

# Wren Park Primary School

## Year 6 Long Term Plan



RESPECTFUL



AMBITIOUS



RESILIENT



|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|---|--|--|--|--|--|
|  | <b>Industrial Revolution</b><br><i>What made Britain great?</i>   |  | <b>Mexicocoa</b><br><i>What can we learn from the Ancient Mayans?</i>  |  | <b>Survival</b><br><i>How can we survive our extreme Earth?</i>  |  |
| <b>Experiences</b>   | <b>Cromford Mill – Geography Fieldwork</b>  |  | <b>Day of the Dead Festival</b>  |  | <b>Manor Adventure</b>   |  |
| <b>VIPERS</b>  | Street Child by Berlie Doherty  |  | Pig-Heart Boy by Malorie Blackman  |  | Kensuke's Kingdom by Michael Morpurgo  |  |
| <b>Maths</b><br><i>(White Rose)</i>                              | <ul style="list-style-type: none"> <li>Number &amp; place value to 10,000,000</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul> | <ul style="list-style-type: none"> <li>Fractions (A)</li> <li>Fractions (B)</li> <li>Converting measures</li> <li>Ratio</li> </ul> | <ul style="list-style-type: none"> <li>Decimals</li> <li>Fractions, Decimals, Percentages</li> <li>Statistics</li> <li>Area and Perimeter</li> </ul> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry – Shape</li> </ul>                            | <ul style="list-style-type: none"> <li>Geometry – Position and Direction</li> <li>Revision</li> </ul>          | <ul style="list-style-type: none"> <li>Investigations and application</li> </ul> |
| <b>History/ Geography</b>  | Geography:<br>The Derwent Valley – local study and field work at Cromford.<br>Changes during the Industrial Revolution  | History:<br>The Victorians – who were they and how did they change society   | History:<br>Ancient Maya Civilisation and its impact on society today – in depth study   | Geography:<br>Central America compared to UK – Mexico today  | History:<br>Indigenous Australia - Torres Strait Islanders.  | Geography:<br>Australia today compared to the UK                                 |
| <b>Science</b><br><i>(Developing Experts)</i>                    | Light   | Electricity – Thomas Edison  | Animals Including Humans (Circulatory system - Journey of a red blood cell)  | Looking after our Environment  | Living Things and Their Habitats   | Evolution & Inheritance  |
| <b>Art/DT</b><br><i>(Kapow)</i><br><i>(+extra mini projects)</i> | Art:<br>Photography – self portraits  | DT:<br>Textiles: Waistcoats (Style of Arkwright's)<br>Art:<br>Lowry's Coming from the Mill   | Art:<br>Drawing - Making My Voice Heard (Ancient Maya)   | DT:<br>Structure: Playgrounds (Chocolate themed)<br>DT:<br>Come Dine With Me (during Day of the Dead festival) | DT:<br>Digital World: Navigating the World (link with Careers/Enterprise Week)<br>Art:<br>Indigenous Dreamtime | Art:<br>Still Life: Memory Box<br>Art: Hokusai – The Great Wave                  |

|                             |  |   |  |   |  |   |
|-----------------------------|--|---|--|---|--|---|
| <b>RE</b>                   | U2.6 What does it mean to be a Muslim in Britain today? (part 2)         | U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity. |   | U2.3 What do religions say to us when life gets hard?                        |   |
| <b>PSHE/BV</b>              | PSHE: Me in My World<br>BV - Democracy                                   | PSHE: Understanding Difference<br>BV – Rule of Law                          | PSHE: Dreams & Goals<br>BV – Individual Liberty  | PSHE: Healthy Me<br>BV – Mutual Respect and Tolerance | PSHE: Relationships  | PSHE: Changing Me (+RSE)  |
| <b>Personal Development</b> | Black History Month – October.<br>British Empire and the Slave Trade     |   | Fair Trade – Feb/March - Fair Trade chocolate<br>Go Red for Heart Month                          |   | Refugee Week – 19-25 <sup>th</sup> June<br>Careers Week – Enterprise project |   |
| <b>PE</b>                   | Soccerstars- Hand eye coordination/Handball<br><br>Gymnastics - Movement | Soccerstars- OOA<br><br>Dance – Electricity                                 | Soccerstars- Tag Rugby<br><br>Dance- Through the decades   | Soccerstars- Football<br><br>Games- Circuit training  | Soccerstars- Athletics<br><br>Gymnastics                                     | Soccerstars- Rounders and cricket<br><br>Games – Leadership in PE |
| <b>Music (Charanga)</b>     | Music and Technology<br>Pop  | Developing and Ensemble Skills<br>Jazz                                      | Creative Composition<br>Classical  | Musical Styles Connect Us<br>Pop                      | Improvising with Confidence<br>Salsa   | Farewell Tour<br>Soul   |
| <b>French</b>               | French Sport and the Olympics  | In my French House  | Planning a French Holiday  |   | Visiting a town in France  |   |
| <b>Computing</b>            | Computing systems and networks:<br>Communication Online<br>Safety        | Creating Media:<br>Web page creation<br>Online Safety                       | Programming A:<br>Variables in games   | Data & Information:<br>Spreadsheets                   | Creating Media:<br>3D modelling<br>Online Safety                             | Programming B:<br>Sensing   |