



WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017 – 2018 YEAR 6



| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic title | All the Fun of the Fair | You can't try and blend in, when you were born to stand out. | Keep Calm and Carry On | | | 50 Things to do Before You're 11 ¾ |
| First-hand experience / stimulus | Goose Fair | Cinema - Wonder | RAF Museum Cosford WW1 and WW2 / Eden Camp | Theatre visit: War Horse | SATs! Hagg Farm residential | National Trust trip – Belton House |
| English POR: Power of Reading (CLPE) Michael Tidd signposts for writing Other opportunities for reading / writing | Poetry Day 28 th Sept - Freedom Cirque Du Freak Writing to entertain: Characters / settings Writing to inform: Recount Trip Advisor review of Goose Fair Research – fairgrounds, circuses, freak shows | Wonder Writing to persuade: Letter to TH for cinema trip and film review Writing to inform: Explanation text on Ancient Greeks Greek Myths Anti-bullying week | POR: There's a Boy in the Girls' Bathroom Writing to entertain: Narrative - diary Writing to discuss: Balanced argument based on internet safety | War Horse Writing to discuss – review of War Horse Writing to inform: Biography – World War 2 leaders Writing to entertain: War poetry | Literacy Shed: Titanium Writing to discuss: Newspaper report Literacy Shed: Alma Writing to entertain: Narrative – short suspense story | Recount: Wainwright memories |
| Computing | Fairground rides – powered?? | <u>Computer science – programming</u> <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</i> | Cyber-bullying Use technology safely, respectfully and responsibly; <u>E safety</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptab | Presenting information <u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the</i> | <u>Digital Literacy and ICT</u> PowerPoint – residential – class assembly <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the</i> | Movie Maker - leavers assembly <u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world</i> |

WORKING TOGETHER – PERSEVERANCE - ACHIEVEMENT



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| | | <p><i>decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> | <p>le behaviour; identify a range of ways to report concerns about content and contact.</p> | <p><i>opportunities they offer for communication and collaboration</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> | <p><i>opportunities they offer for communication and collaboration</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> | <p><i>wide web; and the opportunities they offer for communication and collaboration</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p> |
| Science | <p>Electricity</p> <p>58 – Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>59 – 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.,</p> | <p>Light</p> <p>52 – Recognise that light appears to travel in straight lines</p> <p>53 – 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</p> <p>54 – Explain that we see things because light travels from light sources to our eyes or</p> | <p>Living Things and their Habitats</p> <p>29 – 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.</p> <p>30 – introduced to the idea that broad</p> | No Science – SATs boosters | <p>Animals including Humans</p> <p>35 – Identify and name the main parts of the human circulatory system</p> <p>36 – describe the functions of the heart</p> <p>37 – describe the functions of the blood vessels</p> <p>38 – describe the functions of the blood</p> <p>39 – explore and answer questions that</p> | <p>Evolution</p> <p>44 - Recognise that living things have changed over time</p> <p>45 – Recognise that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>46 – Recognise that living things produce offspring of the same kind</p> <p>47 – Recognise that</p> |



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| | <p>60 – should learn how to represent a simple circuit in a diagram using recognised symbols..</p> <p>61 – taught to take the necessary precautions for working safely with electricity</p> <p>62 – designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> | <p>from light sources to objects and then to our eyes</p> <p>55 – Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>56 – designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works</p> <p>57 – extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur)</p> | <p>groupings, such as micro-organisms, plants and animals can be subdivided</p> <p>31 – Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals)</p> <p>32 – discuss reasons why living things are placed in one group and not another.</p> <p>33 – find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</p> <p>34 – Give reasons for classifying plants and animals based on specific characteristics.</p> | | <p>help them to understand how the circulatory system enables the body to function</p> <p>40 – Recognise the impact of diet on the way their bodies function.</p> <p>41 – Recognise the impact of exercise on the way their bodies function.</p> <p>42 – Recognise the impact of drugs and lifestyle on the way their bodies function.</p> <p>43 – Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>normally offspring vary and are not identical to their parents.</p> <p>48 – Identify how animals and plants are adapted to suit their environment in different ways</p> <p>49 – introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles</p> <p>50 – find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution</p> <p>51 – Identify that adaptation may lead to evolution</p> |
| History | Local history study: Nottingham Goose Fair History of freak shows, circus, fairgrounds | Ancient Greeks | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- World Wars I and II War Memorials study | | | |



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| Geography | Nottingham – using maps | | <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Local area – war memorials</p> | Hagg Farm residential | <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | |
| RE | <p>2.15 Beliefs in action in the world: How do religious beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Twinkl Planit – Justice and Freedom</p> | <p>2.16 Beliefs in action in the world: what was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution?</p> | <p>2.13 What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Twinkl Planit - Humanism</p> | <p>2.14 Religion, family and community: how can we make Nottinghamshire a county of tolerance and respect?</p> | | |
| MFL Spanish | Jolie Rond scheme of learning | | | | | |
| Art | Drawing / painting Take one picture: Goose Fair | | | | Andy Goldsworthy? | Textiles – end of year souvenir |
| DT | Fairground rides and signs | | Food – rations and war time recipes | | | |
| Music Charanga music scheme | Livin on a Prayer | A New Year Carol | Classroom Jazz 2 | Fresh Prince | Make you Feel My Love | Reflect, Rewind, Replay |



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| PE | Long term planning provided by external provider | | | | | |
| Jigsaw | Being me in my world | Celebrating differences | Dreams and goals | Healthy me | Relationships | Changing me |
| Citizenship | <p>How do I behave? What is anti social behaviour?</p> <p>Why is it wrong?</p> | <p>Media influences Increased leisure time Social networking Mobile phones Personal safety Getting help Implications for me Media Bias Can a newspaper be biased?</p> <p>How trust worthy is information of the internet.</p> | <p>Learning about money Charities and money Supporting others Planning and supporting a charity</p> <p>Working in partnership with parents and visitors</p> <p>CAREERS FAIR – Tuxford Academy</p> | | <p>Puberty Development Changes Puberty unit Growing up What is a teenager? Social changes</p> <p>Emotional changes</p> | <p>Rite of passage Transition to a new school and key stage.</p> <p>What have I achieved? How will it help me in the future.</p> <p>Reviewing and setting personal targets. Transition to next stage of learning</p> <p>Preparation for a new school.</p> |
| Religious festivals | <p>5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali) 19 Oct – Hindi - New Year</p> | <p>8th Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish - Hanukah</p> | <p>5th Jan - Guru Gobindh Singh birthday – Sikh 13th Feb - Shrove Tuesday – Christian 14th Ash Wednesday - Lent begins- Christian 16th Feb - Chinese New Year 3rd Holi - Hindu</p> | <p>18th – 26th Ramayana - Hindu 25th March Palm Sunday – Christian 30th March - Good Friday – Christian 31st April - Pesach * - Jewish April 1st - Easter – Christian 23rd April - St. George's Day - Christian</p> | <p>16th May – 15th June – Ramadan – Islam 20-21st May - Shavuot * - Jewish</p> <p>15th – 17th June - Eid al Fitr - Ramadan ends * - Islam</p> | |