

**Davyhulme Primary School**  
**Year 6**  
**Long Term Planning 2022-2023**

<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 (SATS)</b>	<b>Summer2</b>
<b>Novel</b>	Holes		Alex Rider	Leon Garfield's Shakespeare Stories	Macbeth	The Arrival
<b>Value</b>	<b>AMBITIOUS</b>	<b>AMBITIOUS</b>	<b>CARING</b>	<b>CARING</b>	<b>COLLABORATIVE</b>	<b>COURAGEOUS</b>
	Hope/ Commitment	Determination	kindness/ Happiness	Love	Unity/ Understanding/ Responsibility	Perseverance/ Humility
<b>Mathematics</b>	Number: Place Value; addition, subtraction, multiplication and division	Fractions, Geometry: Position and Direction	Number: decimals, percentages and algebra	Measurement: converting units, perimeter, area and volume Number: ratio	Geometry: Properties of shape Statistics	Problem solving and investigations.
<b>English (Writing)</b>	<b>Text: Holes</b> Narrative - setting & character descriptions formal letter (letter of complaint) flashback Diary entry (recount) Newspaper article Non-chronological report		<b>Text: Alma (film)</b> Mystery/ suspense narrative  <b>Text: Alex Rider</b> Non-chronological report  Informal letter	<b>Macbeth</b> Persuasive Letter Poetry Newspaper report	<b>Shakespeare Text- Macbeth</b>  <b>SPAG revision</b>	The Arrival - Shaun Tan -playscripts -Narrative
<b>Science</b>	Electricity	Living things and their habitats	Animals Including Humans -	Evolution and Inheritance	Light	Light
Geography	<u>North and Central America</u> Is there more to North America than just the USA?				<u>Climate Change</u> How are the people of North America affected by climate change? e.g volcanoes, mountains, cyclones	

<b>History</b>	<u><b>The Mayan Civilisation</b></u> In which way was the Mayan civilisation more or less advanced than Britain in AD900?	<u><b>A Study of a time period beyond 1066 – World War</b></u> Is it ever right to fight?			
<b>Art: Skills &amp; Techniques</b>	Drawing and sketchbooks	Working in three dimensions	Paint, surface and texture.	Working in three dimension	Collaboration and community
<b>Art: Activity</b>	<p>Pupils will research Monet's work, shoes, Anglo Saxon haystacks and stonework. Learners will observe Monet's work and haystacks to</p> <p>explore form, shape and colour to create different compositions and seasons. Pupils will learn about codes and conventions and how these are used to represent different ideas.</p> <p>Pupils will adapt and refine their work and explore a range of materials and processes, refining their control of tools and techniques using pencil, pen, charcoal and oil pastels.</p> <p>Pupils will develop their ability to control and experiment with formal elements e.g. colour, tone, mark- making and shape: Explore the properties of pencils, charcoal ink and oil pastels.</p> <p>Pupils will develop, evaluate and analyse their own and others work; Adapt and refine their work in the light of their own and other's evaluations.</p>	<p><b>Brave Colour</b></p> <p>Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2 d or 3d models to share our vision of imagined installations with others.</p>	<p><b>Exploring Identity</b></p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p><b>Take a Seat</b></p> <p>Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.</p>	<p><b>Shadow Puppets</b></p> <p>Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.</p>
<b>Art: Artist</b>	Monet	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	Njideka Akunyili Crosby, Yinka Shonibare,	Yinka Ilori	Lotte Reiniger, Matisse, Wayang Shadow Puppets,

				<b>Thandiwe Muriu, Mike Barrett</b>		<b>Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte</b>
<b>Art: Materials</b>	N/A  Mrs Katsihtis to resource.		Selection of papers, elastic bands, cardboard, soft pencils, coloured pencils, oil/chalk pastels, water colour paint, inks, acrylic or ready mixed paint, brushes, collage papers, PVA glue, scissors.  Option 1: Mini World Light Boxes- Cardboard boxes, pencils, felt tip pens, sharpies paper/card, junk modelling materials, torches, marbling materials, paper, marbling inks, sticks for mixing, trays, PVA glue, scissors.	Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.	Soft B pencils, oil/chalk pastels, handwriting pens. Construction Materials	Soft B pencils, handwriting pens (black/coloured). For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white sheet (or whiteboard).
<b>PSHE</b>	<b><u>Being Me in My World</u></b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b><u>Celebrating Differences</u></b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b><u>Dreams and Goals</u></b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b><u>Healthy Me</u></b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b><u>Relationships</u></b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b><u>Changing Me</u></b> Self-image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>DT</b>		Programming Pioneers		Chinese Inventions		Burgers
<b>Music</b>	Charanga Music: I'll be there	Charanga Music: Classroom Jazz 2	Charanga Music: A New Year Carol	Charanga Music: Happy	Charanga Music: You've got a friend	Charanga Music: Reflect, Rewind, Replay

P.E	Gymnastics: Mirroring & Matching	Gymnastics: Counter- balance and counter tension	Dance: Strictly Come Dancing	Games: Netball		Athletics
MFL	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and French history). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>
RE	Is anything ever eternal?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	How could Humanists lead good lives?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead better lives? (Part 1)	Does belief in Akhirah help Muslims lead better lives? (Part 2)
Computing	<p><b><u>Creating Formula in Excel</u></b> Pupils will learn how to organise data and make calculations using the application Microsoft Excel.</p>	<p><b><u>Using Variables</u></b> Pupils will learn what variables are and how to use them when programming, using the application Scratch 3.0.</p>	<p><b><u>Program for An Audience</u></b> In this unit pupils will create an animation using the application Scratch 3.0.</p>	<p><b><u>Plan and Compose Music</u></b> Pupils will learn how to compose music and learn how to record and edit a simple podcast.</p>	<p><b><u>How Data is Stored</u></b> In this unit pupils will learn and explore how data is transferred and received.</p>	<p><b><u>HTML</u></b> Pupils will learn how to use HTML coding to program a webpage</p>