



Limitless Potential

Ignite Passion

Embrace Difference

LONG TERM PLAN – 2020/21

Class: Year 6

Teacher: Mr. Topham

YEAR 6	AUTUMN I	AUTUMN II	SPRING I	SPRING II	SUMMER I	SUMMER II
ENGLISH	Novel: The Kite Rider Reciprocal reading Poetry- Free Verse – 6 Facts about light Short Narratives Recounts Procedural Grammar focus linked to writing types		Novel: Our Castle by the Sea Reciprocal reading Narrative writing: creating settings, characterisation and creating atmosphere. Diary writing Persuasive Letter Non-Chronological Report		Novel: Journey to River Sea – writing project based around the story. Shakespeare: Macbeth a study of the story Reciprocal reading Grammar focus linked to writing types	
MATHEMATICS	Number: Place value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting units Measurement: Perimeter, Area, Volume Number: Ratio		Geometry: Properties of Shape Statistics Problem Solving Investigations	
SCIENCE	<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 differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <b>Light</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</li> </ul>		<b>Electricity</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer 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>		<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 and inheritance</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> </ul>	

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	<p>travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"><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>		<ul style="list-style-type: none"><li>•identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li></ul>
ART & DESIGN	<p><b>Focus: Sculpture</b></p> <p><b>Artist-Anthony Gormley</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p>	<p><b>Focus: Pastels/Painting</b></p> <p><b>Artist Edward Munch-The Scream</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p>	<p><b>Focus: Drawing/charcoal- shading</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p>

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	<p><b>Focus: Painting- cubism</b></p> <p><b>Artist Picasso</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p>	<p><b>Focus: Sewing</b></p> <p><b>Learning Objectives:</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p>	<p><b>Focus: View finders and printing</b></p> <p><b>Artist Gustav Klimt work-Adele Bloch-Bauer.</b></p> <p><b>Learning Objectives:</b></p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</p> <p>To know great artists, architects and designers in history.</p>
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COMPUTING	<p><b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b></p> <p><b>Spheros - Collecting Data and representing it in various ways.</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Creating a website.</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p><b>Animation - creating a trailer for a piece of writing or book they've read.</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Raspberry Pi - Programming</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Green Screen linked to topic</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
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DESIGN & TECHNOLOGY	<p><b>Focus: Food</b></p> <p><b>Learning Objectives:</b></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>Linked to science curriculum and changing materials</p>	<p><b>Focus: Textiles</b></p> <p><b>Learning Objectives:</b></p> <p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>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)</p> <p>Linked to art and design curriculum</p>	<p><b>Focus: Computing</b></p> <p><b>Learning Objectives:</b></p> <p><b>Write code to control and monitor models or products.</b></p> <p>Linked to computing curriculum</p>
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GEOGRAPHY	<p><b>Why are mountains so important?</b></p> <p><b>Learning Objectives:</b></p> <p>To identify why the three mountains of Olympus, Mauna Kea and Everest so famous.</p> <p>To understand how the world's greatest mountain ranges were formed.</p> <p>To reason and justify why the legend of Mallory and Irvine is the greatest unsolved mystery of mountaineering.</p> <p>To understand and hypothesise why Edmund Hillary and Tenzing Norgay found fossils of sea animals on the summit of Everest.</p> <p>To compare and contrast how the Cambrian mountains differ from the Himalayan mountains.</p> <p>To justify and empathise why tourists visit the Cambrian mountains</p> <p>To identify how else the precious resource of water is used in the Cambrian Mountains.</p>	<p><b>How do volcanoes affect the lives of people living on Hiemaey (island in Iceland)?</b></p> <p><b>Learning Objectives:</b></p> <p>To identify physical features.</p> <p>To identify and describe human geographical features.</p> <p>To understand how geographers describe the Westman Islands.</p> <p>To compare and contrast the physical and human geography of Hiemaey with the local area.</p> <p>To understand and hypothesise why there are so few trees in Hiemaey.</p> <p>To develop conclusions about why there are volcanoes on Hiemaey.</p> <p>To understand and describe how the people of Hiemaey were affected when Eldfell erupted.</p> <p>To empathise and make judgements about why the people of Hiemaey go on living next to an active volcano.</p>	<p><b>Why is fair trade fair?</b></p> <p><b>Learning Objectives:</b></p> <p>To understand what is fair trade.</p> <p>To explain and describe what the UK export to the rest of the world.</p> <p>To reason and draw conclusions as to why trade isn't always fair.</p> <p>To reason and explain why fair trade is fair.</p>
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HISTORY	<p><b>Shang Dynasty</b></p> <p><b>National Curriculum Focus: the achievements of the earliest civilisation</b></p> <p><i>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or</p>	<p><b>Battle of Britain and World War 2</b></p> <p><b>National Curriculum Focus: a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</b></p> <p><i>Why was winning the Battle of Britain in 1940 so important?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p>	<p><b>York and the impact on our local history</b></p> <p><b>National Curriculum Focus: a local history study.</b></p> <p><i>What did King George VI mean when he said "The history of York is the history of England"?</i></p> <p><b>Learning Objectives:</b></p> <p>To use sources of evidence to deduce information.</p> <p>To select suitable sources of evidence and give reasons.</p> <p>To use sources of information to form testable hypotheses from the past.</p> <p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p>
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	<p>religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	<p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	<p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>
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MUSIC	<p><b>Write a song as a whole class with a simple melody using VCVCC format.</b> Produce a jingle for a sports wear advert. Christmas Nativity – learn to perform songs in solo and ensemble contexts etc. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Charranga – I'll be there, Happy, you've got a friend</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Physical learning of a tuned instrument (Music teacher) use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Learn songs to perform solo/group in front of a large audience.</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
PHYSICAL EDUCATION	<p>Striking and Fielding/Invasion Games Dance Invasion Games Refer to PE progression document for skills and objectives</p>	<p>Gymnastics Net and Wall games Fitness Refer to PE progression document for skills and objectives</p>	<p>Striking and fielding Athletics OAA Refer to PE progression document for skills and objectives</p>
RELIGIOUS EDUCATION	<p><b>Hindu Stories</b> Learning Objectives: To be able to refer to religious figures and holy books such as the Purana and Ramyana to explain morals. To be able to identify religious symbolism in stories from the Purana and Ramlyana. To be able to discuss and give opinions on stories in the Purana and Ramyana involving moral dilemmas. To be able to explain how beliefs about right and wrong regarding underserved suffering affect people's behaviour.</p>	<p><b>People inspired by God</b> Learning Objectives: To be able to explain some of the generous religious practices of both clerics and individuals. To be able to explain how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tutu. To understand that personal experiences and feelings from helping others can influence attitudes and actions. To be able to describe how some of the</p>	<p><b>Life as a Christian</b> Learning Objectives: To be able to explain how Christians follow the 10 commandments and Beatitudes as part of their religious practice. To be able to refer to religious figures and holy books to explain the arrest, trial and crucifixion of Jesus. To be able to give some reasons why Jesus may have acted as they did during his arrest, trial and crucifixion. To discuss and give opinions on the four different narratives of Jesus' arrest and trial</p>

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	<p>Skills</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p>values held by communities or individuals affect behaviour and actions.</p> <p>Skills</p> <p>Explain some of the religious practices of both clerics and individuals.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions.</p>	<p>and the moral dilemmas that were involved. To debate questions that have no universally agreed answers such as 'Why did Jesus die?'</p> <p>Skills</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Explain some of the religious practices of both clerics and individuals.</p> <p>Give some reasons why religious figures may have acted as they did.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Ask questions that have no universally agreed answers.</p>
French	<p><b>J'habite</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>□ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p><b>Un Pays Francophone</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>□ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p><b>La Normandie</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>□ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>□ develop accurate pronunciation and intonation so that others understand when</li> </ul>



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	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li><input type="checkbox"/> present ideas and information orally to a range of audiences*</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li><input type="checkbox"/> present ideas and information orally to a range of audiences*</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing</li> </ul>	<p>they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present ideas and information orally to a range of audiences*</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing</li> </ul>
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