

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
<b>English</b>					
<p><b>Escape Room by Christopher Edge - setting description inc. grammar focus: -</b>  <b>Identify and use adjectives</b>  <b>Character description</b>  <b>Identify and use verbs</b>  <b>Identify and use fronted adverbials</b>  <b>Self and peer editing</b>  <b>Redrafting and improving work</b></p> <p><b>Guided Reading: -</b>  <b>Inference, deduction and word meaning</b>  <b>Intonation and presentation</b>  <b>THIS WILL BE THE SAME FOR EVERY HALF TERM</b></p>	<p><b>Darwin’s Dragon by Lindsay Galvin - non-chronological report inc. grammar focus: -</b>  <b>Use rhetorical questions</b>  <b>Use co-ordinating conjunctions: for, and, nor</b>  <b>Use co-ord. conjunctions: but, or, yet, so use relative clause</b></p> <p><b>Sports Narrative based on a sports report inc. grammar focus: -</b>  <b>Some done HT2, some done HT1</b>  <b>Use sub. conjunctions: since, after, before and until</b>  <b>Use subordinating conjunctions: if, as, because, while and when</b>  <b>use the active voice</b>  <b>Use the passive voice</b></p> <p><b>Guided Reading: -</b>  <b>Inference, deduction and word meaning</b>  <b>Intonation and presentation</b>  <b>THIS WILL BE THE SAME FOR EVERY HALF TERM</b></p>	<p><b>Sports Narrative based on a sports report inc. grammar focus: -</b>  <b>Use sub. conjunctions: since, after, before and until</b>  <b>Use subordinating conjunctions: if, as, because, while and when</b>  <b>use the active voice</b>  <b>Use the passive voice</b></p> <p><b>Wished by Lissa Evans - persuasive email inc. grammar focus: -</b>  <b>Use modal verbs</b>  <b>Use question and exclamation sentences</b>  <b>Use parenthesis</b>  <b>Use emotive language</b>  <b>Using commas appropriately</b></p> <p><b>Guided Reading: -</b>  <b>Inference, deduction and word meaning</b>  <b>Intonation and presentation</b>  <b>THIS WILL BE THE SAME FOR EVERY HALF TERM</b></p>	<p>Shadow House by Scholastics - story opening inc. grammar focus: --                      Using commands                      Punctuating dialogue                      Using prepositional phrases                      Using descriptive language for suspense                      Using similes</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>

HT1	HT2	HT3	HT4	HT5	HT6
<b>Maths</b>					
<p><b>Mental arithmetic</b>  <b>Place Value:</b> 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 &amp; divide by 10, 100 &amp; 1000; round decimals to nearest tenth &amp; whole number &amp; place on a number line; convert decimals (up to 3 places) to fractions and vice-versa.  <b>Teamwork (peer support in Badger Maths)</b>  <b>Number - Addition, subtraction, multiplication and division:</b> Use mental addition strategies to solve additions including decimal numbers; use column addition to add up to 8-digit numbers, decimal numbers &amp; 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><b>Mental arithmetic</b>  <b>Fractions:</b>                      Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination. Compare &amp; order fractions, including fractions &gt; 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.   <b>Place value:</b> 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.</p>	<p><b>Mental arithmetic</b>  <b>Ratio &amp; Proportion</b>                      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.   <b>Algebra:</b> To use simple formulae. To express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Find missing lengths &amp; angles; understand how brackets can be used in calculation problems</p>	<p><b>Mental arithmetic</b>  <b>Fractions, Decimals and percentages:</b>                      Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination. Compare &amp; order fractions, inc. fractions &gt; 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.   <b>Measurement:</b> Convert between grams &amp; kilograms, millilitres &amp; litres, millimetres &amp; centimetres, centimetres &amp; metres, metres &amp; kilometres, &amp; miles &amp; kilometres; revise reading the 24-hour clock &amp; convert 12-hour times to 24-hour; read &amp; write Roman numerals; find time intervals using the 24-hour clock.   <b>Area and perimeter:</b> 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><b>Mental arithmetic</b>  <b>Statistics:</b> To interpret and construct pie charts and line graphs and use them to solve problems; calculate and interpret the mean as an average.   <b>Revision:</b> 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><b>Geometry:</b> 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. 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.   <b>Position &amp; Direction:</b>   <b>Measurement:</b> Convert between grams &amp; kilograms, millilitres &amp; litres, millimetres &amp; centimetres, centimetres &amp; metres, metres &amp; kilometres, &amp; miles &amp; kilometres; revise reading the 24-hour clock &amp; convert 12-hour times to 24-hour; read &amp; write Roman numerals; find time intervals using the 24-hour clock.   <b>Volume:</b> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres, cubic metres and extending to other units.                       Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.</p>

HT1

HT2

HT3

HT4

HT5

HT6

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

**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?

No Science this half term

**Living Things - classification**

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.

Q1: What is classification?

Q2: How can plants be classified?

Q3: How can animals (vertebrates) be classified?

Q4: How can animals (invertebrates) be classified?

Q5: How can microorganisms be classified?

**Light**

Some of the content for this topic will be taught through Guided Reading lessons.

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?

Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving

**Electricity**

Some of the content for this topic will be taught through WCR.

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?

Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.

**Evolution and inheritance**

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.

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?

Drivers: Pupil Voice, Safety, Independence, Resilience, Teamwork, Creativity, Mental Health and Problem Solving.

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic including Geography, History, R.E., Art &amp; Music, Design and Technology - This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers</p>					
<p><b>Art - Claude Monet &amp; Impressionism</b>                      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><b>R.E. - How do Sikhs show commitment to their faith?</b>                      Q1 How do Sikhs show commitment to their faith through symbols &amp; religious practice?                      Q2: What are the origins of the Khalsa?                      Q3: What are the main features of the Amrit Ceremony?                      Q4: How do Sikhs show commitment by putting faith into action?                      Q5: What have we learnt from Sikh beliefs and way of life?</p> <p><b>Computing: Communication</b>                      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>	<p><b>History - Ancient Greece</b>                      Some of the content for this topic will be taught through WCR 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).</p> <p>Q1: How did the Bronze Age &amp; 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><b>Computing: 3D Modelling</b>                      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>	<p><b>Art - Pablo Picasso</b>                      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><b>Geography - East Kenya</b>                      Some of the content for this topic will be taught through Guided Reading lessons.                      Q1. Where in the world is Kenya?                      Q2: What is the climate in Kenya like and how does it compare to the climate where you live? (Physical)                      Q3: What impact has tourism had on the Maasai Mara area of Kenya? (Human)                      Q4: How is life changing for Kenyans and how does this compare to your life? (people)                      Q5: How are Kenya and China different?</p>	<p><b>R.E. What do Christians believe about Jesus’ death and resurrection? (1 week)</b>                      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><b>R.E. How does growing up bring responsibilities? (1 week)</b>                      Q1. When do children become adults?                      Q2: When and how do we make promises?                      Q3: What happens at rites of passage &amp; 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><b>History - Early Islamic Civilisation</b>                      Some of the content for this topic will be taught through WCR lessons.                      Q1. How was the Islamic Empire able to spread so widely &amp; 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><b>D.T. Alarming Vehicles</b>                      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>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>	<p><b>R.E.</b>                      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>Drivers: Pupil Voice, Independence, Resilience, Teamwork, Creativity, Problem Solving, Cultural Capital, Safety and British Values.</p>



<b>PE</b>					
<p><b>Gymnastics:</b> 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><b>Basketball:</b> 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><b>Football:</b> 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><b>Dance: Bhangra</b></p> <ul style="list-style-type: none"> <li>* Explore, improvise and combine movement ideas fluently and effectively</li> <li>* Be creative on their own, with a partner or in a small group</li> <li>* Show controlled movements which express emotion and feeling</li> <li>* Terms: improvise, combine, fluency, effective, creative, controlled, expression, emotion, feeling, motif, structure, compositional principles, style, formation, rhythm, phrasing, analyse</li> </ul>	<p><b>Tchoukball:</b> 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><b>Sports hall athletics:</b> To improve sprinting technique focusing on the coordination of arms and legs. Develop ABC's through throwing and jumping.</p>	<p><b>Kwik Cricket:</b> 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><b>Tag Rugby:</b> 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><b>Badminton:</b> 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><b>Hockey:</b> continue to develop travelling with a ball, passing and shooting. Improve coordination through team games &amp; 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><b>Rounders:</b> 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><b>Outdoor athletics:</b> 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>
<b>Music - This will be taught as a 2-week block as part of our Reading Inspired Curriculum based on question drivers</b>					
	<p>Ten piece + Charanga - Happy</p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs</li> <li>• Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening to recorded performances complemented by opportunities to experience live music making in and out of school.</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>• Accompany the same melody, and others, using block chords or a bass line.</li> <li>• Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</li> </ul>				