

Year 6 Long Term Plan - 2021-2022

HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7 weeks	7 weeks	7 weeks	6 weeks	4 weeks	7 weeks
Amazing Me	America	Mayans	World War II	World War II	Boy 87
<u>Trips and visitors</u> Big Start	<u>Trips and visitors</u> Author workshop	<u>Trips and visitors</u> Buddhist Temple	<u>Trips and visitors</u> Eden Camp	<u>Trips and visitors</u> Holocaust visitor	<u>Trips and visitors</u> Lockerbie Leavers' Performance
<u>English</u> Reading: Wonder Pig Heart Boy Writing: Narrative writing - characters and settings, letters and diaries Poetry, Information Texts, Persuasion and Balanced arguments, reports	<u>English</u> Reading: Holes The Viewer - Shaun Tan Darwin's Dragons Writing: Narrative writing - characters and settings, letters and diaries Poetry, Information Texts, Persuasion and Balanced arguments, reports	<u>English</u> Reading: Rain player Story - How I Saved the World in a Week The Red Prince History detectives Writing: Narrative writing - dialogue, action and description Information texts, newspapers, persuasion, reports	<u>English</u> Reading: Letters from the lighthouse When Hitler Stole Pink Rabbit Writing: Narrative writing - dialogue, action and description, poetry Information texts, newspapers, persuasion, reports	<u>English</u> Reading: The Boy in the Striped Pyjamas Rose Blanche Writing: Narrative writing - building emotions in characters, letters and diaries Information texts, balanced argument, reports	 Reading: Boy 87 The fastest boy in the world Writing: Narrative writing - building emotions in characters, letters and diaries, poetry Information texts, balanced argument, reports
<u>Maths</u> Arithmetic, Place value, 4 operations, Fractions, decimals, percentages, Converting measures, Algebra, Geometry, Angles, Shapes, Area and Perimeter, Roman Numerals, Statistics (spiralling over each area each term)					
<u>Science</u> <u>Animals including humans</u> <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 describe the ways in which nutrients and water are transported within animals, including humans 	<u>Science</u> <u>Evolution and inheritance</u> <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 vary 	<u>Science</u> <u>Living Things and Their Habitats</u> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including 	<u>Science</u> <u>Electricity - warning systems, alarms, air raid shelters - WW2</u> <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 	<u>Science</u> <u>Light - signalling and light during the War/ blackouts</u> <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 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 	

<ul style="list-style-type: none">recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functionWorking scientifically	<p>and are not identical to their parents</p> <ul style="list-style-type: none">identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolutionWorking scientifically	<p>micro-organisms, plants and animals</p> <ul style="list-style-type: none">Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).Working scientifically	<p>buzzers and the on/off position of switches</p> <ul style="list-style-type: none">use recognised symbols when representing a simple circuit in a diagramPupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.Working scientifically	<ul style="list-style-type: none">Working scientifically	
<p><u>Art - Humans</u></p> <p>Sculpture and drawing - link to Humans</p> <p>Shaun Tan- Head pastel pictures</p> <p>The singing bones sculpture</p> <p>Learn about great artists, architects and designers in history (Shaun Tan), Kristen Visbal (Fearless Girl)</p> <p>Awareness of the potential of the uses of sculpture.</p> <p>Learn to represent ideas and thoughts on a deeper level, using sculpture to express.</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>	<p><u>Art</u></p> <p>Drawing</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p>	<p><u>Art - Mayans</u></p> <p>Painting and Printing - Shaun Tan- The Viewer and Mayan prints, Frida Kahlo</p> <p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used (Mayan culture and artwork/ Mexico)</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Use feedback to make amendments and improvements to art.</p>	<p><u>Art</u></p> <p>Painting - Lowry Art, perspective</p> <p>Art History research project</p> <p>Identify great artists and how their work has impacted on art today.</p> <p>Explain the style work produced and how it has been influenced by a famous artist.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p>	<p><u>Art</u></p> <p>Drawing - William Morris designs and patterns</p> <p>Identify great artists and how their work has impacted on art today.</p> <p>Explain the style work produced and how it has been influenced by a famous artist.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p>	<p><u>Art</u></p> <p>William Morris Textiles</p> <p>WW2 - Make do and Mend</p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>
<p><u>DT - mechanical systems -</u></p> <p><u>Automata animals - link to Darwin</u></p> <p>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.</p> <p>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>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>		<p><u>DT - programming</u></p> <p><u>Adventure maps/ Escape maps - WW2</u></p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>		<p><u>DT - cooking and nutrition</u></p> <p><u>Dig for Victory - seasonal foods (spring)</u></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	

<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><i>Cams mechanisms (make a frame using square section wood, card triangles, glue gun then wrap a piece of card around the frame. Insert 1 hole on either side and 1 on the top. Place straw pieces in holes as spacers and secure with blu tack. Use small, round, black foam spacers to hold the cam in place and stop spinning on the dowel.</i></p>	<p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
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<p><u>History</u></p> <p>History of Medicine Energy use in the UK</p>	<p><u>History</u></p> <p>Charles Darwin San Francisco</p>	<p><u>History</u></p> <p>Mayans</p>	<p><u>History</u></p> <p>WW2</p>	<p><u>History</u></p> <p>WW2</p>	<p><u>History</u></p> <p>Africa</p>

<p>Order significant events, movements and dates from different time periods on a timeline using BC and AD</p> <p>Evaluate how events from the past have influenced life today.</p> <p>Recognise primary and secondary sources</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, to collect evidence about the past.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>	<p><u>Earthquakes</u></p> <p>Evaluate how events from the past have influenced life today.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Recognise primary and secondary sources</p> <p>Use databases, pictures, photographs, to collect evidence about the past.</p> <p>Bring knowledge gathered from several sources together to answer questions and form contrasting arguments</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</p>	<p>A non-European society that provides contrasts with British history - the Mayan civilisation.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc)</p> <p>Know key dates, characters and events of time studied</p> <p>Recognise primary and secondary sources</p> <p>Use documents, pictures, photographs, music, artefacts, historic buildings, to collect evidence about the past.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World War 2.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Know key dates, characters and events of time studied</p> <p>Recognise primary and secondary sources</p> <p>Use documents, printed sources (e.g. archive materials) visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Bring knowledge gathered from several sources together to answer questions and form contrasting arguments</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Evaluate how events from the past have influenced life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc)</p> <p>Know key dates, characters and events of time studied</p> <p>Recognise primary and secondary sources</p> <p>Investigate own lines of enquiry by posing questions to answer, considering multiple points of view.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Explain reasons why there may be different accounts of history.</p>	<p>Recognise primary and secondary sources</p> <p>Investigate own lines of enquiry by posing questions to answer, considering multiple points of view.</p> <p>Bring knowledge gathered from several sources together to answer questions and form contrasting arguments</p> <p>Explain reasons why there may be different accounts of history.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
<p><u>Computing - e-safeguarding</u></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><u>Computing - media</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>	<p><u>Computing - computer science</u></p> <p><u>Link to DT programming project</u></p>		<p><u>Computing - data handling</u></p> <p>Collect, analyse, evaluate and present data and information using a variety</p>	<p><u>Computing - information literacy</u></p> <p>Use search technologies effectively, appreciate how results are selected and</p>

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web• Appreciate how [search] results are selected and ranked		of applications on a range of digital devices. Use data linked to WW2	ranked, and be discerning in evaluating digital content.
RE	RE	RE	RE	RE	RE
How do Sikhs show commitment?	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities?	How do Jews remember the Kings and Prophets in worship and life?	Consolidation + touch on Buddhism and Hinduism	Consolidation + touch on Buddhism and Hinduism
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Drug, alcohol and tobacco education: Weighing up risk	Mental health and emotional wellbeing: Healthy minds	Keeping safe and managing risk: Keeping safe - out and about	Identity, society and equality: Human rights	Identity, society and equality: Human rights	Relationships and health education: Healthy relationships