

**The Whartons Primary School**  
**Long Term Plan – Curriculum Overview for Year 6 – 2018-19**

Term	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 8 weeks
Theme	<b>World at War</b>		<b>Magic and Myths</b>		<b>Birds (with a Red Kite focus)</b>	
Exciting Activities	Harvest festival Wow day Class assembly	Wow Day Eden Camp	Residential Farnley Woods		SATs (wb: 13 <sup>th</sup> May)	Harewood House Sports Day End of year show
Class Novel	War Horse <i>Michael Morpurgo</i>		The Girl of Ink and Stars <i>Kiran Millwood Hargrave</i>		Skellig <i>David Almond</i>	
ENGLISH	Biographies (Michael Morpurgo) Poetry (WW1) Letters (from the trenches) Drama (1914 Christmas truce) Spoken language (Class assembly)	Grammar focus Guided reading focus Formal writing (WW2 speech) Diary writing Journalistic writing	Grammar focus Guided reading focus Narrative writing Persuasive writing	Grammar focus Guided reading focus Shakespeare's Macbeth Poetry	Explanation texts (linked to D&T) Non-chronological reports Script writing Arguments	Narrative writing Film narrative
MATHS (White Rose)  (KPIs)  Number  Measurement  Geometry	<p><b>NUMBER: Place value</b></p> <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>- <b>Round any whole number to a required degree of accuracy.</b></li> <li>- <b>Use negative numbers in context, and calculate intervals across zero.</b></li> <li>- Solve number and practical problems that involve all of the above.</li> </ul> <p><b>NUMBER: Addition, subtraction, multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>- <b>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</b></li> <li>- <b>Multiply multi digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.</b></li> <li>- Divide numbers up to 4 digits by a 2 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.</li> <li>- <b>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</b></li> <li>- Perform mental calculations, including with mixed operations and large numbers.</li> <li>- Identify common factors, common multiples and prime numbers.</li> </ul>	<p><b>NUMBER: Fractions</b></p> <ul style="list-style-type: none"> <li>- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>- Compare and order fractions, including fractions &gt; 1.</li> <li>- Generate and describe linear number sequences (with fractions).</li> <li>- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example <math>14 \times 12 = 18</math>].</li> <li>- Divide proper fractions by whole numbers [for example <math>13 \div 2 = 16</math>].</li> <li>- Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example 3/8].</li> <li>- <b>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</b></li> </ul> <p><b>NUMBER: Decimals</b></p> <ul style="list-style-type: none"> <li>- Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places (dp).</li> <li>- Multiply one digit numbers with up to 2dp by whole numbers.</li> <li>- <b>Use written division methods in cases where the answer has up to two decimal places.</b></li> <li>- <b>Solve problems which require answers to be rounded to specified degrees of accuracy.</b></li> </ul>	<p><b>NUMBER: Percentages</b></p> <ul style="list-style-type: none"> <li>- <b>Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison.</b></li> <li>- <b>Recall and use equivalences between simple FDP including in different contexts.</b></li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>- <b>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 up to 3dp.</b></li> <li>- Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>- Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>- Calculate the area of parallelograms and triangles.</li> <li>- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>).</li> </ul> <p><b>NUMBER: Algebra</b></p> <ul style="list-style-type: none"> <li>- <b>Use simple formulae.</b></li> <li>- Generate and describe linear number sequences.</li> </ul>	<p><b>NUMBER: Algebra</b></p> <ul style="list-style-type: none"> <li>- Express missing number problems algebraically.</li> <li>- Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>- Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>NUMBER: Ratio</b></p> <ul style="list-style-type: none"> <li>- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>- Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>- <b>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</b></li> </ul> <p><b>GEOMETRY &amp; Statistics</b></p> <ul style="list-style-type: none"> <li>- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> <li>- <b>Interpret and construct pie charts and line graphs and use these to solve problems.</b></li> <li>- <b>Calculate the mean as an average.</b></li> </ul>	<p><b>GEOMETRY: Properties of shapes</b></p> <ul style="list-style-type: none"> <li>- Draw 2D shapes using given dimensions and angles.</li> <li>- <b>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</b></li> <li>- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>GEOMETRY: Position &amp; direction</b></p> <ul style="list-style-type: none"> <li>- Describe positions on the full coordinate grid (all four quadrants).</li> <li>- <b>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.</b></li> </ul>	<b>**Post SATs project work**</b>

	- Use their knowledge of the order of operations to carry out calculations involving the four operations. - Solve problems involving addition, subtraction, multiplication and division.		- Convert between miles and kilometres.			
<b>PSHCE</b> (JIGSAW units)	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>- Planning different types of scientific enquiries to answer <b>questions</b>, including recognising and controlling variables where necessary.</li> <li>- Identifying <b>scientific evidence</b> that has been used to support or refute ideas or arguments.</li> <li>- Taking <b>measurements</b>, using a range a scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.</li> <li>- <b>Using test results</b> to make predictions to set up further comparative and fair tests.</li> <li>- <b>Recording</b> data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</li> <li>- <b>Reporting</b> and <b>presenting</b> findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>- <i>Read, spell and pronounce scientific <b>vocabulary</b> correctly.</i></li> </ul>					
	<u><b>ANIMALS INCLUDING HUMANS</b></u> <ul style="list-style-type: none"> <li>- Describe the ways in which <b>nutrients</b> and water are transported within animals, including humans.</li> <li>- Identify and name the main parts of the <b>human circulatory system</b>, and describe the functions of the heart, blood vessels and blood.</li> <li>- Recognise the <b>impact of diet, exercise, drugs and lifestyle</b> on the way their bodies function.</li> </ul>	<u><b>EVOLUTION AND INHERITENCE</b></u> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>		<u><b>ELECTRICITY</b></u> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>- 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.</li> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<u><b>LIVING THINGS AND HABITATS</b></u> <ul style="list-style-type: none"> <li>- Describe how living things are <b>classified</b> into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>- Give reasons for <b>classifying</b> plants and animals based on specific characteristics.</li> </ul>	
<b>RE</b> (LEEDS AGREED SYLLABUS units)	<b>Investigate the beliefs and practices of religions and other world views</b> 6.1 What does it mean to be a Sikh? 6.2 How do Christians express their beliefs?		<b>Investigate the questions of meaning, purpose and value</b> 6.3 What is compassion?		<b>Questions of morality, identity and diversity 6.4</b> How does growing up bring responsibilities and commitments?	
<b>COMPUTING</b> (SWITCHED ON units)	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	<b>We are advertisers:</b> <i>Creating a short television advert.</i>		<b>We are travel writers:</b> <i>Using media and mapping to document a trip.</i>		<b>We are publishers:</b> <i>Creating a year book.</i>	
<b>HISTORY</b> (CHRIS QUIGLEY)  <b>Y6 objs only</b>	<u><b>INVESTIGATING AND INTERPRETING THE PAST</b></u> <ul style="list-style-type: none"> <li>- Use sources of evidence to deduce information about the past.</li> <li>- Select suitable sources of evidence giving reasons for choices.</li> <li>- Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul> <u><b>UNDERSTANDING CHRONOLOGY</b></u> <ul style="list-style-type: none"> <li>- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>- Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>- Use dates and terms accurately in describing events.</li> </ul>				<u><b>BUILDING AN OVERVIEW OF WORLD HISTORY</b></u> <ul style="list-style-type: none"> <li>- Identify continuity and change in the history of the locality of the school.</li> <li>- Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	

	<p><b>COMMUNICATING HISTORICALLY</b></p> <ul style="list-style-type: none"> <li>- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, century, decade and legacy.</li> <li>- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>- Use original ways to present information and ideas.</li> </ul>					
<p><b>GEOGRAPHY</b> (CHRIS QUIGLEY)</p> <p><b>Y6 objs only</b></p>			<p><b>INVESTIGATING PLACES</b></p> <ul style="list-style-type: none"> <li>- Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>- Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<p><b>COMMUNICATING GEOGRAPHICALLY</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>Physical geography,</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Use the 8 points of a compass, 4-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> </li> </ul>		
<p><b>ART</b> (CHRIS QUIGLEY)</p> <p><b>Y6 objs only</b></p>	<p><b>DEVELOPING IDEAS</b></p> <ul style="list-style-type: none"> <li>- Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>- Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>- Use the qualities of materials to enhance ideas.</li> </ul> <p><b>MASTERING TECHNIQUES</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Sketch (lightly) before painting to combine line and colour.</li> <li>- Create a colour palette based upon colours observed in the natural or built world.</li> </ul>	<p><b>DEVELOPING IDEAS</b></p> <ul style="list-style-type: none"> <li>- Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>MASTERING TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>- Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>- Build up layers of colours.</li> <li>- Create an accurate pattern, showing fine detail.</li> <li>- Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p><b>TAKING INSPIRATION</b></p> <ul style="list-style-type: none"> <li>- Give details about the style of some notable artists and designers.</li> </ul>			<p><b>MASTERING TECHNIQUES</b></p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>- Use tools to carve and add shapes, texture and pattern.</li> <li>- Combine visual and tactile qualities.</li> <li>- Use frameworks, (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>- Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	

	<ul style="list-style-type: none"> <li>- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>- Combine colours, tones and tints to enhance the mood of a piece.</li> <li>- Use brush techniques and the qualities of paint to create texture.</li> </ul>	- Show how the work of those studied was influential.				
<b>D&amp;T</b> (PROJECTS ON A PAGE units)	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Investigate and analyse a range of existing products.</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>					
				<p><b>Food</b></p> <p><i>Celebrating culture and seasonality</i></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- Prepare and cook a dish using a range of cooking techniques.</li> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Electrical systems</b></p> <p><i>More complex switches and circuits</i></p> <ul style="list-style-type: none"> <li>- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<p><b>Mechanical systems</b></p> <p><i>Pulleys or gears</i></p> <ul style="list-style-type: none"> <li>- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>
<b>PE</b> (REAL PE units)	<p><b>Cognitive Skills</b></p> <p>Coordination: <i>ball skills</i></p> <p>Agility: <i>reaction/response</i></p> <ul style="list-style-type: none"> <li>- Throw tennis</li> <li>- Benchball</li> </ul> <p><b>RUGBY</b></p>	<p><b>Creative Skills</b></p> <p>Static balance: <i>seated</i></p> <p>Static balance: <i>floorwork</i></p> <ul style="list-style-type: none"> <li>- Seated volleyball</li> <li>- Scorpion handball</li> </ul>	<p><b>Social Skills</b></p> <p>Dynamic balance</p> <p>Counter balance in pairs</p> <ul style="list-style-type: none"> <li>- River crossing</li> <li>- Kabadi</li> </ul>	<p><b>Physical skills</b></p> <p>Static balance: 1 leg standing</p> <p>Dynamic balance to agility.</p> <ul style="list-style-type: none"> <li>- Jumpball</li> <li>- Jump, roll, balance</li> </ul>	<p><b>Health and Fitness Skills</b></p> <ul style="list-style-type: none"> <li>- Static balance: small base</li> <li>- Coordination: floor movement patterns</li> <li>- Beanbag raid</li> <li>- 2v2 throw squash</li> </ul>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>- Coordination: with equipment</li> <li>- Agility: ball chasing</li> <li>- Throlf</li> <li>- Rainbow Baseball</li> </ul>
<b>MUSIC</b> (CHARANGA units)	<ul style="list-style-type: none"> <li>- Sing and play musically with increasing confidence and control.</li> <li>- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>- Develop an understanding of the history of music.</li> </ul>					
	<p><b>I'll Be There</b></p> <p><i>The music of Michael Jackson</i></p>	<p><b>Benjamin Britten - A New Year Carol</b></p> <p><i>Benjamin Britten (Western Classical Music), Gospel, Bhangra</i></p>	<p><b>Happy</b></p> <p><i>Pop/Motown</i></p>	<p><b>You've Got A Friend</b></p> <p><i>The music of Carole King</i></p>	<p><b>Reflect, Rewind and Replay</b></p> <p><i>Western Classical Music and more!</i></p>	