

Year 6 Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2		
Key question:	<p><b>Have we always looked like this?</b>  <b>Were the Vikings always vicious and victorious?</b>  <b>Where did the Vikings come from and where did they settle?</b></p>				<p><b>Spies and Gadgets</b></p> <p><b>Can you be the next Nintendo apprentice?</b>  <b>How would you navigate and coordinate a spy mission?</b></p>		<p><b>Staying Alive</b></p> <p><b>What would a journey through your body look like?</b>  <b>How has medicine developed?</b></p>			<p><b>Could Spiderman really exist?</b>  <b>How can you light up your life?</b>  <b>How did the early Islamic civilisation change our understanding of the world?</b></p>				
Babcock English Text	<ul style="list-style-type: none"> <li>☑ Journalistic writing (newspapers)</li> <li>☑ Balanced argument</li> <li>☑ Dragon poems</li> <li>☑ Poetry slam/rap battle</li> <li>☑ Diary entries</li> </ul>				<ul style="list-style-type: none"> <li>☑ Mystery stories</li> <li>☑ Persuasive writing (gadgets)</li> <li>☑ Explanation</li> </ul>						<ul style="list-style-type: none"> <li>☑ Classic fiction (variety of openers and imitating authors' style)</li> <li>☑ Recount</li> <li>☑ Horror stories</li> <li>☑ Election manifestos</li> </ul>			
Cross curricular English	'How To Train Your Dragon' by Cressida Cowell				'Stormbreaker' by Anthony Horowitz						Alma (digital literacy)			
White Rose Maths	Place Value	Four Operations	Fractions	Position and direction	Decimals and Percentages	Algebra	Converting units	Perimeter, area and volume	Ratio	Properties of shape	Problem Solving	Statistics	Investigations	
Cross curricular Maths	Timelines Viking Maths investigations Graph work in science Measurement				Pricing gadgets Measurement			Heart rate Metric/imperial conversions Statistics Measurement			Measurement Budget project			
Science	<p><b>Have we always looked like this?</b></p> <p>Evolution:</p>				<p><b>Can you be the next Nintendo apprentice?</b></p>			<p><b>What would a journey through your body look like?</b></p>			<p><b>Could Spiderman really exist?</b></p> <ul style="list-style-type: none"> <li>• Can they describe and compare the life cycles of a range of animals,</li> </ul>			

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	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Classification:</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</li> <li>micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Electricity:</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer</li> <li>with the number and voltage of cells used in the circuit.</li> <li>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.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>The body:</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>including humans, amphibians, insects and birds?</p> <ul style="list-style-type: none"> <li>Can they talk with knowledge about birth, reproduction and death of familiar animals or plants?</li> <li>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</li> <li>Can they record more complex data and results using scientific diagrams, classification keys, labels, scattergraphs, tables, bar and line graphs?</li> </ul> <p><b>How can you light up your life?</b></p> <p>Light:</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
History/Geography	<b>Were the Vikings always victorious and vicious?</b>	<b>How would you navigate and coordinate a spy mission?</b>	<b>How has medicine developed?</b>	<b>How did the early Islamic civilisation change our understanding of the world?</b>

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	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they describe a key event from Britain’s past using a range of evidence from different sources?</li> </ul> <p>A history topic about the Vikings:</p> <ul style="list-style-type: none"> <li>• Th evoking invasion of Britain</li> <li>• Viking life</li> <li>• Understanding artefacts</li> <li>• Viking Gods</li> <li>• Viking Warriors</li> </ul> <p><b>Where did the Vikings come from and where did they settle?</b></p> <ul style="list-style-type: none"> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• Can they accurately use a 4 figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> <li>• Can they recognise key symbols used on ordnance survey maps?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• What have we learn’t from pioneers like William Harvey.</li> <li>• What is a pace maker</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</li> </ul> <p><b>Where were the trade routes which helped the early Islamic civilisation become a major power?</b></p> <ul style="list-style-type: none"> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>• Can they explain how the time zones work?</li> </ul>
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<p>Computing</p>	<p><b>Algorithms and Programs</b></p> <ul style="list-style-type: none"> <li>• Can they explain how an algorithm works?</li> <li>• Can they detect errors in a program and correct them?</li> <li>• Can they use an ICT program to control a number of events for an external device?</li> <li>• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</li> <li>• Can they explore 'what if' questions by planning different scenarios for controlled devices?</li> <li>• Can they use input from sensors to trigger events?</li> <li>• Can they check and refine a series of instructions?</li> <li>• Can they explain how an algorithm works?</li> <li>• Can they detect errors in a program and correct them?</li> <li>• Can they use an ICT program to control a</li> </ul>	<p><b>Data Retrieving and Organising</b></p> <ul style="list-style-type: none"> <li>• Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)?</li> <li>• Can they add special effects to alter the appearance of a graphic?</li> <li>• Can they 'save as' gif or i peg. Wherever possible to make the file size smaller (for emailing or downloading)?</li> <li>• Can they make an information poster using their graphics skills to good effect?</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Can they conduct a video chat with people in another country or organisation?</li> </ul>	<p><b>Using the Internet</b></p> <ul style="list-style-type: none"> <li>• Can they contribute to discussions online?</li> <li>• Can they use a search engine using keyword searches?</li> <li>• Can they use complex searches using such as '+ 'OR' "Find the phrase in inverted commas"?</li> </ul>	<p><b>Databases</b></p> <ul style="list-style-type: none"> <li>• Can they collect live data using data logging equipment?</li> <li>• Can they identify data error, patterns and sequences?</li> <li>• Can they use the formulae bar to explore mathematical scenarios?</li> <li>• Can they create their own database and present information from it?</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Can they present a film for a specific audience and then adapt same film for a different audience?</li> <li>• Can they create a sophisticated multimedia presentation?</li> <li>• Can they confidently choose the correct page set up option when creating a document?</li> <li>• Can they confidently use text formatting tools, including heading and body text?</li> <li>• Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?</li> </ul>
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	<p>number of events for an external device?</p> <ul style="list-style-type: none"> <li>• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</li> <li>• Can they explore 'what if' questions by planning different scenarios for controlled devices?</li> <li>• Can they use input from sensors to trigger events?</li> <li>• Can they check and refine a series of instructions?</li> </ul>					
E- Safety	<p>Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate?</p>					
PSHE	<p>WE'RE ALL STARS! • Community • Rights and responsibilities • Getting to know each other</p>	<p>BE FRIENDLY, BE WISE • Making and sustaining friendships</p>	<p>DEAR DIARY • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying</p>	<p>DARING TO BE DIFFERENT • Identity and self esteem</p>	<p>JOINING IN AND JOINING UP • Needs and responsibilities • Participation</p>	<p>LIVING LONG, LIVING STRONG • SRE: Growing &amp; caring for ourselves;</p>

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	<ul style="list-style-type: none"> <li>• Working together</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Anti-bullying</li> <li>• Keeping safe at home</li> </ul>	<ul style="list-style-type: none"> <li>• Help and support</li> </ul>	<ul style="list-style-type: none"> <li>• Difference and diversity</li> <li>• Peer influence and assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Voluntary groups</li> <li>• Fund-raising activities</li> </ul>	Valuing difference & keeping safe; Puberty <ul style="list-style-type: none"> <li>• Healthy eating and exercise</li> <li>• Goal-setting and motivation</li> </ul>
Art	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> </ul>	<b>Painting</b> <p>Can they explain what their own style is?</p> <ul style="list-style-type: none"> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> </ul> <b>Printing</b> <p>Can they overprint using different colours?</p> <ul style="list-style-type: none"> <li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul>	<b>Sketch Books</b> <p>Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>	<b>3D/ Textiles</b> <p>Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?</p> <b>Collage</b> <p>Can they justify the materials they have chosen?</p> <ul style="list-style-type: none"> <li>• Can they combine pattern, tone and shape?</li> </ul>	<b>Use of IT</b> <p>Do they use software packages to create pieces of digital art to design.</p> <ul style="list-style-type: none"> <li>• Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>	<b>Knowledge</b> <p>Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design</p>
MFL	Physical descriptions School uniform Description of family members Description of bedroom		Climate and holidays What can we do and what are you going to do? DVD presentation about themselves		Opinion about food and drink	
	Listening and responding <ul style="list-style-type: none"> <li>• Do they understand longer passages made up of familiar language in simple sentences?</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Can they identify the main points and some details? Spoken at near normal speed with no interference. May need some items to be repeated.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>• Can they use their knowledge of grammar to adapt and substitute single words and phrases? Their pronunciation is generally accurate and they show some consistency in their intonation.</li> </ul> <p>Reading and responding</p> <ul style="list-style-type: none"> <li>• Can they understand a short story or factual text and note some of the main points?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Can they write a paragraph of about 3-4 simple sentences?</li> <li>• Can they adapt and substitute individual words and set phrases?</li> <li>• Can they use a dictionary or glossary to check words they have learnt? They will draw largely on memorised language.</li> </ul>		
DT	<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>• Can they use tools and materials precisely? • Do they change the way they are working if needed?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>• How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?</li> </ul>		
	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Can they explain how their product should be stored with reasons?</li> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> </ul>	<p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>• Can they use different kinds of circuit in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> </ul> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>	<p><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>• Can they justify why the chosen material was the best for the task?</li> <li>• Can they justify design in relation to the audience?</li> </ul>

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Music (Charanga)	Hey you	My stories	Everyone	Our World	Big Bear Fung	Reflect, Rewind ,Replay
<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> </ul> <p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> <li>• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use different forms of notation?</li> <li>• Can they combine groups of beats?</li> </ul> <p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>						
RE	Creation and Science: conflicting or complimentary?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?
PE	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can they lead others in a game situation?</li> <li>• Do they combine their own work with that of others?</li> <li>• Can they link their sequences to specific timings?</li> </ul>		<p>Dance</p> <ul style="list-style-type: none"> <li>• Can they develop imaginative dances in a specific style?</li> <li>• Can they choose their own music, style and dance?</li> </ul>		<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Can they demonstrate stamina?</li> <li>• Can they use their skills in different situations?</li> </ul> <p><b>Outdoor/Adventurous</b></p> <p>Can they plan a route and series of clues for someone else? • Can they plan with others taking account of safety and danger?</p>	
<p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> <li>• Do they apply their skills, techniques and ideas consistently?</li> <li>• Do they show precision, control and fluency?</li> </ul> <p><u>Evaluating and improving</u></p> <p>Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating?</p> <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> <li>• Can they explain how the body reacts to different kinds of exercise?</li> <li>• Can they choose appropriate warm ups and cool downs?</li> <li>• Can they explain why we need regular and safe exercise?</li> </ul>						
Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief		

### Year 6 Long Term Plan

			World Book Day	
Outdoor Learning	Classification of pond creatures Outdoor plant sketching Tent making	Navigation Outdoor representations of human system	Pond dipping Puddle reflections	