



Year 6 Long Term Plan



Term	Autumn	Spring	Summer
Topic	Ancient Greece	Evolution and Inheritance	World War II
	<p>Who Let the Gods out – Narrative Greek Gods - Biography</p> <p>Charge of the Light Brigade Pandora</p>	<p>Darwin’s Dragons – narrative Persuasion (Day of the Dead – NC reports)</p> <p>SATs Preparation</p> <p>Alma – Narrative</p>	<p>The Piano - flashback</p> <p>Letters from the lighthouse – narrative & journalistic report Evacuation - discussion text</p>
Maths	<p>Place value</p> <p>Addition, subtraction, multiplication, division</p> <p>Fractions</p> <p>Measurement: Converting Units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p> <p>Fractions Decimals and Percentages</p> <p>Perimeter, area and volume</p> <p>Statistics</p>	<p>Shape</p> <p>Geometry: Position and Direction</p>
Science Working scientifically	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. using test results to make predictions to set up further comparative and fair tests. reporting and presenting 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. identifying scientific evidence that has been used to support or refute ideas or arguments. 		
Science	<p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. explain that we see things because light travels from light sources to our eyes or 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide. information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. give reasons for classifying plants and animals based on specific characteristics. <p>Animals including humans</p>



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	<ul style="list-style-type: none"> from light sources to objects and then to our eyes. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p style="text-align: center;">Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> vary and are not identical to their parents. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. describe the ways in which nutrients and water are transported within animals, including humans.
Computing	<p>E-Safety I understand how to report concerns about content and contact in and out of school. I understand how to protect my computer or device from harm on the internet.</p> <p>Digital Literacy PUBLISHER I can use more than one piece of software to complete a task. I can design a program for a given audience. I can use software to help me analyse and present data and information.</p>	<p>E-Safety I can recognise trustworthy sources of information on the internet. I can use a broad range of resources online to find exactly what I'm looking for.</p> <p>WEB: I can use the internet to allow me to share data with another person.</p> <p>Digital Literacy EXCEL I can use more than one piece of software to complete a task. I can design a program for a given audience I can use software to help me analyse and present data and information.</p>	<p>Coding I can break code up into related instructions, making debugging easier and quicker. I can use logical thinking to identify and solve potential bugs during coding. I can store and retrieve variables in a program. I can use loops, variables and IF statements to alter the way my programs run.</p> <p>Digital Literacy VIDEO EDITING I understand how computers are able to communicate and share information. I can use and combine services on the internet to share information.</p>
P.E	Pupils should be taught to:		



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Get Set	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • perform dances using a range of movement patterns. • take part in outdoor and adventurous activity challenges both individually and within a team. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
	Dance Tag Rugby	Handball Yoga	Gymnastics Cricket	Rounders	OAA	Athletics
History	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world.		Mayans 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.		WW2 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	



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<p>Geography</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.</p> <p>I can 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.</p> <p>I can understand how humans affect the environment.</p> <p>I can explain about changes to the World environment.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can recognise the different shapes of countries.</p> <p>I can show I know about the wider context of places e.g. county, region and country.</p> <p>I can describe where a variety of places are in relation to physical and human features.</p> <p>I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>I can 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 my knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p>
<p>RE</p>	<p>In-depth investigation of: 1. Christianity and two other principal world religions or non-religious worldviews (Buddhism and Humanism) And encountering: At least one other religion, or non-religious worldview. (Islam)</p>		
	<p><u>Multi</u> (<u>Human</u> / Social Sciences) How and why does religion bring peace and conflict?</p> <p><u>Buddhist</u> (Theology)</p>	<p><u>Humanist/Christian</u> (Philosophy) What does it mean to be human? Is being happy the greatest purpose in life?</p> <p><u>Christian/Humanist</u> (Theology)</p>	<p>(<u>Human / Social Sciences</u>) How do beliefs shape identity for Muslims? Muslim (prepare for KS3)</p>



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	How do Buddhists explain the suffering in the world?	Creation or science: conflicting or complementary?	
Art & Design	<p>To create sketch books to record observations and use them to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>		
	<p align="center">Craft and design: Photo opportunity</p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p>	<p align="center">Sculpture and 3D: Making memories</p>	<p align="center">Drawing: Make my voice heard</p> <p align="center">Painting and mixed media: Artist study</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>
Design Technology	<p>When designing and making, pupils should be taught:</p> <p>Design</p> <ul style="list-style-type: none"> To 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. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To 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>Evaluate</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To apply their understanding of computing to program, monitor and control their products. 		



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	<p>COOKING</p> <p>To understand the main food groups and the different nutrients that are important for health.</p> <p>To use information on food labels to inform choice.</p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>TEXTILES</p> <p>To generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</p> <p>To use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.</p>	<p>COMPUTER AIDED DESIGN</p> <p>To apply my understanding of computing to program, monitor and control my products.</p> <p>To use research I have done into famous designers and inventors to inform my designs.</p> <p>To use my technical knowledge and accurate skills to problem solve during the making process.</p> <p>To use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>
Music	<p>Happy (Charanga) I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Shadows and Touch the Sky (SING UP)</p> <p>I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p>	<p>Music and Me (Charanga)</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>BBC Ten Pieces – Delia Derbyshire</p> <p>I can appropriately discuss the dimensions of music and recognise them in music heard</p> <p>I can develop a deeper understanding of the history and context of music.</p>	<p>Garage Band Composition (Sing Up)</p> <p>I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>I can create a simple composition and record it using formal notation.</p> <p>Summer Production</p> <p>I can sing as part of an ensemble with full confidence and precision.</p>
Languages			
PSHE	<p>How can we keep healthy as we grow?</p> <p>How can the media influence people?</p>	<p>What will change as we become more independent?</p>	<p>How do friendships change as we grow?</p>