

## Year 6 Long Term Plan Overview 2019-2020

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme/s	<b>Greece is the word!</b> (Ancient Greece)		<b>Mighty Mountains!</b> (Mountain study)		<b>Welcome to the carnival!</b> (South America study: Brazil)	
Hook	Ancient Greek Murder Mystery. Artefacts from Hampshire Wardrobe.		Residential Trip to Brecon Beacons.		Excavating 'Fossils'. Samba Workshop.	
Outcome	Greek Day	Greek museum in Purple class.	Book signing event based on writing outcomes.	Residential Assembly	'Trip' to Brazil for parents: children to be tour guides and show their created tourist/nature websites.	
First hand experiences/ Trip Possibilities	Hampshire Wardrobe – Ancient Greek Box.		Residential trip. Rock Up.		Samba dance teacher. SEARCH Museum Portsmouth. Living Rainforest.	
Topic Homework	Greek Life.		Mountains.	<i>SATs revision.</i>	<i>SATs revision.</i>	Brazilian Culture.
Lead display opportunity	Horror Narratives on display Advertising Leaflets – Greece		Biographical Writing. Mountain Art work and Residential trip photos.		Printing/textile work.	
Blog opportunity	Pictures of Greek Day and museum. Published Horror Stories.		Residential Trip. Sharing published (auto) biographies.		Samba Dancer workshop. Curriculum visits.	
Writing	Horror narrative ( <b>Entertain</b> ) Non-chronological reports ( <b>Inform</b> ) (Topic based)	<b>Poetry</b> (Iliad/Odyssey) Using Myths to report stories ( <b>Inform</b> )	Life of an adventurer - creating biographical writing. ( <b>Inform/Explain</b> )	Mountain Tourism ( <b>Discuss/Persuade</b> )	Topic themed adaptation and ( <b>Inform/Explain</b> )	Topic themed narrative writing ( <b>Entertain</b> ).
Reading	Horror narrative collection from 'Short' by Louise Cooper. Extracts from classic fiction including Dracula, The Red Room and Frankenstein.	Collections of Greek myths including child-friendly versions of Homer's The Iliad and The Odessey.	Bear Grylls and Ray Mears autobiographies.	The Girl Who Climbed Everest.	<i>SATs revision.</i>	Tales from the Rainforest.
<b>SCIENCE</b>	<b>Properties of materials:</b> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties,</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>		<b>Animals Including humans:</b> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <b>All Living Things (Yr 5 /Yr 6)</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		<b>Evolution and inheritance</b> <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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <b>Sex and Relationships Education</b> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	

<b>Computing</b>	E Safety	We are Game Developers: Developing an interactive game	We are artists: Fusing geometry and art	We are web developers: Creating a web page	We are bloggers Sharing experiences and opinions	We are architects Creating a virtual space.
<b>Geography</b>	Describe and understand key aspects of Greece including: Location of Greece Population Weather Trade and Tourism Land Use To understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Greece.		Describe and understand key aspects of: physical geography – Mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe Mountains in those countries. To understand land use in mountainous areas.		Locate South America focusing on Brazil.  Gain a knowledge and understanding of Brazil (less economically developed than the UK) looking at human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
<b>History</b>	<b>Ancient Greek civilisation:</b> - study of life and achievements. - Influence on the Western world (art, law, literature).					
<b>Art – Theme Linked</b>	Clay sculptures. Scratch art pots.		Drawing. Painting using Watercolours. Artist: Hundertwasser		Printing/textiles.	
<b>D &amp; T Theme Linked</b>		Greek Bread. Clay amphoras.		STEM project: eat like an explorer – creating energy balls.		Brazilian t-Shirts.
<b>RE</b>	<b>Justice</b> Stories of Justice (LD111) People of God: How can following God bring freedom and justice? (UC)		<b>Community</b> – Umma The mosque and five pillars of Islam	<b>Symbol</b> – Eucharist (Christianity)	<b>Wisdom</b> – Sacred texts in Christianity, Islam, Judaism and Hinduism	<b>Christian Rites of Passage</b> – Birth, Marriage, Death (Christianity and Islam)
<b>PE</b>	Basketball Gymnastics	Hockey Dance	Netball Gymnastics	Tag Rugby Dance	Cricket Tennis	Athletics Tennis
<b>Music</b>	Rhythm Rondos Leitmotifs Composition	Melody Scale Chords	Cyclic Patterns Composition	Cyclic Patterns Composition	Musical Scores	Production singing
<b>PSHE/SEAL</b>	<b>Rights, responsibilities and the law</b>  2b why and how rules and laws are made and enforced  2d that there are different kinds of responsibilities  2g what democracy is	<b>Managing conflict</b>  2f Resolve decisions by considering alternatives...  4d To realise the nature and consequences of bullying and racism...	<b>Taking responsibility for my own safety</b>  3e Recognise different risks in different situations...  3f Pressure to behave in an unacceptable or risky way can come from a variety of sources...	<b>The World of Work</b>  1e about the range of jobs carried out by people they know...  3a what makes a healthy lifestyle including the benefits of exercise...	<b>Transition and managing change</b>  1b to recognise their worth as individuals...  1c to face new challenges positively by collecting information, looking for help...	<b>Changing relationships</b>  3c about how the body changes as they approach puberty  4c to be aware of different types of relationship including marriage and those between friends and families
<b>French</b>	Greetings Birthdays Where you live Ages Numbers	Classroom Instructions Clothes, Colours Adjectives Likes and Dislikes	Numbers Where they live Places in town	Directions Weather	Numbers Food – Café, Money opinions	Numbers Mealtimes Healthy Eating