

**Limitless Potential**

**Ignite Passion**

**Embrace Difference**

**LONG TERM PLAN – 2021/22**

**Class: Year 6**

**Teacher: Mrs Bowman**

<b>Year 6</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b>	<p><b>Narrative – 4 weeks (Autumn 1)</b> Suspense writing linked to Myths and Legends (Trojan War topic) (PoR text retelling of Homer's Odyssey. Returns homes from fighting in the Trojan wars))</p> <p><b>Poetry –Free Verse- 6 Facts about Light (2 weeks in Autumn 2)</b></p> <p><b>Reports on a non-fiction topic (3 weeks in Autumn 2)</b> Information Leaflets (How mountains are formed)</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>	<p><b>Narrative (3 weeks in Spring 1)</b> Creating settings, characterisations and atmosphere</p> <p><b>Poetry (2 weeks in Spring 1)</b> Personal response to poetry (Monologues)</p> <p><b>Persuasion (3 weeks in Spring 2)</b> Why is Fair Trade fair?</p> <p><b>Discussion/Debating (3 weeks in Spring 2)</b> Ethical issues e.g. Fair Trade</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>	<p><b>Recount - Biography Writing (3 weeks in Summer 1)</b> Linked to the Battle of Britain</p> <p><b>Narrative (4 weeks in Summer 2)</b> linked to a literary classic (PoR Clockwork by Philip Pulman or Kensuke's Kingdom by Michael Murpurgo)</p> <p><b>Poetry- Take one poet (2 weeks in Summer 2)</b> Appreciation linked to war poets</p> <p>Reciprocal reading</p> <p>Grammar linked to writing genres</p>
<b>Maths</b>	<p><b>Year 6 White Rose Curriculum</b></p> <p><b>Place Value</b> Numbers up to 10,000,000</p>	<p><b>Year 6 White Rose Curriculum</b></p> <p><b>Number</b> Decimals and Percentages Algebra</p>	<p><b>Year 6 White Rose Curriculum</b></p> <p><b>Geometry</b> Properties of Shape</p>

	<p><b>Number</b> Addition, subtraction, long multiplication and long division</p> <p><b>Number</b> Fractions</p> <p><b>Geometry</b> Position and direction</p>	<p>Ratio</p> <p><b>Measurement</b> Converting units Perimeter, area and volume</p>	<p><b>Statistics</b> Graphs and mean</p> <p><b>Applying maths</b> Problem solving and investigations</p>
<b>Science</b>	<p><b>Living Things and their habitats</b> To 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</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Light</b> To recognise that light appears to travel in straight lines</p> <p>To 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</p> <p>To 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</p>	<p><b>Electricity</b> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>To 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</p> <p>To use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Animals including humans</b> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Evolution</b></p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>To recognise that living things produce offspring of the same kind, but normally</p>

	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		<p>offspring vary and are not identical to their parents</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b>Art &amp; Design</b>	<p><b>Formal elements: Architecture</b></p> <p>To draw from observation, interpreting detail accurately.</p> <p>To create a dramatic monoprint using ink.</p> <p>To add vibrancy to an image.</p> <p>To draw from different perspectives.</p> <p>To design and reflect upon.</p>	<p><b>Art and design skills</b></p> <p>To be introduced to sketchbooks.</p> <p>Paul Klee – to extend drawings.</p> <p>Leonardo Da Vinci – to come up with what we are missing in the world.</p> <p>To draw a portrait using continuous line.</p> <p>Packaging collage.</p>	<p><b>Every picture tells a story</b></p> <p>Banksy – Clacton pigeon mural. To alter the image to reflect British values.</p> <p>Andy Warhol's 'Rorschach'.</p> <p>To create sentences to convey meanings (emojis).</p> <p>John Singer Sargent 'Gassed' – to position themselves like soldiers.</p> <p>Magdalene Odundo – to make sweeping movements.</p>
<b>Computing</b>	<p><b>Internet Safety</b></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Digital Imagery and Animation</b></p> <p>Everyone Can Create Photo Ch 4.</p>	<p><b>Coding</b></p> <p>To design, write and debug programmes that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.</p>
<b>Design and Technology</b>	<p><b>Focus: Greek Food</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p><b>Focus: Textiles</b></p> <p>Create objects that employ a seam allowance.</p>	<p><b>Focus: Construction and Mechanics</b></p> <p>Develop a range of practical skills to create products (such as cutting,</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>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decorations).</p>	<p>drilling, screwing, nailing, gluing, filling and sanding).</p>
<b>Geography</b>	<p><b>Why are mountains so important?</b></p> <p>To identify why the three mountains of Olympus, Mauna Kea and Everest are 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><b>Why is fair trade fair?</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>	<p><b>How do volcanoes affect the lives of people living on Hiemaey (island in Iceland)?</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 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>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>
<b>History</b>	<p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b></p> <p>To describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece.</p> <p>To evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse and begin to formulate conclusions.</p> <p>To reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth and justify their decision.</p> <p>To review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.</p>	<p><b>What did King George VI mean when he said, "The History of York is the History of England?"</b></p> <p>Describe and suggest reasons for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, justifying their decisions.</p> <p>Explain how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria.</p> <p>Explain the genre of historical fiction and make a justified judgment about the life of Oshere and the story behind his unclaimed helmet.</p> <p>Describe and explain how the Church during Norman times was able to raise the funds required to build York Minster.</p> <p>Empathise with those who were required to pay tithes and work for</p>	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p>Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was.</p> <p>Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</p> <p>Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant.</p> <p>Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.</p>

		<p>free during the construction of York Minster.</p> <p>Describe and explain why a battle was fought at Marston Moor in 1644 and evaluate a range of sources to reach a judgment about why killing a dog was so important to one of the armies fighting on that day,</p> <p>Identify, describe and explain why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the building of large manufacturing factories in the city.</p> <p>Compare and contrast working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and reach a judgment that explains the differences,</p> <p>Explain why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and evaluate some of the impacts they had.</p> <p>Compare and contrast the features of one other Norman Gothic cathedral in England with those of York Minster.</p>	
<b>Music</b>	<b>Music Tuition</b>  <b>Christmas Songs</b>	<b>Garage Band</b>	<b>Learn songs to perform solo/group in front of a large audience.</b> (Whitley Bay Playhouse/Sage)

	<b>(Carol Service)</b>		
<b>Physical Education</b>	<b>Striking and Fielding</b> (hockey) <b>Invasion games</b> (tag rugby) <b>Dance</b>	<b>Gymnastics</b> <b>Net and wall games</b> (netball) <b>Fitness</b>	<b>Striking and fielding</b> (rounders) <b>Athletics</b> <b>OAA</b>
<b>PSHCE</b>	<b>Families and relationships</b> <p>To learn why friends are important.</p> <p>To explore friendships and possible solutions to problems.</p> <p>To learn about different types of marriage.</p> <p>To learn the importance of self-respect.</p> <p>To learn that sometimes family relationships can make children feel unhappy.</p> <p>To learn about bullying and what might lead someone to be a bully.</p> <p>To discover what gender stereotyping is.</p> <p>To discuss the saying 'you can't judge a book by its cover.'</p> <b>Health and well-being</b> <p>To learn about the importance of relaxation.</p>	<b>Safety and the changing body</b> <p>To begin to understand issues related to online friendship.</p> <p>To learn how to stay safe online.</p> <p>To learn about the physical changes that happen during puberty.</p> <p>To learn about the menstrual cycle and other changes that happen during puberty.</p> <p>To learn about the emotional changes that occur during puberty.</p> <p>To learn how to administer first aid.</p> <p>To understand the influence others have on us.</p> <b>Citizenship</b> <p>To understand the roles of police and the justice system.</p> <p>To explore the links between rights and responsibilities.</p>	<b>Economic well being</b> <p>To learn that a loan can be a way to pay for things.</p> <p>To understand income and expenditure.</p> <p>To learn some of the risks associated with money and what we can do to keep money safe.</p> <p>To learn how to put together a weekly budget by learning about needs and wants.</p> <p>To learn that stereotypes can exist in the workplace but they should not affect people's career aspirations.</p>

	<p>To learn about the benefits of a good night's sleep.</p> <p>To understand that failure is a normal part of life.</p> <p>To take responsibility for my feelings.</p> <p>To learn how to create a range of healthy meals.</p> <p>To understand risks associated with skin exposure.</p>	<p>To understand how reducing our use of materials and energy will help the environment.</p> <p>To understand how we recognise and value the contribution of people to society.</p> <p>To recognise the role of pressure groups on society.</p> <p>To learn how Parliament works.</p>	
<b>Religious Education</b>	<p><b>Humanism</b> To explain the differences between atheism and humanism</p> <p>To know some of the beliefs of humanism</p> <p>To name and know some humanist thinkers</p> <p><b>The Christmas Story</b> Recall the Christmas story</p> <p>List key similarities and differences between the two gospels accounts of the Christmas Story</p> <p>Investigate traditions associated with celebrating Christmas</p>	<p><b>Justice and Freedom</b> To begin to understand that freedom and justice have more than one definition</p> <p>To explain how beliefs about freedom and justice have influenced the actions of important figures in history and today</p> <p><b>Cruxification</b> Order events of Holy week</p> <p>Order real life events from 'free will' to determinism</p> <p>Understand the commitment made by Christians and reflect on their own commitments</p>	<p><b>Eternity</b> To explore the definitions and popular ideas relating to the concept of eternity</p> <p>To distinguish between the ideas of mortality and immortality</p> <p>To compare eternity from both religious and non-religious worldviews</p>
<b>MFL: French</b>	<b>Unit 2: Je me presente</b>	<b>Unit 3: Ma Famille</b>  To introduce family members.	<b>Unit 4: Les Animaux</b>  To learn the names for common pets.



	<p>To say your age and ask others how old they are.</p> <p>To say your name and ask others what their name is.</p> <p>To say where you live and ask others where they live.</p> <p>To say the names of countries surrounding France.</p> <p>To use numbers to 20.</p> <p>To understand and say days of the week.</p> <p>To describe the weather.</p>	<p>To say how many people are in my family and who they are.</p> <p>To introduce masculine and feminine.</p> <p>To use numbers to 30.</p> <p>To describe family.</p> <p>To learn about colours.</p>	<p>To listen and understand what animals others have.</p> <p>To introduce the plural forms of animals.</p> <p>To write simple sentences about yourself.</p> <p>To practise note taking.</p>
<b>WOW experiences</b>	<p><b>The History Bloke: Greeks</b></p> <p><b>Forest School Greek Day</b></p> <p><b>Bike-ability (20<sup>th</sup> October)</b></p>	<b>Newcastle Keep/Victoria Tunnels</b>	<b>WW2 Day: involving marching, cooking (rations), basic training.</b>