



**PORTWAY JUNIOR SCHOOL – Y6 Long Term Plan 2022-2023**

	<b>Autumn 1</b> <b>Journey Through the Americas</b> <i>Aeroplane Launch, Mayan Fortnight</i>	<b>Autumn 2</b> <b>Journey Through the Americas</b>	<b>Spring 1</b> <b>Magic &amp; Mystery</b> <i>Bird of Prey Visit</i>	<b>Spring 2</b> <b>From Here to There</b> <i>Air Balloon Talk</i>	<b>Summer 1</b> <b>I Wonder...</b> <b>SATS Week</b>	<b>Summer 2</b> <b>Cracking Contraptions</b>  <b>Play Theme</b> <i>Production</i> <i>End of Year Trip</i>
<b>English outline</b>	<p><i>Learning Journey 1</i>  <b>The Explorer – Katherine Rundell</b>            Teach: Diary Entry            Independent: Setting Description</p> <p>Guided Reading: Aeroplane Crash Extracts (Jake Atlas &amp; Survivors)</p> <p><i>Learning Journey 2</i>  <b>The Lost Book of Adventure – Teddy Keen</b>            Teach: Non-Chronological Report (How to Survive)            Independent: Letter (Informal)</p> <p>Guided Reading: Aeroplane Crash Extracts (Jake Atlas &amp; Survivors)</p>	<p><i>Learning Journey 1</i>  <b>The Ways of The Wolf- Smriti Prasadam-Halls and Knowledge Encyclopaedia Animal! – Peter Woodward</b>            Teach: Persuasion (Wolves) Explanation            Independent: Letter (Formal)</p> <p>Guided Reading: The Wolves of Willoughby Chase – Joan Aiken</p> <p><i>Learning Journey 2</i>  <b>Father Christmas – Raymond Briggs</b>            Teach: Narrative, Dialogue            Independent: Character Description</p> <p>Guided Reading: The Journey of the Magi – T.S. Eliot</p>	<p><i>Learning Journey 1</i>  <b>Harry Potter and the Philosopher’s Stone – JK Rowling</b>            (Film Study)            Teach: Newspaper Report            Independent: Dialogue, Diary Entry, Potion (Instructions)</p> <p>Guided Reading: Harry Potter and the Philosopher’s Stone – JK Rowling (All Half Term)</p> <p><i>Learning Journey 2</i>  <b>Fantastic Beasts and Where to Find Them – JK Rowling</b>            Teach: Formal Letters            Independent: Persuasive Letter, Non-Chronological Report</p>	<p><i>Learning Journey 1</i>  <b>Cogheart – Peter Bunzl</b>            Teach: Balanced Argument (or Persuasion if too tricky)            Independent: Diary Entry, Narrative</p> <p>Guided Reading: Night Mail - WH Auden and View From a Railway Carriage - Robert Louis Stevenson</p>	<p><i>Learning Journey 1</i>  <b>The Wonder Garden - Jenny Broom</b>            Teach: Setting Description            Independent: TBC - Dependent on previous pieces</p> <p>Guided Reading: Wonder – RJ Palacio</p>	<p><i>Learning Journey 1</i>  <b>Stuff You Should Know - John Farndon</b>            Teach: Explanation            Independent: Persuasive Advert</p> <p>Guided Reading: Wonder – RJ Palacio</p> <p><i>Learning Journey 2</i>  <b>PLAY THEMED</b>            Teach: Poetry            Independent: TBC</p>
	<b>Maths outline</b>	<p>Number &amp; Place Value  <i>Reading, representing, ordering, comparing, rounding, formal methods, estimation to check, area and perimeter (multiplication and division)</i></p> <p>Addition &amp; Subtraction</p> <p>Multiplication &amp; Division</p> <p><i>Objectives from White Rose but more SATs-style questions from the beginning</i></p>	<p>Fractions, Decimals &amp; Percentages  <i>Compare, order, simplify, add, subtract, multiply, divide fractions</i>            Find 1% and 10%,            Percentage Problems</p> <p>2019 SATs Paper Suite after Holiday (Nov)</p>	<p>Measurement &amp; Shape            (Linked to 4 Operations Skills Previously Taught)  <i>Know about angles and how they are measured, illustrate and name parts of circles, draw 2D shapes, recognise, describe and build 2D shapes, describe positions on the full coordinate grid</i>            Draw and translate simple shapes</p>	<p>Revision (<u>Targeted Plan</u> by Rebecca Vickers)  <b>2022 SATs Paper Suite after Holiday (March)</b></p>	<p>Revision (Targeted by Rebecca Vickers) until SATS</p> <p>Problem Solving Project</p>

<b>Science outline</b>	<p>Circulatory System Blocked Week - Bikeability <i>Identify parts of human circulatory system</i> <i>Describe how nutrients and water are transported within humans</i> <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p> <p>Evolution, Adaptation &amp; Classification <i>Describe how living things are classified into broad groups</i> <i>Give reasons for classifying plants and animals</i></p>	<p>Evolution, Adaptation &amp; Classification <i>Identify how animals and plants are suited to their environment</i> <i>Living things produce offspring of the same kind but not identical to their parents</i> <i>Living things have changed over time</i> <i>Fossils</i> <i>Adaptation may lead to evolution</i></p>	<p>Light <i>We see as light travels from light sources to our eyes/objects then our eyes</i> <i>Light travels in straight lines</i> <i>Objects are seen because they give out or reflect light into the eye</i></p>		<p>Electricity (begin after SATS)  <i>Circuit symbols</i> <i>Reasons for variation in component function</i> <i>Associate volume/brightness with number and voltage of cells</i></p>	<p>Electricity Ctd.</p>
<b>History</b>	<p>The Maya  <i>Who were the Mayans?</i> <i>What was important to the Mayan people?</i> <i>Compare the Mayan with what was happening in Britain at the same time (timeline activity)</i> <i>What can artefacts tell us about Mayan life in AD 900?</i>  <i>What happened to the Mayan civilization?</i> <i>Why is it important to learn about the Mayan civilization?</i></p>			<p>The Coming of the Railway to Andover  <i>Characteristic features of life in early Victorian Britain and how and why these changed through the 19<sup>th</sup> century.</i> <i>Use of maps and census returns as primary sources</i>  <i>Understanding of how the locality changed due to the coming of the railways to Andover</i></p>		

<b>Geography</b>	<p>Journey Through the Americas</p> <p>Locate and make maps of the main countries of the world</p> <p>Locate and name the countries and principal cities of North and South America</p> <p>Describe and understand types of settlements in the Americas</p> <p>Study the environmental regions and key physical and human characteristics</p>	<p>Describe and understand key features of hills and mountains and understand how these features have changed over time (link to plate tectonics)</p> <p>Earthquakes/Volcanoes - Ring of Fire</p> <p>Compare some capital cities of countries in Europe, North America and South America e.g. London and Washington DC focussing on change over time</p>	<p>Rivers</p> <p>Name and identify features of rivers - linked to the water cycle (pre-Calshot)</p> <p>Carry out fieldwork in the wider locality (at Calshot)</p>	<p>Map Work</p> <p>Use 6 figure grid references to locate places on an OS map</p> <p>Use OS map symbols</p> <p>Make sketch maps of an area using symbols and keys</p> <p>Work with: large scale street maps, OS maps (1:1250, 1:2500, 1:10,000, 1:25,000, 1:50,000), aerial photographs, oblique and bird's eye view, games with maps and globes</p>		
<b>Art</b>	<p>Weekly Postcard Project</p> <p>Scumbling/smudging</p> <p>Shading/blending</p> <p>Cross Hatching</p> <p>Contour Hatching</p> <p>Different shades of pencils</p> <p>Study of Frida Kahlo (Brief)</p>	<p>Arpillera</p> <p>Use sewing, applique and embroidery to create a picture</p>	<p>Use Charcoal</p> <p>Sketches of Beasts</p>	<p>Study of L.S. Lowry</p> <p>Including work on colour mixing and composition, scale and proportion (inc. colour mixing and proportion)</p>	<p>Collage</p> <p>Visual and tactile</p>	<p>Study of Isambard Kingdom Brunel</p> <p>Including digital drawing</p>
<b>Music</b>		<p>Calypso Sparkle</p> <p>Link to celebrations i.e. Christmas &amp; Calypso Carol</p>	<p>A Bao A Qu</p> <p>Fantastical Beasts</p>		<p>Ukulele (begins the week after SATS)</p> <p>Amazing Machines</p>	<p>Ukulele</p> <p>God Save The Queen</p>
<b>D.T.</b>	<p>Arpillera (ART?)</p> <p>Use sewing, applique and embroidery to create a picture</p>	<p>Savoury Cooking</p> <p>Mexican Food Project - fajitas/nachos/tacos</p>			<p>Making Electrical Cars</p> <p>Generate innovative ideas</p> <p>Make design decisions, including considerations around time and cost</p> <p>Measure, mark, join, cut and shape components</p> <p>Demonstrate resourcefulness</p> <p>Apply finishing techniques</p>	
<b>P4C</b>	<p>Law</p>	<p>The true meaning of Christmas</p>		<p>The advantages and disadvantages of change (in the context of the coming of the Railway)</p>		<p>Celebrating difference (in the context of Wonder)</p>

<b>Computing</b>	Programming: Variables in Games	Creating Media: Web Page Creation	Computing Systems & Networks: Communication	Data & Information: Spreadsheets	Programming: Sensing	Creating Media: 3D Modelling
<b>P.D.L.</b>	Families & Friendships Attraction to others, romantic relationships, civil partnership and marriage  Safe Relationships Recognising and managing pressure, consent	Respecting Ourselves and Others Expressing opinions and respect others, discussing topical issues	Belonging to a Community Valuing diversity, challenging discrimination and stereotypes  Media Literacy & Digital Resilience Evaluating media sources, sharing things online	Money and Work Influences and attitudes to money and financial risks	Physical Health & Mental Wellbeing What affects mental health, managing change, loss and bereavement, managing time online  Growing and Changing Human reproduction and birth, increasing independence, managing transitions	Keeping Safe Keeping personal information safe, regulations and choices, drug use and the law/media
<b>R.E.</b>	Jesus the Law Breaker  <i>Compare laws with rights/rules</i> <i>Jesus' attitude to law is different in the Easter story</i> <i>Evaluate the value of Jesus' attitude to laws</i> <i>Personal response to law breaking</i> <i>Apply concept of law to own lives</i>	Christmas: The Two Birth Narratives  <i>Understand 'interpretation'</i> <i>Explain why there are two interpretations of the story of the birth of Jesus</i> <i>Explain the value of the two interpretations</i> <i>Explain a personal response to the interpretations</i> <i>Explain how their own ideas about interpretations may affect their experience</i>	Wudu and Eid-ul-Fitr  <i>What does ritual mean?</i> <i>What is the significance of wudu?</i> <i>What is the value of rituals for me?</i> <i>What does ritual mean to me?</i> <i>How can ritual be used in my life?</i>	The Empty Cross  <i>Explain what is meant by resurrection</i> <i>Consider how resurrection is significant within the Easter story (and how this is expressed through art)</i> <i>Evaluate interpretations of the resurrection</i> <i>Explain their own response to the concept of resurrection</i> <i>Recognise that people have different ideas about the concept of resurrection</i>	Death Ceremonies  <i>Respond to the idea of a death ceremony for a lead</i> <i>Identify examples of how the idea of death ceremonies affect their lives and the lives of others</i> <i>Discuss and understand ceremony</i> <i>Describe how Christians perform death ceremonies</i> <i>Describe importance of death ceremonies</i>	Revelation of the Qur'an, Sawm Ramadan  <i>What does peace mean?</i> <i>How do Muslims find peace?</i> <i>Is it important for Muslims to feel peace in their religion?</i> <i>What do we think about peace?</i> <i>What are different ideas about peace?</i>
<b>P.E.</b>	Bikeability  Rounders	? ?  Hockey	Football (Sport Ed)  Gymnastics (Shape & Balance)  <i>Calshot: Adventurous Outdoor Pursuits</i>	Orienteering (OAA)  Tag Rugby	Yoga/Pilates  Tennis	Dance <i>With a range of movement patterns</i>  Athletics <i>Compare and improve own performance over time</i>

<b>French</b>	<b>En Classe In the Classroom Intermediate Level Challenge</b>	<b>Les Habitats Habitats Super Challenge Level</b>	<b>Au Cafe At the Cafe Intermediate Level Challenge</b>	<b>Chez Moi My Home Intermediate Level Challenge</b>	<b>A L'Ecole At School Super Challenge Level</b>	<b>Le Week-end The Weekend Super Challenge Level</b>