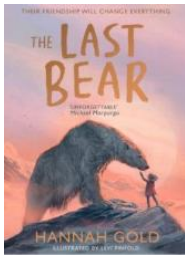
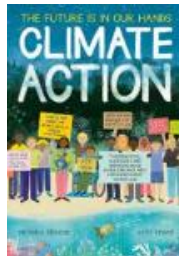
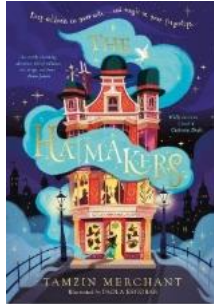
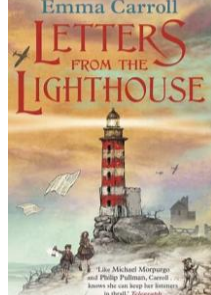
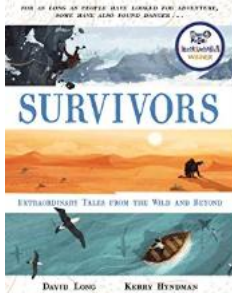
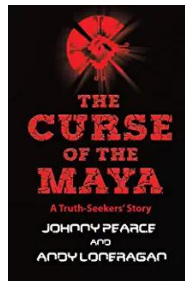
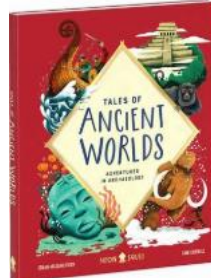
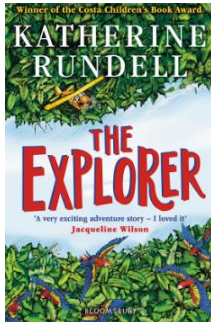


RICHARDSON ENDOWED PRIMARY SCHOOL YEAR SIX LONG TERM PLAN

	2026-2027											
Half Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic Enquiry Question	How have explorers and tourists affected Everest?		What was life like on the home front during WWII?		Why were the Derwent Valley Mills so successful?		Who were the Mayas?		Where in North and South America would you choose to settle?			
Core Text/s	 		 		 		 		 			
Global Theme	Saving our Environment		Peace & Conflict		Identity and Diversity		Social Justice		Our Heritage		Our World and Beyond	
Interconnected Curriculum Units												
 English	Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	Writing to entertain: create atmosphere	Writing to persuade: one sided argument	Writing to entertain: characterisation	Writing to recount: letter	Writing to inform: non chronological report	Writing to entertain: short story (weaving dialogue)	Writing to entertain: flashback	Writing to inform: newspaper report	Writing to entertain: part of a short story	Writing to recount: Police report	Writing to entertain: Fantasy narrative	Writing to explain: explanation
 Geography	Mountains								Study of a Region in North America and South America			
 History			Post 1066 Study: WWII		A Local History Study: Factories & Mills and the Industrial Revolution (Derby Silk Mill, Derwent Valley Mills)		A Non-European Society: Mayan Civilisation					
 Science	Living Things & their Habitats		Light		Electricity		Evolution & Inheritance		Animals, Including Humans Sustainability			
 Art					Painting: Lowry, scenes of life in industrial regions		Sculpture: Ancient Mayan face masks		Drawing: self-portraits (Kapow)			

	Structures, Frame Structures: bridges (Kapow)	Textiles: making a poppy using a range of different materials (sewing).			Food & nutrition : native dishes
---	--	---	--	--	----------------------------------

Discrete Curriculum Units						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Calculating using knowledge structures (1) Multiples of 1,000	Multiples of 1,000 Numbers up to 10,000,000 Draw, compose and decompose shapes	Multiplication and division Area, perimeter, position and direction	Fractions and percentages	Statistics	Ratio and proportion Calculating using knowledge of structures (2) Solving problems with two unknowns Order of operations Mean average
	Athletics Football	Basketball Gymnastics	Dodgeball Dance	Tag Rugby Volleyball Y5/6	Cricket Fitness	OAA Badminton Y5/6
	Relationships	Relationships	Living in the wider world	Living in the wider world	Health and Wellbeing	Health and Wellbeing
	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What do religions say to us when life gets hard?		What matters most to Christians and Humanists?	What difference does it make to believe in Ahimsa, grace and/or Ummah?
	Developing melodic phrases How does music bring us together?	Understanding structure and form How does music connect us with our past?	Gaining confidence through performance How does music improve our world?	Exploring notation further How does music teach us about our community?	Using chords and structure How does music shape our way of life?	Respecting each other through composition How does music connect us with the environment?
	Internet Communication – Networks/Tools	Webpage \creation – creating media, design and development	Variables in games – programming, design & development	Spreadsheets – effective use of tools, data and information	3D modelling – effective use of tools, creating media	Sensing – Programming/computing systems
 <i>Spanish</i>	My Routine	The Wider World	Free Time	All About Me	The Way We Look	Eating Out