

YEAR 6 DETAILED SUBJECT PLAN

We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.

All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.

**Phonics and Spelling** - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase six.

**Reading Scheme** - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.

Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.

Autumn		Spring		Summer	
Life!	Who done it ...?	Out of this World!	Hunting!	Morpurdo	Wolf!
<b>Books &amp; Authors</b>					
Beatrix Potter	Anthony Horowitz	Jack London	David Weisner	Michael Morpurgo	Daniel Pennac
<b>Unit A</b>					
<b>BIOGRAPHY AND AUTOBIOGRAPHY</b> Study the life and work of Howard Carter	<b>SIGNIFICANT CHILDREN'S AUTHOR - Author study Private Peaceful.</b> Stories from Hereabout Hill - link to commemoration of Armistice in 1918	<b>SCIENCE FICTION</b> Links with the children's book Tuesday by David Wiesner. Children will complete their own science fiction text and have the opportunity to read others.	<b>CLASSIC FICTION</b> White Fang – to link with Geography Topic of 'North America' - look at cultural links – hunting. Narrative and use of old fashioned language.	<b>DETECTIVE AND CRIME NARRATIVE</b> (includes persuasion, diary writing and descriptive writing) Based on the book 'Stormbreaker' children will be immersed in this detective style novel	<b>POETRY – WHAT MATTERS TO ME!</b> Children to complete a poetic journal collecting and writing poems connected to their lives. 'Where My Wellies Take Me' by Claire & Michael Morpurgo.
<b>Grammar:</b> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma  Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then	<b>Grammar:</b> Identify the subject and object of a sentence  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  Manipulate sentences to create particular effects	<b>Grammar:</b> Expanded noun phrases to convey complicated information concisely  Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then  Use ellipsis to link ideas between paragraphs	<b>Grammar:</b> Expanded noun phrases to convey complicated information concisely  The difference between structures typical of informal speech and writing or the use of the subjunctive in some very formal writing and speech	<b>Grammar:</b> Use devices to build cohesion between paragraphs in narrative  Manipulate sentences to create particular effects	<b>Grammar:</b> Manipulate sentences to create particular effects  Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved
<b>Unit B</b>					
<b>DISCUSSION</b> As a starting point use Howard Carter's removal of artefacts. Was it right? Why did many archaeologists do it? Class debates and extended writing to link	<b>POEMS WITH IMAGERY</b> Children will explore imagery and play with words. They will learn by heart a selection of short poems and begin to write their own poems which will show a good understanding of imagery – link to commemoration of Armistice in 1918	<b>EXPLANATION TEXTS – THE ARTIC</b> Children will learn more about the Geography topic 'North America'. Explaining how animals live in the freezing conditions.	<b>DETECTIVE AND CRIME NARRATIVE</b> (includes persuasion, diary writing and descriptive writing) Based on the book 'Stormbreaker' children will be immersed in this detective style novel	<b>INFORMATION TEXT HYBRID</b> Linked to History – a non- European Society.  <b>PERSUASION</b> Link to a local issue at the time.	<b>FLASHBACKS/TIME SHIFTS – HYPERLINKED ADVENTURE STORY</b> The Haunted Hill Rewriting chapters and their own stories inspired by the text

E N G L I S H	<p><b>Grammar:</b> Linking ideas across paragraphs using a wider range of cohesive devices, semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. use of adverbials like on the other hand)</p>	<p><b>Grammar:</b> Manipulate sentences to create particular effects</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved</p>	<p><b>Grammar:</b> Use of passive voice to affect the presentation of information in a sentence.</p> <p>Layout devices, such as headings, columns, bullets or tables to structure text.</p>	<p><b>Grammar:</b> How hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark</p> <p>Use ellipsis to link ideas between paragraphs</p>	<p><b>Grammar:</b> Punctuation of bullet points to list information.</p> <p>Layout devices, such as headings, columns, bullets or tables to structure text.</p>	<p><b>Grammar:</b> Manipulate sentences to create particular effects</p> <p>Expanded noun phrases to convey complicated information concisely</p>
	<b>Writing Opps</b>					
	<p><u>Scaffolded Outcomes</u> Biography – The life of Howard Carter. Discussion text</p>	<p><u>Scaffolded Outcomes</u> Change point of view from the story Giants Necklace to Mum’s, dad’s or brother’s POV Information text linked to history topic</p>	<p><u>Scaffolded Outcomes</u> ‘Tuesday’ story written using pictures Explanation – how has the Emperor penguin adapted?</p>	<p><u>Scaffolded Outcomes</u> Diary entries for White Fang Persuasion for gadgets in book</p>	<p><u>Scaffolded Outcomes</u> Diary writing Character descriptions</p>	<p><u>Scaffolded Outcomes</u> Poetry journals Story with flashback – hyperlinked on powerpoint with multiple options. Poem with imagery.</p>
	<p><u>Independent Outcomes</u> Narrative – time travel story Autobiography: Life as a worker in the House of the Dead. Biography of Carlus Linnaeus Discussion text about relevant topic</p>	<p><u>Independent Outcomes</u> Short story/diary from different point of view from someone involved in WW1 Poetry that invokes images to do with WW1</p>	<p><u>Independent Outcomes</u> Science fiction short story Explanation – how has their arctic animal adapted to the freezing conditions?</p>	<p><u>Independent Outcomes</u> Writing from different viewpoints Additional chapter for White Fang Diary entries</p>	<p><u>Independent Outcomes</u> Persuasion – own gadget Character descriptions of own hero/villain and their lair Non-chronological report on Benin</p>	<p><u>Independent Outcomes</u> Story with flashback – hyperlinked on powerpoint with multiple options</p>
	<b>Enrichment</b>					
	Trip to the World Museum, Liverpool - Egyptian collection Leyland Trucks - production line					Boreatton Park - Residential
	<b>Cross Curricular Links</b>					
Links to science and the work of Carlus Linnaeus Link to history and ancient Egyptian	Links to PSHE and art	Links to Geography ‘North America’ Links to science - how their eyes work.	Links to Geography ‘North America’	Links to History and a non-European Society.		

We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.  
 All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.  
 Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children's mathematical abilities and independent thinking and to create a positive attitude to Maths.

	Autumn	Spring	Summer
M A T H S	<p><b>Number: Place Value</b>            Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.            Round any whole number to a required degree of accuracy.            Use negative numbers in context, and calculate intervals across zero.            Solve number and practical problems that involve all of the above.</p> <p><b>Number: Addition, Subtraction, Multiplication and Division</b>            Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.            Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.            Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.            Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.            Perform mental calculations, including with mixed operations and large numbers.            Identify common factors, common multiples and prime numbers.            Use their knowledge of the order of operations to carry out calculations involving the four operations.            Solve problems involving addition, subtraction, multiplication and division.            Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p><b>Number: Fractions</b>            Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.            Compare and order fractions, including fractions <math>&gt; 1</math>.            Generate and describe linear number sequences (with fractions).            Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>].            Divide proper fractions by whole numbers [for example <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>].            Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example <math>\frac{3}{8}</math>].            Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>Geometry: Position and Direction</b>            Describe positions on the full coordinate grid (all four quadrants).            Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p><b>Number: Decimals</b>            Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.            Multiply one-digit numbers with up to 2 decimal places by whole numbers.            Use written division methods in cases where the answer has up to 2 decimal places.            Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p><b>Number: Percentages</b>            Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.            Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p><b>Number: Algebra</b>            Use simple formulae            Generate and describe linear number sequences.            Express missing number problems algebraically.            Find pairs of numbers that satisfy an equation with two unknowns.            Enumerate possibilities of combinations of two variables.</p> <p><b>Measurement: Converting units</b>            Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.            Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal points.            Convert between miles and kilometres.</p> <p><b>Measurement: Perimeter and Volume</b>            Recognise that shapes with the same areas can have different perimeters and vice versa.            Recognise when it is possible to use formulae for area and volume of shapes.            Calculate the area of parallelograms and triangles.            Calculate, estimate and compare volume of cubes and cuboids using standard units, including <math>\text{cm}^3</math>, <math>\text{m}^3</math> and extending to other units (<math>\text{mm}^3</math>, <math>\text{km}^3</math>).</p> <p><b>Number: Ratio</b>            Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.            Solve problems involving similar shapes where the scale factor is known or can be found.            Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p><b>Geometry: Properties of Shapes</b>            Draw 2-D shapes using given dimensions and angles.            Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.            Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>Problem Solving</b></p> <p><b>Statistics</b>            Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.            Interpret and construct pie charts and line graphs and use these to solve problems.            Calculate the mean as an average.</p> <p><b>Investigations</b></p>

S C I E N C E	<b>The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>All Living Things</b> How living things are classified (micro-organisms, plants and animals) Give reasons for classification.  <b>Electricity</b> The brightness of a bulb is affected by voltage or number of cells Compare and give reasons for components function in a circuit Use electrical symbols.	<b>Light</b> It appears to travel in straight lines. We see things as light from the reflects into our eyes Why do shadows cast the same shape as the object?  <b>Animals including humans</b> Identify and name main parts of circulatory system, Recognise impact of diet, drugs, exercise and life on body Describe how food and nutrients are transported through the body.	<b>Evolution And Inheritance</b> Recognise things have changed over time. Living things produce offspring similar but not identical to their parents. How are things adapted to their environments.  <b>British Values</b> Justice (Everyone has the right)
A R T & D E S I G N	<b>Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Observational Drawing</b> Link to history - Ancient Egyptians  <b>DIGITAL MEDIA</b> Centenary of Armistice image  <b>Layering of media</b>	<b>Drawing</b> Perspective and composition.  <b>Painting</b> Develop a painting from a drawing.	<b>Drawing</b> Use different techniques for different purposes  <b>Textiles</b> Link to History Kente patterns
C O M P U T I N G	<b>In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>PROGRAMMING</b> Kodu  <b>MULTIMEDIA</b> Video iMovie - linked to autobiography  <b>Online Safety</b> Talking Safely online Super digital citizen  <b>ONLINE</b> Blogging - linked with current class topics	<b>PROGRAMMING</b> Scratch  <b>ONLINE SAFETY</b> Privacy rules What's cyber bullying?  <b>ONLINE</b> Understanding computer networks Cloud computing	<b>SPREADSHEETS</b> Theme Park Maths (maths)  <b>TEXT ADVENTURES</b> House on Haunted Hill (literacy)  <b>MULTIMEDIA</b> websites  <b>ONLINE SAFETY</b> Selling stereotypes (SRE)
D & T	<b>DESIGN &amp; TECHNOLOGY</b> <b>Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Controllable Vehicles</b> Long unit involving - electricity, structures and sheet materials.  <b>Food</b> Egyptian Feast	<b>Food</b> Linked with PSHE Can a profit be made? Children will be given a small budget - soup and salad	<b>Food</b> Bread/scones - taste test and ingredients investigation Cooking techniques Healthy Options - influence of modern chefs

L A N G U A G E S	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>RIGOLO 1</b> UNIT 11: ON MANGE  French food	<b>RIGOLO 1</b> UNIT 12: LE CIRQUE  Valentine's Day	<b>RIGOLO 2</b> UNIT 1: SALUT GUSTAVE  Tour de France
G E O G R A P H Y	<b>Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>THE GEOGRAPHY OF NORTH AMERICA</b> Unit 14 List and locate countries of North America What are the major cities? Locate two geographical regions. Identify major lines of latitude.	<b>A REGION WITHIN NORTH AMERICA</b> The Rocky Mountain Region - Alaska Where is it? What is the physical and human geography like? How does it compare with UK, Europe and South America?		
H I S T O R Y	<b>We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>ANCIENT EGYPT</b> Visit - Manchester Museum Place the ancient Egyptian on timeline. Demonstrate knowledge of life in ancient Egypt (compare to another time in history). Use a combination of sources & show an appreciation of possible interpretations of an event.		<b>A NON-EUROPEAN SOCIETY</b> Benin civilisation. Where is Africa and why visit? Where and when were the West African kingdoms? How was Benin ruled and organised? What was it like for the people who lived there? Now and then and why did it end?	
M U S I C	<b>Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>LIVIN' ON A PRAYER</b> (Rock)  <b>CHRISTMAS MUSIC</b>	<b>BLUES COURSE</b>  <b>KEYBOARD</b>	<b>HIP HOP</b>  <b>LEAVERS' PRODUCTION</b> (Performing Together)	

P E & S P O R T	<b>PHYSICAL EDUCATION &amp; SPORT</b> Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics. Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays. Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>INVASION GAMES</b> Core Task - Tag Rugby  <b>DANCE</b> Contemporary	<b>NET &amp; WALL GAMES</b> Core Task - Badminton  <b>INVASION GAMES</b> Core Task - Calling tha shots  <b>GYMNASTICS</b> Core Task - Group Dynamics	<b>ATHLETICS</b> Core Task - 3 Run Jump Throw  <b>STRIKING &amp; FIELDING GAMES</b> Core Task - Cricket
P S H E	<b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION</b> At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum. Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality. “We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.” The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community. Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth. “We will emphasise the positive achievements of children in school, and in their outside activities.”		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Relationships</b> Inequalities  <b>ENJOYING AND ACHIEVING</b> Financial Capability  <b>British Values</b> multicultural	<b>STAYING SAFE</b> Substance use and misuse - link to Science  <b>EMOTIONAL HEALTH</b> Taking risks	<b>BEING HEALTHY</b> Sex and Relationships  <b>POSITIVE CONTRIBUTION</b> Community action (Summer Fair)
R E	<b>RELIGIOUS EDUCATION</b> In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning. <i>Parents may withdraw children from these lessons if they wish.</i>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>IS LIFE LIKE A JOURNEY?</b>  <b>Islam</b> What should our attitudes be on our journey?  <b>Christianity - God</b> What is worth celebrating?  <b>British Values</b> Respect of other religions / individual liberty	<b>IS LIFE LIKE A JOURNEY?</b>  <b>Buddism</b> Can people change?  <b>Christianity - Jesus</b> Can saying sorry change things?	<b>IS LIFE LIKE A JOURNEY?</b>  <b>Christianity - The Church</b> What do we commit ourselves to on our journey?  <b>Hindu Dharama</b> Do we have to live our lives in a certain way?