

## Lodge Farm Year 6 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>Reading, spelling and grammar objectives are tracked back to those not taught in Year 5 due to lockdown.</p> <p>Some objectives are further tracked back to Year 4 and Year 3, to close any gaps in knowledge and understanding to accelerate progress</p>	<p><i>Narrative: The Journey by Aaron Becker</i></p> <p><i>Narrative: The Wisp By Zana Fraillon &amp; Grahame Baker-Smith</i></p> <p><i>Chronological Report: Planetarium by Chris Wormell</i></p>	<p><i>Narrative: Night of the Gargoyles by Eve Bunting</i></p> <p><i>Narrative: Uncle Montague's Tale of Terror</i></p> <p><i>Narrative: Children of King by Sonya Hartnett</i></p>	<p><i>Recount: Hermelin by Mini Grey</i></p> <p><i>Reports: Arthur Spiderwick's Field Guide by Holly Black</i></p> <p><i>A non-linear narrative: Skellig by David Almond</i></p>	<p><i>Narrative: The Match Stick Girl (visual literacy)</i></p> <p><i>Narrative and report: Road's End (visual literacy)</i></p>	<p>Units for the summer term are TBC depending on remaining coverage of objectives needed to be taught for chn to achieve ARE or above.</p>	<p>Units for the summer term are TBC depending on remaining coverage of objectives needed to be taught for chn to achieve ARE or above.</p>
<b>Class text</b>	<i>Wonder by R.J. Palacio</i>		<i>Skellig by David Almond</i>		<i>Holes by Louis Sacher</i>	
<b>Guided Reading</b>	<p><i>Throughout the year, all Guided Reading will focus on the following aspects to enable pupils to achieve ARE.</i></p> <p><b>Vocabulary:</b> Give/explain the meaning of words in context</p> <p><b>Infer:</b> Make inference from the text/ explain and justify using evidence from the text.</p> <p><b>Predict:</b> Predict what might happen from the details stated and implied.</p> <p><b>Explain:</b> Identify/explain how information / narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.</p> <p><b>Retrieve:</b> Retrieve and record key information/key details from fiction and non-fiction.</p> <p><b>Summarise:</b> Summarise main ideas from more than one paragraph.</p>					
<p><b>Maths</b></p> <p>Place value and number objectives are tracked back to those not taught in Year 5 due to lockdown.</p> <p>Some objectives are further tracked back to Year 4 and Year 3, to close any gaps in knowledge and understanding to accelerate progress.</p>	<p><i>Initial assessment and reactivation</i></p> <p><i>Number and place value</i></p> <p><i>Mental calculations and problem solving</i></p> <p><i>Fractions</i></p> <p><i>Multiplication and division</i></p> <p><i>Statistics</i></p>		<p><i>Percentages</i></p> <p><i>Area</i></p> <p><i>Spatial reasoning and Roman Numerals</i></p> <p><i>Division</i></p> <p><i>Order of operations and algebra</i></p> <p><i>2-D shape, perimeter and area</i></p> <p><i>Fractions (multiplying and dividing)</i></p> <p><i>Ration and proportion</i></p>		<p><i>Ratio and Proportion</i></p> <p><i>3-D shape and volume</i></p> <p><i>Statistics and measure conversion</i></p> <p><i>Consolidation weeks to prepare for SATs</i></p> <p><i>Constructing pie charts</i></p> <p><i>Statistical representations</i></p> <p><i>Further algebra</i></p> <p><i>Financial maths and enterprise</i></p> <p><i>Maths: Preparation for KS3</i></p>	
<b>History</b>	<p><b><u>The Mayan civilization c. AD 900</u></b></p> <p><i>-Understand who the Mayans were and where they lived</i></p> <p><i>-Religious beliefs</i></p> <p><i>-The Mayan calendars and number systems.</i></p> <p><i>- Maya cities</i></p> <p><i>-Know about the Mayan writing system.</i></p> <p><i>-The food the Mayans ate and why some were significant.</i></p>		<p><b><u>World War Two and the Battle of Britain</u></b></p> <p><i>-Know the events leading up to the outbreak of WW2.</i></p> <p><i>-Understand when, where and why children were evacuated.</i></p> <p><i>-Rationing.</i></p> <p><i>-The role women had during WW2 with a focus on jobs</i></p> <p><i>-The Holocaust</i></p> <p><i>-Know the key events of WW2 and where they place chronologically.</i></p>		<p><b><u>A local history study- Stevenage New Town</u></b></p> <p><i>Understand why Stevenage new town was created</i></p> <p><i>- Explore key people and events that took place</i></p> <p><i>- How has Stevenage changed and adapted</i></p> <p><i>-Explain what makes Stevenage unique</i></p> <p><i>-Learn about a variety of significant people who have lived in Stevenage</i></p>	
<b>Geography</b>	<p><b><u>Locational knowledge</u></b></p> <p><i>To locate the world's countries, using</i></p>		<p><b><u>Place knowledge</u></b></p> <p><i>To understand geographical similarities and differences</i></p>		<p><b><u>Human and physical geography</u></b></p> <p><i>To describe and understand key aspects of physical</i></p>	

	To identify environmental regions, key physical and human characteristics, countries, and major cities.		through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	
<b>Art</b>	<b>Artist Study – Ikuko Iwamoto</b> How to sculpt and mould clay in the style of Ikuko Iwamoto including cross-hatching and water to firmly join clay together		<b>Sketching</b> Tone – to recognise interrelationship between mood and tone. Form – to select materials to suit own needs Drawing – to consider the potential of tools and materials and select appropriately for artwork purpose		TBC.	
<b>DT</b>	Use sewing techniques to create a purse or wallet.		To apply understanding of computing to program a motorised vehicle		Design, create and evaluate a spaghetti bolognese.	
<b>Music</b>	<b>‘Happy’ by Pharrell Williams</b>	<b>Classroom Jazz</b>	<b>‘A New Year Carol’ by Benjamin Britten</b>	<b>‘You’ve got a friend’ by Carole King</b>	<b>Inspirational women in music</b>	<b>The history of music</b>
<b>Science</b>	<b>Living things and their environment</b>	<b>Evolution and Inheritance</b>	<b>Light</b>	<b>The Circulatory System</b>	<b>Electricity</b>	
<b>Computing</b>	<b>Coding</b> To create a text based adventure.	<b>Coding continued</b> <b>Online Safety</b> Show an understanding of the advantages and disadvantages of the internet and how to stay safe online	<b>Spreadsheets</b> Use a spreadsheet to plan a school-event	<b>Bloggng</b> To create and contribute to class blogs	<b>Text adventure</b> To code a map based adventure	<b>Networks</b> To explore how the internet was created <b>Quizzing</b> To create a database to make a class quiz
<b>PSHE</b>	<b>PSHE linked to ‘Return to school’ Relationships</b> Responding respectfully to a wide range of people, recognising prejudice and discrimination. <b>Yr 5 SRE</b>		<b>Living in the wider world</b> Protecting the environment and having compassion towards others. Identifying job interests and aspirations and what influences our choices.		<b>Health and Wellbeing</b> Exploring personal identity and recognising individuality. Mental wellbeing <b>Yr6 SRE</b>	
<b>RE</b>	<b>Christianity and Buddhism</b>	<b>Founders of Faith</b>	<b>Expressive and visual arts in religion</b>	<b>Founders of Faith</b>	<b>Ideas about God</b>	<b>Ultimate Questions</b>
<b>PE</b>	Rising Stars will teach a range of sports and skills across the year	Rising Stars will teach a range of sports and skills across the year	Rising Stars will teach a range of sports and skills across the year	Rising Stars will teach a range of sports and skills across the year	Rising Stars will teach a range of sports and skills across the year	Human responsibility for the environment
<b>French</b>	<b>Conversational French</b>	<b>At School</b>	<b>The Weekend</b>	<b>World War II</b>	<b>Healthy Lifestyles</b>	<b>The Planets</b>