

	Autumn	Spring	Summer
English (Reading)	<p><b>Anne Frank</b> Following the DERIC / Rhoda Wilson scheme of work</p>	<p><b>How to Train your Dragon</b> by Cresida Cowell</p> <p>Following the DERIC / Rhoda Wilson scheme of work</p>	
English (Writing)	<p><b>Friend or Foe</b> by Michael Morpurgo</p> <p><b>Story Writing</b> - Developing and extending descriptive writing and grammar skills (making reference to <i>Rainbow Grammar</i>) <b>Diaries</b> - Evacuees, inspired by the Beaumanor trip <b>Poetry</b> - short topic on figurative language (SATs revision)</p>	<p><b>How to Train your Dragon</b> by Cresida Cowell</p> <p><b>Explanation and Creative writing</b> - Dragon explanation <b>Journalistic</b> - Finding a dragon's nest <b>Biography</b> - Cresida Cowell</p>	<p><b>The Boy in the Girls Bathroom</b></p> <p><b>PSHE and transition work included within this book</b></p> <p>+ <b>Formal letter</b> - to persuade to donate to summer fair</p>
Maths	<p>Rising Stars Mathematics</p> <p><b>Unit 1: Whole and part numbers</b> (p24-36 in Teachers' Guide); <b>Unit 2: Calculations and algebra</b> (p38-48 in Teachers' Guide); <b>Unit 3: Larger numbers</b> (p50-62 in Teachers' Guide)</p>	<p>Rising Stars Mathematics</p> <p><b>Unit 7: Let's explore fractions and algebra!</b> (p100-112 in Teachers' Guide) <b>Unit 8: Using what you know</b> (p114-126 in Teachers' Guide) <b>Unit 9: Shapes and coordinates</b> (p128-138 in Teachers' Guide)</p>	<p>Rising Stars Mathematics</p> <p><b>Unit 12: Fractions, equivalents and algebra</b> (p162-172 in Teachers' Guide) <b>Unit 13: Fair shares</b> (p174-184 in Teachers' Guide)</p>

	<p><b>Unit 4: 2-D shapes, 3-D shapes and nets</b> (p64-74 in Teachers' Guide);  <b>Unit 5: Numbers in everyday life</b> (p76-84 in Teachers' Guide);  <b>Unit 6: Solving problems</b> (p86-98 in Teachers' Guide)</p> <p><i>Supplemented by:</i>  White Rose, Target Your Maths and Focus Ed resources</p> <p>Daily Dash / morning starter activities - developing arithmetic skills, e.g. long division and multiplication etc.</p>	<p><b>Unit 10: Focus on algebra</b> (p140-148 in Teachers' Guide)  <b>Unit 11: Solving more problems</b> (p150-160 in Teachers' Guide)</p> <p><i>Supplemented by:</i>  White Rose, Target Your Maths and Focus Ed resources</p> <p>Daily Dash / morning starter activities - using and applying acquired skills to reach national expectations in areas such as algebra, BODMAS, dividing fractions etc.</p>	<p><b>Unit 14: Nets, angles and coordinates</b> (p186-196 in Teachers' Guide)</p> <p><i>Supplemented by:</i>  White Rose, Target Your Maths and Focus Ed resources</p> <p>Daily Dash / morning starter activities - using and applying acquired skills to reach national expectations in areas such as algebra, BODMAS, dividing fractions etc.</p> <p>+ Apply maths skills in projects, e.g. making nets for Indian sweet packaging; Murder Mystery investigation etc.</p>
<p>Science</p>	<p><b>Electricity</b></p> <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> </ul>	<p><b>Living things</b></p> <ul style="list-style-type: none"> <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>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and explain 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> </ul>

	<ul style="list-style-type: none"> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><i>Reference made to KENT planning</i></p>	<p><i>Reference made to KENT planning</i></p>	<ul style="list-style-type: none"> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Evolution and inheritance</b></p> <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> <p><i>Reference made to KENT planning</i></p>
<p><b>Computing</b></p>	<p>PowerPoint - (Edale)</p> <p><b>Writing to persuade and inform</b></p> <p>Skills to be used and developed: presentation; relevant information; copying and pasting images; speaking and listening; research</p>	<p><b>e-safety</b></p> <p>How to be safe on the Internet; cross-curricular link with PHSE</p>	<p>Coding - hour of code</p> <p>A step-by-step introduction to coding</p>

	<p>Word - 'All about me' display</p> <p>Word - Induction booklet</p>		
History	<p><b>World War Two / Battle of Britain / Evacuation</b></p> <p>Trips to Beaumanor and Holocaust Centre; cross-curricular link with English and RE</p>	Refer to art section (art project - focussing on an artist)	See box below
Geography	See box above	Refer to art section (art project - focussing on an artist)	<p><b>I'm a Y6 get me out of here!</b> (Focus Education unit)</p> <ul style="list-style-type: none"> <li>- Map work</li> <li>- OS maps</li> <li>- Fieldwork (sketch maps, plans, graphs)</li> <li>- Digital technology</li> </ul>
RE	<b>Judaism;</b> link to Holocaust work in English / topic	SATs preparation	<b>Buddhism</b>
PSHE	Induction booklet	<p>Yoga - help develop children's relaxation strategies</p> <p>Mental and practical strategies to support and facilitate success - reference made to <i>Success in Schools</i></p> <p>Internet safety</p>	<p>SRE</p> <p>Transition</p> <p>Drugs Awareness</p>

Y6 Long Term Plan 2018-19

Music	Christmas Play	PPA cover so yet to be confirmed	PPA cover so yet to be confirmed
DT	Food tech - children to have a go at cooking / baking World War Two rationed dishes	See box below	Dragon heads
Art and Design	Battle of Britain Developing sketching skills, i.e. shading and mark-making	Art project - focussing on an artist (yet to be decided) or shadow art  Art piece(s) for Carlton Academy Exhibition	Detailed pencil drawings of dragons
PE	Invasion Games Gymnastics/ dance	Hockey Football	Striking / Fielding Athletics
MFL	Spanish	Spanish	Spanish