

# Long Term Plan 2022-2023: Angelou Year 6

	Topic 1 7	Topic 2 7	Topic 3 6	Topic 4 6	Topic 5 6	Topic 6 8
Topic	Super Species <i>What is the most important animal of all?</i>	Innovations and Inventions <i>How did life change during the Industrial Revolution?</i>	What a Wonderful World <i>How were the natural wonders of our world formed?</i>	Ancient Mysteries <i>What have we learned from Tutankhamun's Tomb?</i>	Voices from the past <i>Why is Benin considered to be such an important civilisation?</i>	Seeking Sanctuary <i>What is it like to become a refugee?</i>
Reading for pleasure	  	  	  	  	  	  

<p><b>English</b></p>	<p><b>Non-chron. Report</b> Non-chronological report about a newly discovered species to be included in an online animal encyclopaedia. (Science)</p> <p><b>Mystery Narrative</b> A retelling of a mystery story about unexplained supernatural occurrences.</p> <p><b>Explanation</b> An explanation text explaining how animals adapt to their environments. (Science)</p>	<p><b>Recount</b> A recount of a typical working day in a factory for a Victorian child. (History)</p> <p><b>Formal Letter</b> A formal letter to a relevant figure about an international issue linked to children's rights. (Linked to UK parliament week.) (RSHE)</p>	<p><b>Horror Story</b> A horror story that features a mysterious disappearance.</p> <p><b>Newspaper Report</b> A newspaper report about the disappearance of a girl at a national park. (Francis)</p> <p><b>Poem</b> Poem using imagery to describe a raging river. (Geography)</p>	<p><b>Recount</b> A recount as Howard Carter describing his discovery of the tomb of Tutunkhamun. (History)</p> <p><b>Explanation</b> A text showing the consequences of not looking after our minds and bodies. (Science)</p> <p><b>Persuasive Speech</b> Having looked at young activists such as Greta Thunberg, a persuasive speech about saving Planet Earth.</p>	<p><b>Realism Story</b> A story set in the near future about an international environmental event. (Geography)</p> <p><b>Monologue</b> A monologue in the voice of 'Juniper' from the class novel, showing her anger and frustration.</p> <p><b>Persuasive Leaflet</b> A persuasive leaflet for a tourist destination and trip advisor reviews for the same destination. (Geography)</p>	<p><b>Balanced Argument</b> A balanced argument looking at the issue of immigration and refugees. (RSHE)</p> <p><b>Recount</b> A recount of the experiences of a child refugee having fled from their home country.</p> <p><b>Biography</b> A biography on a significant refugee (to be decided).</p>
<p><b>Reading across the curriculum</b> (a selection of some of the books/extracts studied across the curriculum)</p>	 	 	 	 	 	 

<b>Maths</b>	<b>Number- Place Value</b> <b>Number- Addition, Subtraction, Multiplication and Division</b> <b>Fractions</b> <b>Geometry- Position and Direction</b>		<b>Number- Decimals</b> <b>Number- Percentages</b> <b>Number- Algebra</b> <b>Ratio and Proportion</b> <b>Measurement - Converting units</b> <b>Measurement - Perimeter, Area and Volume</b>		<b>Geometry- Properties of Shapes</b> <b>Problem solving</b> <b>Statistics</b> <b>Investigations</b>	
<b>Science</b>	<b>Evolution and Inheritance</b>  <b>Significant Scientists:</b> Gregor Mendel and Charles Darwin  <b>CREST Awards:</b> Animals Over Winter and Design a Species (Both from the Polar Explorer Programme)	<b>Living Things and their habitats</b>  <b>Significant Scientists:</b> Carl Linnaeus and Marjory Stoneman Douglas  <b>CREST Awards:</b> Petitioning Parliament (Mail Rail)	<b>Animals Including Humans</b>  <b>Significant Scientists:</b> Alexander Fleming and Marie Curie  <b>CREST Awards:</b> Outdoor Gym	<b>Working Scientifically Activities:</b> Time to Follow Children's Interests	<b>Light</b>  <b>Significant Scientists:</b> Thomas Edison and Edith Clarke  <b>CREST Awards:</b> Tumbling Toast	<b>Electricity</b>  <b>Significant Scientists:</b> Michael Faraday and William Kamkwamba
<b>RE</b>	<b>NY Unit 2.3</b> What do religions say to us when life gets hard?	<b>UC - God</b> What does it mean if God is holy and loving?	<b>NY Unit 2.5</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?	<b>UC - Creation/Fall</b> Creation and science: conflicting or complementary?	<b>NY Unit 2.7</b> What matters most to Christians and Humanists?	<b>NY Unit 2.8</b> What difference does it make to believe in ahimsa, grace and/or Ummah?
<b>PE</b>	<b>Physical</b> 6 Dynamic Balance to Agility: Jumping and Landing & 1 Static Balance: One Leg  Cross Country (PLT competition) Sports Hall Athletics (PLT competition)	<b>Health and Fitness</b> 4 Static Balance: Stance & 10 Coordination: Footwork  <b>REAL Gym - Unit 1</b> cog choice based on teacher assessment of class needs	<b>Creative</b> 2 Static Balance: Seated & 3 Static Balance: Floor work  Quicksticks (PLT competition)	<b>Social</b> 5 Dynamic Balance on a line & 7 Counterbalance with a Partner  Tennis (PLT competition)	<b>Physical</b> 8 Coordination: Sending and Receiving & 11 Agility: Ball Chasing  Kwik Cricket (PLT competition)	<b>Cognitive</b> 9 Coordination: Ball Skills & 12 Agility: Reaction/ Response  <b>REAL Dance - Unit 1</b> cog choice based on teacher assessment of class needs

History	<p><b>National: Industrial Revolution</b> Investigating the inventions that made the Industrial Revolution possible. Finding out about the Impact on the environment. Looking at the working conditions for child workers and the people instrumental in bringing about change.</p> <p><b>Local: Impact of industrial revolution</b> York - railways Leeds - manufacturing industries</p> <p><b>Significant Individuals:</b> George Stephenson Thomas Barnado Lord Shaftesbury</p>		<p><b>Global: Ancient Egypt</b> Discovering what life was like for a child living under Tutunkhamun's rule. Looking at the class systems of Ancient Egypt. Investigation on Carter's discovery of Tutankhamun and the importance of this archeological finding. (Link to physical geography: investigating the River Nile)</p> <p><b>Significant Individuals:</b> Howard Carter Lord Carnarvon Tutankhamun</p>		<p><b>Global: The Benin Kingdom</b> Exploring how we know about The Kingdom of Benin from AD 900 to 1300. Finding out about the lives of the people of the Kingdom of Benin. Looking at the trade network of the Benin Empire. Investigating why the abolition of slavery and British rule helped bring about the end of the Benin Empire.</p>	
Geography	<p><b>Britain and North America</b> Development of human environments: focussing on the growth of Leeds and a comparable city in the USA. (Linked to the Industrial Revolution in Britain and the USA)</p>		<p><b>Britain and North America</b> Formations of physical landscapes: coasts/rivers/volcanoes/mountains (Link to learning about John Muir and the National Parks of the USA and England.)</p>		<p><b>Greece, South America and the UK</b> Investigating the similarities and differences of the human geography Focusing on tourism and the different impact this has had on a specific area.</p>	
Computing	Devices & Resources: To protect a computer or device from harm on the Internet.	Cross-curricular: Control a bulb and motor in a series circuit - science.	Purple Mash: Unit 6.6 - Networks	Screen Time: To explain the consequences of spending too much time online or on a game	Purple Mash: Unit 6.1 - Coding	
	Google Classroom: Google Sheets - spreadsheets, tables, graphs Introduction to Google Forms - collecting and interpreting data Revisiting Google Docs and Google Slides		Google Classroom: A range of individual and collaborative projects, from across the curriculum, with a brief to be creatively met and evaluated against by pupils (audience, purpose criteria, composition) using: Google Docs, Google Slides, Google Sheets, Google Forms			
	E-Safety is covered in the RSHE scheme of work except for the learning 'Screen Time' and 'Devices and Resources' which are above.					
Art & Design	<p><b>Working People</b> Artist: L.S.Lowry Creating paintings in the style of Lowry.</p>		<p><b>Dreams and Surrealism</b> Artists: Rene Magritte Salvador Dali Giorgio de Chirico</p>		<p><b>Art of Africa</b> Analysing and recreating a painting in the style of Tingatinga.</p>	



	Investigating the life and works of Lowry and what they show us about that period of history. (Linked to history topic)  <b>Sketching Animals</b> Developing pencil skills through drawing animals (linked to science).	Creating a surrealist collage based on dreams		Creating a piece of clay artwork inspired by the artwork of Benin. Learning about the work of Esther Mahlangu and Ndebele designs. Creating a traditional Adinkra design.		
<b>Design &amp; Technology</b>	<b>Freestanding structures 'Building Bridges'</b> Investigating ways in which forces act on bridge structures, how they are constructed and how they are strengthened. Designing, making and evaluating different bridge designs.	<b>Electrical Systems 'Night Light'</b> Children will investigate night lights, thinking about the function and design, before designing and creating their own.		<b>Mechanical Systems 'Fairground'</b> Examining a variety of rotating fairground rides before designing and creating their own ride using an electrical motor. (Link to the science topic: electricity and the geography learning on tourism.)		
<b>Music</b>	<p><b>Performing:</b> Keyboards: learning the key notes and reading and placing them on the stave. Understanding crochet, quaver, minim and semibreve notation Performing in the Christmas performance and in the Leavers' Production. Singing 2 part harmonies in weekly singing worship. Playing body percussion songs following non-traditional notation.</p> <p><b>Composing:</b> Composing songs linked to topics, using staff notation.</p> <p><b>Listening and Understanding::</b> Learning songs by heart for the Christmas and Leavers' performances. Learning new songs throughout the year to celebrate events in the school calendar .Through the study of the focus musicians, develop understanding of instruments, elements and the features which identify different genres of music <i>All children will have weekly opportunities to listen to music and sing during worships</i></p>					
	<b>Musician of the month:</b> September - Stevie Wonder October - Tracey Chapman	<b>Musician of the month:</b> November - Bjork December - Tchaikovsky	<b>Musician of the month:</b> January - Freddie Mercury February - Nusrat Fateh Ali Khan	<b>Musician of the month:</b> March - Florence Price April - Abba	<b>Musician of the month:</b> May - Beethoven	<b>Musician of the month:</b> June - Gong Kebyar July - Damon Alburn
<b>MFL French</b>	Numbers (1-10)		Easter		Days Of The Week Animals	

(Missed learning as a result of the pandemic, so some objectives are from previous years.)	The verb 'to have' (avoir) Age Definite And Indefinite Articles (le/la/les, un/une)		'I would like...' (je voudrais...) Conjunctions 'but/also' (mais/aussi) Numbers (10 - 20)		Parts of the body Colours	
<b>PSHCE</b>	Healthy Lifestyles	Relationships  Sex Education	CEIAG (Careers, Education, Information Advice and Guidance) with Financial Capability	Keeping Myself Safe	Keeping Myself Safe	Citizenship
<b>Key Dates</b> (Global Neighbours)	13/09 Roald Dahl Day 15/09 International Day of Democracy 21/09 International Day of Peace 06/10 National Poetry Day Oct Black History Month Harvest Festival	04/11 UK Parliament Week 11/11 Remembrance Day 14/11 Anti-bullying Week Christmas	06/02 Children's Mental Health Week 14/02 Safer Internet Day	20/02 Fairtrade Fortnight 02/03 World Book Day 10/03 British Science Week 23/03 World Poetry Day Easter	22/04 Earth Day 08/05 KS2 SATS Week 14/05 Christian Aid Week 17/05 National Numeracy Day	National Fieldwork Week (dates TBC) Pride Month 18/06 National School Sports Week 19/06 Refugee Week 21/06 World Music Day Leavers' Production and service TBC