

**Crossley Hall Primary School**  
**Year 6 Long Term Planning 2018 - 19**

|  | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>  |
|--|--|--|--|---|--|--|
|  | <b>7 weeks</b>   | <b>7 weeks 2 days</b>  | <b>6 weeks 2 days</b>  | <b>7 weeks</b>  | <b>4 weeks</b>   | <b>7 weeks</b>   |
| <b>Theme</b>                               | <b>What Mr Darwin Saw</b>  | <b>World War 1</b>   | <b>Horrific Humans</b>   | <b>Horrific Humans</b>  | <b>The Places We Belong</b>  | <b>Fairgrounds</b>   |
| <b>Writing</b>                             | <p><b>Non-Chron Report</b> – The Land of Never believe How to train a Miptor (adapted animal care guide)</p> <p><b>Arguments</b> – Should animals be kept in captivity?</p> <p><b>Independent Write</b> – Deforestation in the Amazon – Persuasion / Story in an imaginative land using animal.</p> <p><b>Cross curricular writing:</b> Darwin biography</p> | <p><b>Fiction:</b> War Horse Diary</p> <p><b>Fiction:</b> Arrival</p> <p><b>Cross curricular writing:</b> History<br/>Letter home from the trenches</p>  | <p><b>Fiction:</b> Room 13/ Alma (Horror)</p> <p><b>Non-Fiction:</b> Instructions Mayan Masks/Hot Chocolate</p> <p><b>Cross curricular writing:</b> History<br/>Mayans – travel brochure (persuasion)</p>                        | <p><b>Non Fiction:</b> Journalistic Report (miracle cure)</p> <p><b>Fiction:</b> Playscript – Dia de los muertos</p> <p><b>Cross curricular writing:</b> Geography - Non Chronological report about different regions</p>   | <p><b>Fiction:</b> The Lost Thing</p> <p><b>Non-fiction:</b> Dragons Den Persuasion</p> <p><b>Cross curricular writing</b> Science: Experiment (desert island challenge)</p>   | <p><b>Fiction:</b> Explanation Texts (Fairgrounds)</p> <p><b>Non Fiction:</b> Brochures (residential/theme park)</p>   |
| <b>Reading</b>                             | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>  | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>  | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>                    | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>   | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>  | <p><b>Class Novel</b></p> <ul style="list-style-type: none"> <li>The Executioner's daughter</li> </ul> <p><b>Bug Club</b><br/>Fiction/Non-fiction texts</p> <p><b>SATs Style Questions/Test technique</b></p>  |
| <b>Spelling, Punctuation &amp; Grammar</b> | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>  | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>  | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>  | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>   | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>  | <p>No Nonsense Spelling</p> <p>SATs Style Questions/Test Technique</p> <p>Grammar</p>  |
| <b>IPC</b>                                 | <p><b>Brainwave</b><br/>Children will:<br/><b>3.01</b> - Know about some of the recent evidence and research into the brain and learning<br/><b>3.02</b> - Know about some of the different areas of the brain and their function<br/><b>3.03</b> - Understand the different ways that they</p>  | <p><b>Moving People</b><br/><b>In Geography, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>About the similarities and differences between places we know</li> <li>How and why our families have moved around the world</li> </ul> | <p><b>AD 900</b><br/><b>In History, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>About the Maya from the buildings and artefacts they left behind</li> <li>How the Maya worshipped their gods</li> </ul> | <p><b>Being Human</b><br/><b>In Science, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>How humans are different from other animals</li> <li>About the brain and the nervous system</li> <li>About the bones and muscles in the body</li> </ul> | <p><b>Drugs Education</b><br/><b>In Science, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>About the structure of the human body</li> <li>About the functions of the major internal and external parts of the human body</li> <li>About the effects of</li> </ul> | <p><b>Fairgrounds</b><br/><b>In Science, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>What keeps our feet on the ground</li> <li>About other forces that act upon us</li> <li>How to identify and measure forces</li> <li>How forces act on</li> </ul> |

can learn  
**3.04** - Understand how they can improve their learning and their attitudes to learning  
**3.05** - Understand the importance of cooperation and global awareness in their learning

**Existing, Endangered, Extinct!**

In **Science**, we'll be finding out:

- How and why living things are classified
- How a vertebrate and an invertebrate are different
- How to classify local plants and animals
- About the effects of food chains in our locality
- About friendly and unfriendly micro-organisms
- How fungi are different from plants and animals
- Why composting is good for the environment

In **Technology**, we'll be finding out:

- How to make our own compost bin

In **International**, we'll be finding out:

- How the international community can protect endangered species
- Why biodiversity is important for the well-being of the planet

- How different places are linked
- How and why people move and goods are transported around the world
- About environmental disasters which influence human migration
- About disaster relief organisations

In **History**, we'll be finding out:

- About the migrations of people in pre-historical times
- About the spread of ideas, technology, language, food, goods and culture through migration
- About the historical importance of past civilisations on present day societies
- About the effects of migration on countries around the world
- About enforced movements of people and why these occurred
- About influences of past movements of people on our present day societies

In **Society**, we'll be finding out:

- About refugees — who they are, what their rights are and our responsibilities with regards to this
- About the role of organisations who support refugees and migrants

In **International**, we'll be

- How the Maya used glyphs for writing and counting
- Why the Maya empire declined
- What Benin City in West Africa might have looked like
- How to use different sources to find out about the Kingdom of Benin
- How the Edo/Benin people celebrate and worship
- What happened to the Kingdom of Benin
- Why the prophet Mohammad was so important to the Islamic civilisation
- About the achievements and inventions of the Golden Age of Islam
- Why the Islamic empire declined

In **Art**, we'll be finding out:  
 How to make West African masquerade masks and costumes

- How to create Islamic art

In **Music**, we'll be finding out:

- How to plan and perform our own West African masquerade

In **International**, we'll be finding out:

- About the culture and traditions of modern day Maya and Muslims

- How the human heart works
- How we breathe and what the lungs do
- What we inherit from our parents
- How our environment affects us
- How the body uses food and water
- About the latest medical research

In **Technology**, we'll be finding out:

- How to plan and prepare a healthy meal

In **International**, we'll be finding out:

- About a major global health problem
- If we can improve the health of the world's children

different drugs and how these might change the way we feel and behave

In **ICT & Computing**, we'll be finding out:

- About specific drugs and the effects of taking these
- How to present information using ICT

In **Society**, we'll be finding out:

- About different types of drugs
- About the local amenities that aid health, fitness and drugs awareness
- About the different views people have towards drugs

In **International**, we'll be finding out:

- About how and where drugs move around the world
- About drug laws and controls around the world

everyday life

- How to use electricity as a source of power
- About magnetism: how and why magnets work
- How light travels and how we see
- How sound travels and how we hear

In **Technology**, we'll be finding out:

- How to solve problems to understand how everyday objects work
- How people use technology
- How to design and make models and games
- In **ICT & Computing**, we'll be finding out:
- How to use collaborative software for researching and sharing our learning
- How to use control technology to design, write and debug programs for a fairground ride simulation
- How to use sequence, selection and repetition in programs to create different design features for our fairground ride simulations
- How to use search engines effectively, and how to use technology respectfully and responsibly

In **International**, we'll be finding out:

- About fairgrounds and theme parks in our host and home countries

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|--------------------|--|--|--|---|--|--|
|                    |  | finding out: <ul style="list-style-type: none"> <li>About reasons for economic migration, its effects and the laws that control it</li> <li>How different groups of migrants and refugees are treated in the host country</li> </ul> |  |   |  | <ul style="list-style-type: none"> <li>How international agencies are helping to increase energy efficiency and tackle the problems of noise and light pollution</li> <li>About international aid agencies and their work</li> </ul> |
| <b>RE</b>          | Christian/ Buddhism<br>How they live their lives | Christian/ Buddhism<br>Festivals   | Christian/ Buddhism<br>Faith expression    | How is the life of Jesus relevant today?<br>Easter              | What might God be like?<br>Explore different faith beliefs | How do humans exercise responsibility for their environment?<br>Explore different faith beliefs  |
| <b>PE</b>          | Cognitive:<br>Throw Tennis<br>Benchball          | Creative:<br>Scorpion Handball<br>Seated Volleyball  | Social Skills:<br>River Crossing<br>Kabadi | Applying Physical Skills:<br>Jumpball<br>Jump, roll and balance | Health and Fitness:<br>Beanbag Raid<br>Throw Squash        | Personal:<br>Throlf<br>Rainbow Baseball  |
| <b>PHSCE</b>       | Emotions/ feelings<br>Healthy Relationships      | Rules, rights and responsibilities   | Caring for the environment                 | Healthy Lifestyles  | Drugs and Alcohol Awareness                                | Tolerance and Respect  |
| <b>Experiences</b> |  | <b>Yorkshire Wildlife Park</b>   | <b>Mayan Visitor</b>                       | <b>Life Caravan</b>   | <b>Blackpool Pleasure Beach</b>                            | <b>Caythorpe Court</b>   |