



# Primary Curriculum 2015-16

## Year Group Long Term Plan

**'Going for Gold'**  
**'Achieving Excellence'**

### Scheme of Work for: Year 6

|                             | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|-----------------------------|---|---|---|--|---|---|
|                             | 20 <sup>th</sup> Century Britain  | Our Health and Well-being   | Making my own mind up   | Through our eyes   | SATs are coming...and we're ready!  | Our place in this world   |
| <b>English</b>              | Autobiographies<br>Biographies<br>Recount:<br>Diaries<br>Description                                    | Stories<br>Flashbacks<br>Persuasive Leaflet<br>Persuasive Letter<br>Adverts   | Biased arguments<br>Balanced Arguments<br>Non-chronological reports<br>Poetry<br>Information                                  | Journalism<br>Instructions<br>Playscripts<br>Narrative<br>Formal letter<br>Explanation                                   | SATs revision   | Narrative<br>Poetry<br>Leaflets<br>Letters<br>Description<br>Recounts   |
| <b>Grammar</b>              | (VCOP)<br>Vocabulary<br>Connectives<br>Openers<br>Punctuation   | VCOP<br>Formal / informal speech<br>Synonyms / antonyms<br>Passive / active   | VCOP<br>Question tags<br>Subjunctive forms<br>Cohesive devices<br>Subject, object, ellipsis                                   | VCOP<br>Adverbs (connections, consequences)<br>Layout devices<br>Colon, semi-colon, dash                                 | VCOP<br>Lists<br>Bullet points<br>hyphens   | VCOP<br><br>Revision  |
| <b>Structured Role Play</b> | Oral recounts<br>Speeches   | Persuasive adverts / TV and radio programmes  | Debates   | Performing plays   | Circle Time (motivational discussions)  | End of year Performance   |
| <b>Maths</b>                | Place Value<br>Mental and Written addition, subtraction, multiplication and division<br>2D and 3D shape | Fractions<br>Fractions, percentages, ratio and proportion,<br>Angles, Statistics,<br>Perimeter, Mass, Area and Volume | Place value, sequences, co-ordinates, 2D shapes, translation, reflection, temperature, fractions, division and multiplication | Mental and written addition and subtraction, ratio and proportion, 2D and 3D shapes, area, perimeter, volume, statistics | Place value, decimals, fractions, mental and written calculations, fractions, ratio and proportion, co-ordinates, translation, reflection, algebra, measurement | Measurement, mass, volume, mental and written calculations, fractions, place value, decimals. 2D and 3D shape |
| <b>Science</b>              | Animals including humans  | Living things and their habitat   | Light and Sound   | Electricity  | Health / micro-organisms  | Revisit gaps / consolidate / extend   |
| <b>Computing</b>            | Using Technology (Blogging: Weebly)<br><br>E-safety   | Communicating / Presentation (Animation)<br>E-safety  | Algorithms and Programs (Tinkercad)<br>E-safety   | Data Retrieving and Organising (Survey Monkey)<br>E-safety   | Communicating / Presentation (Prezi)<br>E-safety  | Assessment<br><br>E-safety  |
| <b>History</b>              | 20 <sup>th</sup> Century Britain (1939-1969)<br>Local History - Manchester                              |   | Early Civilisation: The Shang Dynasty of Ancient China)   |  | Non- European society / UK contrast (Early Islamic Civilisation)  | Fairtrade and Business Challenge  |
| <b>Geography</b>            |   | UK, Europe, World (counties, countries, continents) Key human and physical  |   | European study (Physical and human features)   |   | North / <u>South</u> American study (Physical and human features)   |
| <b>Art</b>                  | Collage / textiles (Manchester skyline)   |   | Painting: Decisions (facing dilemmas)   |  | Sculpture / textiles (Islamic artefacts)  |   |
| <b>DT</b>                   |   | Landmarks (buildings / bridges)   |   | Electrical systems in a product  |   | Controlling a product   |
| <b>Languages</b>            | My school: favourite lessons  | What do you like?   | My town   | Leisure Activities   | Food  | Review and consolidate  |
| <b>Music</b>                | Pulse and Rhythm  | Tempo and Dynamics  | Vocal   | Pitch  | Timbre and Texture  | Composing, notation and structure   |
| <b>PE</b>                   | Volleyball<br><br>Gymnastics: pair sequences  | Rugby<br><br>Gymnastics: apparatus  | Dance<br><br>Athletics: Heptathlon  | Athletics: Decathlon<br><br>Rounders   | Football: European competition  | Orienteering: plan a route<br>Cricket   |
| <b>PSHE</b>                 | Rules and expectation   | Taking part<br><br>Healthy heart<br>Bullying  | Understanding money<br>Co-operation / trust   | Drugs  | The law and drugs   | Moving on<br>Our Achievements   |
| <b>RE</b>                   | Does religious equal good?<br>Can you be more of a believer than someone else?                          | Why are sacred texts important?<br>Why muslims celebrate Eid.<br>Sacrifices<br>Rememberance                           | What do humanists believe?<br>Peace and Forgiveness (Gordon Wilson)   | Big Questions: P4C   | How is Buddhism similar to Islam?   | How is it different?<br>What can we learn from it?  |