



# Clarice Cliff Primary: Long-term Planning 2018-2019



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SMSC</b>	<p><b>Spirituality</b> - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p> <p><b>Moral</b> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>		<p><b>Spirituality</b> - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p> <p><b>Moral</b> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>		<p><b>Spirituality</b> - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p> <p><b>Moral</b> - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	
<b>French</b>	Masculine nouns Feminine nouns Verbs in the infinitive form	Conjugated forms in the present tense Conjugated forms in the imperfect tense	Conjugated forms in the perfect tense Conjugated forms in the near future tense Adverbs of place/sentence starters	Adverbs of time Negative adverbs Asking questions	Telling the time – analogue clock Relative pronoun	Times Tables Numbers 61-100
<b>Topic</b>	A Child's War		Frozen Kingdom		Gallery Rebels	Hola Mexico
<b>English Text</b>	The Boy in the striped Pyjamas		Kensuke's Kingdom	Harry Potter	Prince Caspian	
<b>Cross Curricular Writing</b>	Letters Diary Setting descriptions	Persuasive writing Narrative dialogue	Chronological report	Short narrative Character descriptions Setting descriptions	Expressionist poetry Explanations Surrealist narrative	Invitations Post cards Myths and Legends



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			Haiku Poetry Persuasive Letter		Short narrative	Instructions
<b>Maths</b>	Place value Multiplication Division Addition Subtraction	Fractions Decimals Measurement Percentages	Ratio Algebra Area and Perimeter	Volume Geometry Position and Movement	Negative numbers SATs Preparation	SATs Project
<b>Entry Point</b>	WW2 – evacuation day		Make your own iceberg.		Visit an art gallery – Tate – Liverpool Hanley Museum Graffiti Art	A Mexican Day!
<b>Educational Visit</b>	The Weeping Willows	WW2 Experience Trip Cannock Chase	Stanley Head – Kensuke’s Kingdom day (Shelter building, food making.)		Residential Trip	Make your own pottery – Gladstone Pottery Museum
<b>Parental Engagement</b>	Reading workshop	WW2 Dance/singing, parents to watch.	Den Making – SOS		Watching a Mexican Dance/ Performance	
<b>Topic Objectives</b>	<p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Ge HP 2 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Learn about an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>		<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). AD 1 Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co 4 Understand computer networks including the internet, how they can provide multiple services such as the world wide web and the opportunities they offer for communication and collaboration.</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>Ge LK 3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p>		<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). AD 3 Learn about great artists, architects and designers in history. AD 1 Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co 6 Select, use and combine a variety of software</p>	<p>AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). AD 3 Learn about great artists, architects and designers in history.</p> <p>Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to</p>



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	<p>DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Mu 3 Listen with attention to detail and recall sounds with increasing aural memory. Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu 5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. PE 4 Perform dances using a range of movement patterns</p> <p>PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs. PSHE 2g Know what democracy is, and about the basic institutions that support it locally and nationally. PSHE 2e Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Ge HP 2 Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge SF 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge SF 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Hi 6 Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>PE 5 Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PSHE 2e Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. PSHE 1a Talk and write about their opinions and explain their views, on issues that affect themselves and society.</p> <p>Sc EI 3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Sc LT 1 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Sc WS 3 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>PE 4 Perform dances using a range of movement patterns. PE 6 Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PSHE 1d Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>MusicDT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. DT CN 1 Understand and apply the principles of a healthy and varied diet. DT E 1 Investigate and analyse a range of existing products. DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g.</p>
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			<p>according to their functional properties and aesthetic qualities. DT TK 3 Understand and use electrical systems in own products.</p> <p>Sc WS 5 Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Sc L 4 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Sc WS 1 Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>PSHE 1d Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>Ge LK 1 Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>	<p>cutting, shaping, joining and finishing), accurately.</p> <p>Ge LK 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. Ge SF 1 Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Hi 9 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300</p> <p>Mu 4 Use and understand staff and other musical notations. Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p>
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					<p>characteristics, countries and major cities. Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>fluency, control and expression. Mu 5 Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians. Mu 3 Listen with attention to detail and recall sounds with increasing aural memory. Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. PE 4 Perform dances using a range of movement patterns. Sc L 4 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Science	Electricity and circuits	Free for SATs	Living things and their habitats	Free for SATs	Light	Light and shadows
MFL						
Computing	Online Safety	Using search technologies Using presentation software	Online Safety	Collecting, evaluating and presenting information	Online Safety Collecting, evaluating and presenting information	Online research and digital presentations
PE	Swimming Competitive games (Tag, football, cricket)	WW2 Dance	Outdoor adventure Orienteering		Explore the work of Mary Wigman – expressionist dance sequences.	Mexican Dance



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<b>PSHE</b>	Empathise with people in different times.	Leaders and beliefs	Care of the environment	Emotions	Transition – new beginnings
<b>Exit Point</b>	Performance of WW2 singing		Charity conservation event. 'Grow a pound'	Leaver's assembly Create an art gallery and parents will be invited in.	

Year: 6 Staff: Miss Salt, Mrs Saleem, Miss McDonald, Mrs Watson, Miss Hodgekiss, Mrs Barlow.