

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 6 2020 -2021

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
<b>Project title</b>	Birds of Prey	Light and Electricity	Nation and Local history (Geography)	Japan (compare with Anglo-Saxons?)	Stone age (compare with The Shang Dynasty and Egypt)	Nutrition and Healthy living
<b>Driving question</b>	What is a raptor?	How can light be manipulated?	What makes a nation?		What was it like?	What does a healthy and balanced lifestyle involve?
<b>Trip/hook</b>	Visit Millets Farm falconry centre or visitor with birds	Lighthouse - escape room task	Mapping and topography, old maps and Yenworthy residential visit?	Murder mystery investigation	carving, tools, bow and arrows, fire cooking	School nurse, Healthy bodies and mind week
<b>Outcome</b>	Birds of prey sketch exhibition; Animal reports; Poetry; Mini storybooks, Fables	Light show /lantern walk During the Christmas fair or through the village?	Create an island nation and invite parents to visit. Compare Harwell with Yenworthy (Lynton)	Interactive exhibition: Tea ceremony; Ink printing;wrapping paper, bags etc Sushi making (vegetarian one); Art exhibition (ceramics, paintings in the style of Hokusai, origami);	book hall re-enactment	Fitness regime, a circuit for other classes and parents, healthy food and drinks
<b>Main curriculum areas</b>	<p>Science: nocturnal animals, life cycles, food chain;</p> <p>Literacy: animal reports, fables, poetry;</p> <p>Art &amp; design: creating an art exhibition;Develop drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Maths: data handling (classification)</p>	<p>Design &amp; Technology:structures-focus: frame structures.</p> <p>Creation of a light display showing manipulation of light.</p> <p>Art:Explore colour mixing and blending techniques with coloured pencils.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work in a sustained and independent way to develop their own style of painting.This style may be through the development of: colour, tone and shade.</p>	<p>Geography: reading and creating maps, topography, the formation of landscapes, recording key features and land use in Yenworthy area; study of different regions of the UK; study and simulate key elements of a nation.</p> <p>Design &amp; Technology: create a topographic map and a national flag.</p>	<p><b>History</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods by learning about some key events in Japanese history and how Shogun Japan formed; Find out how Shogun Japan developed; Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts; Examine and evaluate different sources of evidence about Shogun Japan and say what they can teach us about Japanese culture. Explain how and why the Shogun Japan became powerful and successful and also how and why it</p>	<p>How do we know about the distant past? Can the past be trusted? Why are there different interpretations of the past?</p> <p>What was stone age Britain like and how did it compare with other places at that time (Shang Dynasty China/ The Egyptians)</p> <ul style="list-style-type: none"> <li>To put events in chronological order</li> <li>To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history</li> <li>To find out about how hunter-gatherers lived in Stone Age Britain</li> <li>To explore how Stone Age people survived against threats <ul style="list-style-type: none"> <li>to explore the style of Stone Age cave art</li> </ul> </li> <li>To find out how cave paintings were created</li> </ul>	<p>Science: nutrition and healthy eating;</p> <p>PE: creating a circuit for other classes and fitness regime using everyday objects;</p> <p>Literacy: instruction writing</p>

				<p>came to an end; To consider similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design your own.</p> <p><b>R.E. Buddhism</b></p> <p>Religion connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of Japan; Describe what the people of Japan believed in; Consider similarities and differences between ancient religions and different religions today; Look at the characteristics of Japanese gods through Buddhism;</p> <p><b>Geography</b></p> <p>Locate Japan on a map; Recall key facts and terms about Japan; Interpret a range of sources of geographical information, including maps (geography). to locate the Shogun Japan;</p> <p><b>P.E.</b> Athletics and Swimming</p> <p><b>Language</b></p> <p>Japanese alphabet and Kanji</p>	<ul style="list-style-type: none"> <li>To examine non-written sources of evidence about the Stone Age</li> <li>To make deductions from primary sources</li> </ul> <p><b>Science:</b> evolution and inheritance(discreet)</p> <p>how fruits grow; plant identification; food chains; animal survival and extinction; materials - properties of wood and flint;</p> <p><b>Geography:</b> looking at climate change in the past (the last ice age) and compare this to today; Look at how river Thames changed its path during the last Ice age;</p> <p><b>P.E. - Dance</b> In Dance, children will explore, improvise and combine movement ideas related to the three eras of the Stone age. Children will compose creative and imaginative dance sequences in a group. They will also develop their performance skills and learn to observe and evaluate their own work and each other's work. Children will also recognise the link between music and movement and appreciate ;</p>	
<b>PSHE</b>						
<b>Literacy story</b>	Aesop fables Why does the Seagull always cry?	The torch	Robinson Crusoe	Who is the Thief? (traditional story/legend);  The Peach Boy (Kamishibai - paper theatre);	The Mammoth Hunt (overcoming the monster);	The smiling princes  Mortal engines

<b>Non-fiction</b>	Birds of prey research Montague's harrier	Mirror signal (instruction text)	Research into regions of the UK (focus on Exmoor).	The Peach Boy (Kamishibai - paper theatre);	Were caves the best place to live? Should we kill animals for meat? Would you rather be a hunter or a gatherer? (discussion text)	Research into healthy eating and nutrition
<b>Whole class reading text</b>	Mortal engines	Mortal engines/The indian in the cupboard	The Indian in the cupboard/Holes	The Hobbit/Howl's moving castle	The Hobbit	Howl's moving castle/The Phantom Tollbooth
<b>Maths links</b>	Data handling (classification)		Scaling and measurement (maps), national economy, taxation and use of currencies.			Scaling, measuring, data handling and costing
<b>Science</b> <b>Lines of enquiry</b> <b>Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</b>	Living things and their habitats; interdependence and adaptation of species to climate zones  <b>Identifying/Classifying/Grouping</b>  <b>Pattern seeking</b>	Light; electrical circuits.  <b>Comparative/Fair testing</b>	Bright Ideas starter and Science investigations based on prior learning, including all lines of scientific enquiry  <b>Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</b>	Bright Ideas starter and Science investigations based on prior learning, including all lines of scientific enquiry  <b>Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</b>	evolution and inheritance(discreet)  <b>Identifying/Classifying/Grouping</b>  <b>Pattern seeking</b>	Animals, including humans - focus on nutrition  <b>Observing over time</b>  <b>Pattern seeking</b>  <b>Researching</b>
<b>ICT</b>	Research, safe use of internet, blog. E-safety	Programming E-safety	Use of mapping and satellite imagery, research, blog. E-safety			Research, science video clips E-safety
<b>Art</b>	Art & design: creating an art exhibition;Develop drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.	Art:Explore colour mixing and blending techniques with coloured pencils.  Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work in a sustained and independent way to		<b>Art and DT</b>  Ink printing; Ceramics painting Artist study - Hokusai Calligraphy Tea ceremony  <b>Language</b>  Japanese alphabet and Kanji	In art, the children will be finding out the different ways in which the stone age people created paints and colours. They will also experiment with a variety of techniques including drawing and painting using pencil, charcoal and paint. Using these techniques the children will create an informative and interesting Stone Age exhibition which will include cave paintings. In Design Technology the children will learn about stone age monuments by designing and evaluating a model of either Star Carr or Skara Brae. Children will use a range	

		develop their own style of painting. This style may be through the development of: colour, tone and shade.			of materials and techniques to create their models	
<b>DT</b>		Design & Technology: structures - focus: frame structures.  Creation of a light display showing manipulation of light.	Design & Technology: create a topographic map and a national flag (textiles)		<b>Art/DT:</b> Stone-age cave paintings; make Stone Age meals;	
<b>RE</b>				Buddhism		
<b>Music</b>	History of World Music - blues and world	History of World Music - Pop.	Composing a national anthem.	<b>Music</b>  Japanese musical instruments	<b>Music</b>  Looking at prehistoric musical instruments; create a hunting song;	History of world music - Indie