creation</p> <ol style="list-style-type: none"> 1. What makes a good website? 2. How would you layout your web page? 3. Copyright or CopyWRONG? 4. How does it look? 5. Follow the breadcrumbs 6. Think before you link! <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health and Safety.</p>
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PSHE					
<p>Drug, alcohol and tobacco education – Weighing up risk</p> <p>Ground rules</p> <p>Risks associated with smoking & drugs</p> <p>Understanding what drugs are</p> <p>Understanding the impact of using drugs, and responding to different scenarios.</p> <p>Identify dangerous substances – creating informational/warning poster.</p> <p>Effects of drugs on the body</p> <p>Human Rights</p> <p>Human Migration</p> <p>Refuges</p> <p>Homelessness</p> <p>Rights of the child</p>	<p>Mental Health</p> <p>L1. Pupils learn what mental health is</p> <p>L2. Pupils learn about what can affect mental health and some ways of dealing with this</p> <p>L3. Pupils learn about some everyday ways to look after mental health</p> <p>L4. Pupils learn about the stigma and discrimination that can surround mental health</p> <p>Anti-bullying week</p> <p>Pupils learn about what bullying is and how to combat it.</p> <p>Save The Children - Xmas Jumper Day</p> <p>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.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>Keeping Safe</p> <p>Personal information</p> <p>Importance of passwords and having a strong password</p> <p>Stereotyping in the media</p> <p>Identifying risks and risky behaviour</p> <p>Risk</p> <p>Identifying risk and risky behaviour</p> <p>Consequences of anti-social behaviour</p> <p>Cyber safety</p> <p>Identifying risk and risky behaviour while online.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>Local area</p> <p>How to keep safe in our local area</p> <p>Mental Health</p> <p>Linked to mental health week, we spent some lessons looking at how we grow emotionally, how we deal with worries, challenges and setbacks.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>Relationships</p> <p>Changes which occur during puberty</p> <p>Attitudes around gender stereotyping and sexuality</p> <p>Relationship values</p> <p>Human reproduction and human life cycles</p> <p>How a baby is made and grows</p> <p>Roles & responsibilities of parents and carers</p> <p>This will last until mid HT6</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>Relationships</p> <p>Continued</p> <p>Online Safety/bullying PCSO visit to Y6.</p>

PE

<p>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.</p> <p>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.</p>	<p>Sports hall athletics: To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping.</p> <p>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.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>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.</p> <p>Dance:</p> <ul style="list-style-type: none"> * Explore, improvise and combine movement ideas fluently and effectively * Be creative on their own, with a partner or in a small group * Show controlled movements which express emotion and feeling * Terms: improvise, combine, fluency, effective, creative, controlled, expression, emotion, feeling, motif, structure, compositional principles, style, formation, rhythm, phrasing, analyse <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>Kwik 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.</p> <p>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.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>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.</p> <p>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.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>	<p>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.</p> <p>Outdoor athletics: To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping.</p> <p>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Mental Health, British Values and Cultural Capital.</p>
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Music - This will be taught as a 2-week block as part of our Reading Inspired Curriculum

				<p>HT6</p> <p>Singing:</p> <ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. <p>Listening:</p> <ul style="list-style-type: none"> • Listening to recorded performances complemented by opportunities to experience live music making in and out of school. <p>Composing:</p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Performing:</p> <ul style="list-style-type: none"> • Accompany the same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.
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