

## Year 6 Long Term Plan

	Autumn 1 The World Through the Decades	Autumn 2 WWII	Spring 1 Mountains	Spring 2 Rivers	Summer 1 Marvellous Maps (Local Area Study)	Summer 2 Money, Money, Money
Literacy	Novel: Alex Rider Key Genres: - Spy and detective stories - Non-fiction writing around crime	Novel: Boy in the Striped Pyjamas Key Genres: - Speaking and Listening - Persuasive writing - Letter writing - Diary entry - Drama	Novel: The Hobbit. Key Genres: - Non-fiction - Persuasive writing - Letters - Non-Chronological reports	Novel: The Giant's Necklace. Jabberwocky. Key Genres: - Quest stories - Science reports  <b>Book Week</b>	Novel: Kensuke's Kingdom, The island (p4c) Key Genres: - Reading journal - Short writing tasks.	Novel: The Arrival Key Genres: High School Transition Work  Year 6 production (speaking and listening).
Mathematics	Number – place value Number – addition, subtraction, multiplication and division. SATs Practise Tests	Fractions White Rose Assessment SATs Practise Tests	Number – decimals Number – percentages Measurement Number – algebra SATs Practise Tests <b>Number Day</b>	Number – ratio Geometry and shape White Rose assessment SATs Practise Tests	Geometry – properties of shapes Geometry – position and direction SATs Test	Post SATS project work Enterprise Day (using money)
Science	<b>Animals, including humans</b> <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>	<b>Evolution</b> <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>	<b>Living things and their habitats</b> <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 difference, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<b>Light and sound</b> <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</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>	<b>Electricity</b> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp (bulb) or the volume of a buzzer with the number and voltage of cells (batteries) 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> <li></li> </ul>	Science Week  <b>Consolidation of methods of working scientifically (with links to plants)</b>

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<p>Art and Design</p>	<p><b>Portraits</b>          Warhol          Arcimboldo          Picasso          Comp Artist          Collage          Frida Kahlo  <u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Develop and imaginatively extend ideas from starting points throughout the curriculum.</i></li> <li>• <i>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</i></li> <li>• <i>Use the qualities of materials to enhance ideas.</i></li> <li>• <i>Spot the potential in unexpected results as work progresses.</i></li> <li>• <i>Comment on artworks with a fluent grasp of visual language.</i></li> <li>• <i>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</i></li> <li>• <i>Give details (including own sketches) about the style of some notable artists, artisans and designers.</i></li> </ul> <p><b>Graffiti</b>          Banksy          Graffiti          Pollock  <u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Show how the work of those studied was influential in both society and to other artists.</i></li> <li>• <i>Create original pieces that show a range of influences and styles.</i></li> </ul>		<p><b>Mountains</b>          Topographical maps (3D)          Mountain Art – collage  <u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Create a colour palette based upon colours observed in the natural or built world.</i></li> <li>• <i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</i></li> <li>• <i>Use brush techniques and the qualities of paint to create texture.</i></li> <li>• <i>Combine colours, tones and tints to enhance the mood of a piece.</i></li> <li>• <i>Develop a personal style of painting, drawing upon ideas from other artists.</i></li> <li>• <i>Mix textures (rough and smooth, plain and patterned).</i></li> <li>• <i>Create an accurate pattern, showing fine detail.</i></li> <li>• <i>Use a range of visual elements to reflect the purpose of the work.</i></li> </ul> <p><b>Pixel Art</b>          Excel to create</p>	<p><b>Dragons</b>          Dragon eggs          Scales          Sketching dragons  <u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Develop and imaginatively extend ideas from starting points throughout the curriculum.</i></li> <li>• <i>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</i></li> <li>• <i>Use the qualities of materials to enhance ideas.</i></li> </ul>	<p><b>Digital Art</b>          Peat Rigg    <b>Kensuke's Kingdom</b>          Artwork links to the book          Japanese artist</p>	<p><b>RE</b>          Pennant – RE  <u>Learning objectives</u></p> <ul style="list-style-type: none"> <li>• <i>Show precision in techniques.</i></li> <li>• <i>Choose from a range of stitching techniques.</i></li> <li>• <i>Combine previously learned techniques to create pieces.</i></li> </ul>
<p>Computing</p> <p>E-safety to be done each term and ongoing.</p>	<p><b><u>To connect/ To code</u></b>  <b>Set IF conditions for movements.</b>  <b>Specify types of rotation giving the number of degrees.</b>          Scratch, design of app  <b>Change the position of objects between screen layers (send to back, bring to front).</b>          Scratch, design of app</p>	<p><b><u>To communicate</u></b>  <b>Choose the most suitable applications and devices for the purposes of communication-</b> E-mail    <b>Use many of the advanced features in order to create high quality, professional or efficient communications-</b>          E-mail, using Microsoft</p>	<p><b><u>To collect/To connect</u></b>  <b>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</b>    <b>Give examples of the risks of online communities and</b></p>	<p><b><u>To code</u></b>  <b>Change the position of objects between screen layers (send to back, bring to front).</b>          Sketch Up    <b>Combine the use of pens with movement to create interesting effects.</b></p>	<p><b><u>To communicate</u></b>  <b>Choose the most suitable applications and devices for the purposes of communication-</b> E-mail, using Microsoft Office to write up work and publish.          Learning Logs    <b>Use many of the advanced features in order to create high</b></p>	<p><b><u>To connect/ To code</u></b>  <b>Collaborate with others online on sites approved and moderated by teachers.</b>          Residential blog  <b>Set IF conditions for movements.</b>  <b>Specify types of rotation giving the number of degrees.</b>          Scratch, design of app</p>

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	<p><b>Combine the use of pens with movement to create interesting effects.</b> Scratch, design of app</p> <p><b>Set events to control other events by 'broadcasting' information as a trigger.</b> Scratch, design of app</p> <p><b>Use IF THEN ELSE conditions to control events or objects.</b> Scratch, design of app</p> <p><b>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</b> Scratch, design of app</p> <p><b>Use lists to create a set of variables.</b> Scratch, design of app</p> <p><b>Use the Boolean operators.</b> Scratch, design of app</p> <p><b>Use the Reporter operators.</b> Scratch, design of app</p>	<p>Office to write up work and publish <b>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</b> PowerPoint presentations/ Learning Logs.</p> <p><b>Change the position of objects between screen layers (send to back, bring to front).</b> E-mail, using Microsoft Office to write up work and publish</p>	<p><b>demonstrate knowledge of how to minimise risk and report problems.</b></p> <p><b>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</b></p> <p><b>Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used.</b> Internet Safety Day (Feb)</p>	<p>Sketch Up</p> <p><b>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</b> Sketch up</p>	<p><b>quality, professional or efficient communications-</b> E-mail, using Microsoft Office to write up work and publish. Learning Logs</p>	<p><b>Change the position of objects between screen layers (send to back, bring to front).</b> Scratch, design of app</p> <p><b>Combine the use of pens with movement to create interesting effects.</b> Scratch, design of app</p> <p><b>Set events to control other events by 'broadcasting' information as a trigger.</b> Scratch, design of app</p> <p><b>Use IF THEN ELSE conditions to control events or objects.</b> Scratch, design of app</p> <p><b>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</b> Scratch, design of app</p> <p><b>Use lists to create a set of variables.</b> Scratch, design of app</p> <p><b>Use the Boolean operators.</b> Scratch, design of app</p>
<p>Design and Technology</p>	<ul style="list-style-type: none"> <li>• <i>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</i></li> <li>• <i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</i></li> <li>• <i>Demonstrate a range of baking and</i></li> </ul>	<p><b>Planes</b></p> <ul style="list-style-type: none"> <li>• <i>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</i></li> <li>• <i>Create circuits using electronics kits that employ a number of components</i></li> </ul>	<p><b>Creating a Hobbit meal</b></p> <ul style="list-style-type: none"> <li>• <i>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</i></li> <li>• <i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</i></li> <li>• <i>Demonstrate a range of</i></li> </ul>	<p><b>Cable cars</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Convert rotary motion to linear using cams.</i></li> <li>• <i>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</i></li> <li>• <i>Create innovative designs that improve upon existing products.</i></li> <li>• <i>Evaluate the design of</i></li> </ul>	<p><i>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</i></p>	<p>Health Week – Food project.</p> <p><b>Pennants</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• <i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut</i></li> </ul>

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	<p>cooking techniques.</p> <ul style="list-style-type: none"> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<p>(such as LEDs, resistors, transistors and chips).</p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs</li> </ul>	<p>baking and cooking techniques.</p> <ul style="list-style-type: none"> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<p>products so as to suggest improvements to the user experience.</p>	<p>paper).</p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)</li> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	<p>• <b><u>Mountains</u></b></p> <p><u>Learning objectives</u></p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, <b>mountains</b>, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> <li>• Create maps of locations identifying</li> </ul>	<p><b><u>Rivers</u></b></p> <p><u>Learning objectives</u></p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, <b>rivers</b>, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</li> <li>• Create maps of locations identifying patterns (such as: land</li> </ul>	<p><b><u>Marvellous Maps</u></b></p> <p>Local area project</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's tube map.)</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and</li> </ul> <p>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>

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		<p><i>patterns (such as: land use, climate zones, population density, height of land).</i></p> <ul style="list-style-type: none"> <li>• <i>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</i></li> <li>• <i>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</i></li> </ul>	<p><i>use, climate zones, population density, height of land).</i></p> <ul style="list-style-type: none"> <li>• <i>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</i></li> <li>• <i>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</i></li> </ul>	<p><i>physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</i></p> <ul style="list-style-type: none"> <li>• <i>Name and locate the countries of North and South America and identify their main physical and human characteristics.</i></li> <li>• <i>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night)</i></li> <li>• <i>Understand some of the reasons for geographical similarities and differences between countries.</i></li> <li>• <i>Describe how locations around the world are changing and explain some of the reasons for change.</i></li> <li>• <i>Describe geographical diversity across the world.</i></li> <li>• <i>Describe how countries and geographical regions are interconnected and interdependent.</i></li> <li>• <i>Describe and understand key aspects of:</i></li> <li>• <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</i></li> <li>• <i>human geography, including: settlements, land</i></li> </ul>	
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					<p><i>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</i></p> <ul style="list-style-type: none"> <li>• <i>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the U.K. and the world.</i></li> </ul>	
History	<p>To understand chronology</p> <ul style="list-style-type: none"> <li>• <i>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</i></li> <li>• <i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i></li> <li>• <i>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</i></li> <li>• <i>Use dates and terms accurately in describing events.</i></li> </ul> <p>To communicate historically</p> <ul style="list-style-type: none"> <li>• <i>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</i></li> <li>• <i>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</i></li> <li>• <i>Use original ways to present information and ideas.</i></li> </ul>					
Music	Violas Thursday 9:45 – 11:15 (45mins each)	Violas Thursday 9:45 – 11:15 (45mins each)	Violas Thursday 9:45 – 11:15 (45mins each)	Violas Thursday 9:45 – 11:15 (45mins each)	Violas Thursday 9:45 – 11:15 (45mins each)	Violas Thursday 9:45 – 11:15 (45mins each)
PE	Sport – Circuits <b>Real PE</b> – Health and Fitness Cognitive skills	Sport – Gymnastics <b>Real PE</b> – Applying Physical Skills	Sport – Dance (Rhinestones) <b>Real PE</b> –Applying physical skills	Sport – Tag Rugby <b>Real PE</b> – Unit 2 Creative skills	Sport – Team games <b>Real PE</b> – Unit 3 Social Skills	Sport – Rounders/Football/Leeds Rhinos <b>OAA</b> – Peat Rigg
PHSCE	<p><b><u>Drug, alcohol and tobacco education: Weighing up risk</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• <i>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</i></li> <li>• <i>about assessing the level of risk in different situations involving drug use</i></li> <li>• <i>about ways to manage risk in situations involving drug use</i></li> </ul>	<p><b><u>Mental health and emotional wellbeing: Healthy minds</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• <i>what mental health is</i></li> <li>• <i>about what can affect mental health and some ways of dealing with this</i></li> <li>• <i>about some everyday ways to look after mental</i></li> </ul>	<p><b><u>Identity, society and equality: Being the same and being different</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• <i>about people who have moved to Leeds from other places, (including the experience of refugees)</i></li> <li>• <i>about human rights</i></li> <li>• <i>about treating everyone</i></li> </ul>	<p><b><u>Keeping safe and managing risk:</u></b> <b><u>Keeping safe - out and about</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• <i>about feelings of being out and about in the local area with increasing independence</i></li> <li>• <i>about recognising and responding to peer pressure</i></li> </ul>	<p><b><u>Sex and relationship education: Healthy relationships / How a baby is made</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• <i>about the changes that occur during puberty</i></li> <li>• <i>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</i></li> </ul>	

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			<p><i>health</i></p> <ul style="list-style-type: none"> <li>•about the stigma and discrimination that can surround mental health</li> </ul>	<p><i>with respect</i></p>	<ul style="list-style-type: none"> <li>•about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>•what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>•about human reproduction in the context of the human lifecycle</li> <li>•how a baby is made and grows (conception and pregnancy)</li> <li>•about roles and responsibilities of carers and parents</li> <li>•to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul>
RE/Christian Value	<p><b>Christian Value – Respect</b></p> <p>Science and religion: Conflicting or complementary</p>	<p><b>Christian Value – Service</b></p> <p>What will make our city/town/village a more respectful place?</p>	<p><b>Christian value – Perseverance</b></p> <p>What would Jesus Do?</p>	<p><b>Christian value – Hope</b></p> <p>What difference does the resurrection make to Christians?</p>	<p><b>Christian Value – Compassion</b></p> <p>What does it mean for Muslims to follow God?</p>	<p><b>Christian value – Truthfulness</b></p> <p>How can following God bring freedom and justice?</p>
French	<p><b>The High Street – Comparing buildings</b></p> <p><b>Directions</b></p>	<p><b>Directions – Positions of adjectives in sentences</b></p> <p><b>Christmas – Making Traditional Sweets</b></p>	<p><b>Revision of Days of the Week</b></p> <p><b>Time quantifiers and adjectives</b></p>	<p><b>Short stories</b></p> <p><b>Understanding familiar vocabulary</b></p> <p><b>Easter –Les cloches volantes</b></p>	<p><b>Keeping Fit</b></p> <p><b>Revision of Hobbies</b></p> <p><b>Simple future tenses</b></p>	<p><b>Revision of numbers 0-50</b></p> <p><b>Comparisons</b></p> <p><b>French Playground game</b></p>