Eastwood Community School

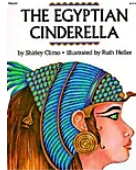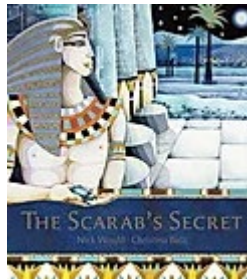Year 6 Long Term Planning 2020 Recovery Curriculum

Year 6	Autumn 1: Recovery Curriculum Part 1 Reading, Writing, Arithmetic and PSHCE **EMOTIONS** (Y5 Objectives) 7 weeks	Autumn 2: Recovery Curriculum Part 2 Thematic Approach to Learning Ancient Egypt (Y5 Objectives) 7 weeks
Text	Wonder R.J Palacio	The Egyptian Cinderella Shirley Climo
Words of the Week	Week 1: Positive Week 5: Proud Week 2: Empathetic Week 6: Forgiving Week 3: Charitable Week 7: Peaceful Week 4: Happy	TBC
English: Reading	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Retrieve, record and present information from texts. • Draws inferences, using evidence from the text to justify these. • Identify significant ideas, events and characters; and discuss their significance. • Show understanding of texts by explaining the meaning of words in context. • Make predictions, justifying these with evidence from the text.	English Learning Journey based upon Y5 Objectives

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	• Is confident enough to ask questions about texts to improve their understanding.		The Scarab's Secret Nick Would and Christina Balit
English: Writing	• Use a range of spelling strategies. • Ensure that writing has consistent and correct use of tense throughout. • Can describe settings, characters and create atmosphere in my writing. • Can organise my writing into paragraphs to show different information or events. • Can plan ideas, drawing on reading or research when necessary. • Can start sentences in different ways and use a range of sentence types. • Identify and use relative pronouns, relative clauses and parenthesis (grammar appendix). • Ensure handwriting is cursive, joined and legible.		
Maths	• Read, write, order and compare numbers to at least 1,000,000. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Determine the value of each digit in numbers up to 1,000,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000. • Add and subtract whole numbers with more than 4 digits, including using formal written methods. • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve problems including missing numbers using the inverse operation with numbers with more than 4 digits (trio triangle).		• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Multiply numbers up to 4 digits by a 1-digit (or 2-digit number) using a formal written method. • Multiply numbers up to 4 digits by a (1-digit or) 2-digit number using a formal written method. • Multiply and divide numbers mentally drawing on known facts and the inverse operation. • Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders.

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Guided Reading	Follow whole class guided reading format (7 steps).	
PSHCE **(KS2 Objectives)**	• Reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing. • Identify and name the range and degrees of emotions in daily life. • Show awareness of the impact of life events (parents' separating/new sibling), the many factors that can affect mood (such as responsibilities, personal preferences and exercise) and how events can affect the intensity of our emotions. • Discuss the complexity of how events and people can make them and others' feel. • Know a range of self-care strategies that regulate emotional experiences. • Describe what loneliness is, know that it can help to talk about feelings, are aware of the adults they can talk to and suggest actions a character might take if they were lonely. • Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control emotions. • Know it is common for people to experience mental ill health.	• Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. • Reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase wellbeing. • Know that bullying has a negative and often lasting impact on mental wellbeing. • Select appropriate emotions and behaviours in response to positive/negative scenario-based triggers. • Recognise scenarios when they should ask for help such as when they are concerned about their or somebody else's wellbeing/emotional reactions.
Science		Living Things and their Habitats: Life process of reproduction in some plants/Life Cycle
Theme		Ancient Egypt Geography • Explain why many cities are situated on or close to rivers. • Explain why people are attracted to live by rivers. • Explain how a location fits into its wider geographical location with reference to human and economical features History • Compare two or more historical periods; explaining things which changed and things which stayed the same. • Test out a hypothesis in order to answer questions. • (Source analysis – primary and secondary/ artefacts and reports from archaeologists) Art

		- Research the work of an artist (Egyptian art) and use their work to replicate a style. - Organise line, tone, shape and colour to represent figures and forms in movement (boat setting sail). - Express emotion in my Art. - Use shading to create mood and feeling (PSHE). - Identify and draw objects and use marks and lines to produce texture.