Long Term Plan Year 6

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	**Rivers**	**Ancient Greece**	**The Americas**	**The Battle for Britain**	**Settlements/Global trade**	**The Tudors**
Trips/Visitors	**Horstead Centre - Residential**				**Colchester Zoo**	**Strangers' Hall**
Passport Experiences	**Visit a river** **Stand up in a canoe**	**Support the local community**	**Learn money skills**		**See an elephant drink**	**Perform on a stage** **Own a Bible**
	Be a reading mentor					
English: Power of reading core text	My Baba's Garden	The sister who ate her brothers	Varmints	The Highway Man	Shackleton's Journey	Shackleton's Journey
Writing Opportunities	Memory Flashback Letter in role	Narrative in the style of a contemporary fairytale	Written argument	Atmospheric story from the point of view of a character	Non-Chronological Report	Diary Entry
Cross Curricular Writing	Non chronological report – rivers (geography)	Artist factfile (art)	Healthy lifestyles brochure (science)	Narrative (history)	Persuasive argument – Fair Trade (geography)	Frog Blog (science)
Guided Reading	Skysong Cogheart October October	My name is Victoria Skellig Vanishing Dragon	Variety of extracts		Test technique questions for SATs	Wonder The last year
Let's think in English	**Voices** (2 weeks) **Window** (2 weeks) **Creatures** (2 weeks)	**Feathers** (3 weeks) **John Lewis Christmas Ad** (3 weeks)	**Last Stop** (3 weeks) **Staircase.** (2 weeks)	**Hole** (3 weeks) **Who** (2 weeks)	**Not much Room** (4 weeks)	**Survivors** (3 weeks) **Life doesn't frighten me** (3 weeks)
SPAG	Nouns, adjectives, verbs (tenses), model verbs, adverbs, subject, object, verb, clauses and phrases inc capital letters and full stops, conjunctions, prepositions, antonyms and synonyms, question marks and exclamation marks, statement, question, exclamation, command, pronouns (inc possessive), determiners, noun phrases, adverbial phrases and prepositional phrases, commas in lists and after fronted adverbials, main and subordinate clauses and comma to separate subordinate and main clauses, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, semi-colons between two main clauses and in a list, colons to separate clauses and to introduce a list, relative pronouns and clauses and embedded relative clauses, parenthesis – brackets, dashes, double commas, active and passive sentences, ellipsis, hyphen, bullet points, progressive, perfect tenses, subjunctive.					

Long Term Plan Year 6

Maths	**Consolidation** Read and write numbers to 10,000,000 Powers of 10 Compare, order and round any integers Negative numbers Add and subtract integers Common factors and multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures	**Consolidation** Equivalent fractions and simplifying Equivalent fractions on a number line Add and subtract any two fractions Add and subtract mixed numbers Multiply and divide fractions by integers and fractions Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole	**Ratio and Proportion** Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio and proportion problems **Algebra** Form equations Solve 2-step equations **Consolidation** Solve problems with two unknowns Place value – integers and decimals Round decimals Add and subtract decimals Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in context	**Consolidation** Decimal and fraction equivalents Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – multi-step Percentages – missing values Area and perimeter Area of any triangle Area of a parallelogram Volume of a cuboid Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean	**Consolidation** Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Calculate missing angles Angles in quadrilaterals and polygons Circles Draw shapes accurately Nets of 3-D shapes Read and plot points in four quadrants Solve problems with coordinates Translations and reflections	**Consolidation** **C**onsolidation, themed projects
Science	**Living Things and their habitats (Biology)** 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.	**Electricity (Physics)** Use recognised symbols when representing a simple circuit in a diagram. - 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.	**Diet, drugs and lifestyle (Biology)** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. **Light (Chemistry)** 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.	**Light (Chemistry)** 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. -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into	**Variation (biology)** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **Adaptations** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Adaptations** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Fossils** Recognise that living things have changed over time and that fossils provide information about living

Long Term Plan Year 6

	- Give reasons for classifying plants and animals based on specific characteristics. **Electricity (Physics)** Use recognised symbols when representing a simple circuit in a diagram. - 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. - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **Renewable energy (Sustainability)** Solar power uses light energy from the Sun to generate electricity. -Wind power uses wind to generate electricity. -Solar and wind power are renewable energy sources. This means that they will not run out. -Fossil fuels are non-renewable energy sources. This means that they will eventually run out. -In the UK, burning fossil fuels to generate electricity is the largest source of greenhouse gas emissions. -Emissions of greenhouse gases lead to the greenhouse effect and global warming. -Renewable energy sources, such as solar and wind energy, can help limit the impact of global warming **The Circulatory System (Biology)** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	-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. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. -Recognise that light appears to travel in straight lines.	the eye. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. -Recognise that light appears to travel in straight lines. **Light pollution (sustainability)** Glare, light trespass and skyglow are all types of light pollution. - Glare is caused by brightness from car or vehicle headlights. - Light trespass is where light shines into areas it is not intended to. -Skyglow is the brightening of the sky at night. -There are ways to reduce our light emissions. -Turning off lights, devices, appliances and machines, unplugging electronic equipment and using natural light as much as possible helps to reduce light pollution		things that inhabited the Earth millions of years ago. **Themed projects (Year 7 ready)**

Long Term Plan Year 6

		- Describe the ways in which nutrients and water are transported within animals, including humans.				
History		**Ancient Greece** A study of Greek life and achievements and their influence on the western world		**The Battle for Britain – Vikings and Anglo-Saxons** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		**The Tudors** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography	**Rivers** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time **Local Fieldwork** 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 United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch		**The Americas** Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America		**Settlements/Global trade** 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.	

Long Term Plan Year 6

	maps, plans and graphs, and digital technologies					
ART		**Are painted portraits always reliable?** **Painting & sketching** Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. **Artist study –** Frida Kahlo, Picasso & classic Tudor Portraits.		**Viking brooches** **Sketching + sculpting skills** Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. **Artist study** – Historical pieces		**Creating props for a stage performance** Painting, 3D & Mixed Media Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History.
DT	**Program Dice Light Game** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. **Programmed Electric Circuits**		**Bird Feeder** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **Woodwork**		**Bread Making** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown. **Focaccia**	
PE	**Invasion Games** Play competitive games with attacking and defending. Tag Rugby	**Dance** Perform dances using a range of movement patterns. Compare performances.	**Gymnastics** Develop flexibility, strength, technique, control and balance.	**Gymnastics** Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.	**Athletics** Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Striking and fielding** Use running, jumping, throwing and catching in isolation and in combination. Y6 – Rounders/Cricket

Long Term Plan Year 6

Games	**Invasion Games** Football	**Invasion Games** Basketball	**Invasion Games** Hockey	**Outdoor Adventurous Activities**	**Athletics** Use running and jumping, throwing and catching in isolation and in combination.	**Net/Wall Games** Korfball
RE	**Was Jesus the Messiah?** Explain different sources of authority and the connections with beliefs; Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers; Explain how events in history and society have influenced some religious andnon-religious worldviews; Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion	**What difference does being a Hindu make to daily life?** Explain the key theological similarities and differences between and within religions and worldviews; Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour; Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between worldviews) with reference to at least two different religions/worldviews; Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs	**What does it mean to be human?** **Is being happy the greatest purpose in life?** Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence; Begin to analyse and evaluate different ways in which philosophers understand abstract concepts; Use well-chosen pieces of evidence to support and counter a particular argument; Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between worldviews) with reference to at least two different religions/worldviews		**How do Hindus talk about God?** Explain different sources of authority and the connections with beliefs; Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers; Explain connections between different beliefs being studied and link them to sources of authority using theological terms; Explain and discuss how beliefs shape the way Hindus view the world in which they live and how they view others	**Why is suffering in this world?** Explain and discuss how beliefs shape the way Christians and Buddhists view the world in which they live and how they view others; Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence; Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour; Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs

Long Term Plan Year 6

MUSIC	**Melody and Harmony in Music** Take the lead in a performance; take on a solo part; understand the value of choreographing any aspect of a performance; evaluate differences between live and recorded performances	**Recorders** Sing more complex parts; sing without an accompaniment; sing syncopated melodic phrases; talk about the different styles of singing used for the different styles of songs sung over a specific period of time; sing more complex harmony parts	**Recorders** Justify a personal opinion; compose a ternary (ABA form) piece	**Recorders** Evaluate differences in live and recorded performances; combine groups of beats	**Recorders** Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion; use a variety of different musical devices in their composition (e.g. melody, rhythms and chord progressions); consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	**Recorders** Explain what a musical introduction and outro is, and their purpose; recognise that different forms of notation serve different purposes; create a melody using crotchets, quavers and minims, and equivalent rests
COMPUTING	**E-Safety** **(1-2 hours)** Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact. **Computers: Past, Present & Future** **(2-3 hours)** Design & create digital content to accomplish goals. Use search technologies effectively & be discerning in evaluating digital content. **Graphic Design** **(2 hours)** Design & create digital content to accomplish goals.	**Programming in Scratch** **(7-9 hours)** Design, write & debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, & repetition in programs; work with variables & various forms of input & output. Use logical reasoning to explain how some simple algorithms work & to detect & correct errors in algorithms & programs.	**E-Safety** **(1-2 hours)** Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact. **Photograph & Imaging Editing** **(3-4 hours)** Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	**Data Detectives** **(1-2 hours)** Select, use & combine a variety of software (including internet services). Collecting, analysing, evaluating & presenting data & information. **Machine Learning & Artificial Intelligence** **(1-2 Hours)** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**HTML** **(3-4 hours)** Design, write & debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals, presenting data & information.	**Web Design** **(5-8 hours)** Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.

Long Term Plan Year 6

PSHE	**VIPs** Focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.	**Safety First** Taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.	**One World** Responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.	**Digital Wellbeing** Using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to say safe and get help.	**Growing Up** How we grow up and change, both physically and emotionally, the types of relationships that people have.	**Money Matters** How money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.
RSHE	**Asking for help** Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.	**Keeping clean** Health, germs, viruses and hygiene, puberty recap.	**My rights and responsibilities** Consent and sharing images	**My feelings** Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.	**My body** Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs	. **My relationships** Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.
LANGUAGES French	French History French Maths My Community	My Home Colours Animals	Food Calendar	Clothing Shopping Holidays & Celebrations	My Town and Cities The Seasons & Planets	Sports & Hobbies School & the Future