



Limitless Potential

Ignite Passion

Embrace Difference

Long Term Plan – 2022/2023 Class: Year 6

Teacher: Mrs Callen

Year 6	Autumn	Spring	Summer
English	<p><b>Narrative – Conquering the Monster</b></p> <ul style="list-style-type: none"> <li>- Brackets, dashes and commas for parenthesis</li> <li>- Powerful imagery (focus on antonyms and synonyms)</li> <li>- Relative clauses and relative pronouns</li> <li>- Dialogue and punctuated correctly</li> </ul> <p><b>Poetry – Free Verse</b></p> <ul style="list-style-type: none"> <li>- Stanzas</li> <li>- Metaphors and similes</li> <li>- Personification</li> <li>- Alliteration</li> <li>- Onomatopoeia</li> </ul> <p><b>Reports on non-fiction topic</b></p> <ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Factual information</li> <li>- Formal tone with no contractions</li> <li>- Descriptive language and technical vocabulary</li> <li>- Colons and semi colons</li> <li>- Co-ordinating and sub-ordinating conjunctions</li> </ul>	<p><b>Narrative – Suspense</b></p> <ul style="list-style-type: none"> <li>- Range of sentence types</li> <li>- Ellipsis</li> <li>- Rhetorical Question</li> <li>- Similes and Metaphors</li> <li>- Active and Passive Voice</li> <li>- Full range of punctuation</li> </ul> <p><b>Poetry – Monologue</b></p> <ul style="list-style-type: none"> <li>- Show not tell</li> <li>- First person</li> <li>- Rhetorical questions</li> <li>- Full punctuation</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Statements with reasons</li> <li>- Language of debate</li> <li>- Active and passive voice</li> <li>- Modal verbs</li> <li>- Co-ordinating and sub-ordinating</li> </ul>	<p><b>Recount - Biography</b></p> <ul style="list-style-type: none"> <li>- Organisational devices</li> <li>- Third person</li> <li>- Past tense</li> <li>- Passive voice</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>- Full range of punctuation</li> <li>- Range of sentence types</li> <li>- Dialogue</li> </ul> <p><b>Poetry Appreciation</b></p> <ul style="list-style-type: none"> <li>- Comparisons</li> <li>- Form and subject</li> <li>- Passive voice</li> </ul>

	<p><b>Diary Writing</b></p> <ul style="list-style-type: none"> <li>- Past tense</li> <li>- Personal pronouns</li> <li>- Brackets for parenthesis</li> <li>- Writers points of view</li> </ul>		
<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>Number</b> Addition, subtraction, long multiplication and long division</p> <p><b>Number</b> Fractions</p> <p><b>Measurement</b> Converting units</p>	<p><b>Year 6 White Rose Curriculum</b></p> <p><b>Number</b> Decimals and Percentages Algebra Ratio</p> <p><b>Geometry</b> Position and direction</p> <p><b>Measurement</b> Perimeter, area and volume</p> <p><b>Statistics</b> Graphs and mean</p>	<p><b>Year 6 White Rose Curriculum</b></p> <p><b>Geometry</b> Properties of Shape Position and Direction</p> <p><b>Applying maths</b> Problem solving and investigations</p>
<b>Science</b>	<p><b>Animals including humans</b></p> <p>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 offspring vary and are not identical to their parents</p>	<p><b>Electricity</b></p> <p>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><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>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</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>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>	<p>To use recognised symbols when representing a simple circuit in a diagram.</p>
<b>Art &amp; Design</b>	<p><b>Painting and Mixed Media: Artist Study</b> To explore a selection of paintings through art appreciation activities.</p> <p>To collect ideas for sketchbooks and plan for a final piece after researching the life, techniques and intentions of an artist of their interest.</p>	<p><b>Craft and Design: Photo Opportunity</b> To develop skills and techniques to design a range of creative photographic outcomes.</p>	<p><b>Drawing: Make My Voice Heard</b> To explore art with a message by looking at the famous 'Guernica' by Picasso and the confronting works of Kathe Kollowitz.</p> <p>To develop drawings to incorporate new surfaces, a range of techniques and demonstrate emerging personal style.</p>
<b>Computing</b>	<b>Internet Safety</b>	<b>Internet Safety</b>	<b>Internet Safety</b>

	<p><b>Computing Systems and Networks</b></p> <ol style="list-style-type: none"> <li>1. To explain the importance of internet addresses</li> <li>2. To recognise how data is transferred across the internet</li> <li>3. To explain how sharing information can help people to work together</li> <li>4. To evaluate different ways of working together online</li> <li>5. To recognise how we communicate using technology</li> <li>6. To evaluate different methods of online communication</li> </ol> <p><b>Creating Media: Short Film Production</b></p> <ol style="list-style-type: none"> <li>1. Write a story in screenplay format.</li> <li>2. Design a floor plan for camera placement.</li> <li>3. Add and control audio and sound effects in iMovie.</li> </ol>	<p><b>Data and Information</b></p> <ol style="list-style-type: none"> <li>1. To create a data set in a spreadsheet</li> <li>2. To build a data set in a spreadsheet</li> <li>3. To explain that formulas can be used to produce calculated data</li> <li>4. To apply formulas to data</li> <li>5. To create a spreadsheet to plan an event</li> <li>6. To choose suitable ways to present data</li> </ol> <p><b>Coding: Everyone Can Code Adventures</b></p>	<p><b>Creating Media: Creating Gifs</b></p> <ol style="list-style-type: none"> <li>1. Change the appearance of a photo over time using Keynote transitions.</li> <li>2. Make a stop-motion animation.</li> <li>3. Add motion to a photo</li> </ol> <p><b>Coding: Physical Coding – Spheros</b></p>
<p><b>Design and Technology</b></p>	<p><b>Burgers</b></p> <p>To 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>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p><b>Programming Pioneers</b></p> <p>To apply their understanding of computing to program, monitor and control their products</p>	<p><b>Bird House Builders</b></p> <p>To 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>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>

	<p>prototypes, pattern pieces and computer-aided design</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>prototypes, pattern pieces and computer-aided design</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<b>Geography</b>	<p><b>South America</b></p> <p>To locate the continent of South American and the countries within.</p> <p>To name and locate different climates in South America.</p> <p>To know how the Andes were formed and the ways in which the Andes are used.</p> <p>To describe some aspects of the human geography of South America.</p> <p>To name some of the biggest exports of South America.</p> <p>To present Geographical information in a variety of ways.</p>	<p><b>Local Area Study</b></p> <p>To explore economic activity within the North East.</p> <p>To explore land use in the North East.</p> <p>To explore settlements in the North East.</p> <p>To explore climate zones within the North East.</p> <p>To explore rivers.</p>	<p><b>Scandinavia</b></p> <p>To be able to locate Scandinavia's counties and major cities.</p> <p>To explore the climate and weather of Scandinavia.</p> <p>To explore the physical features of Scandinavia.</p> <p>To explore some aspects of the human geography of Scandinavia.</p> <p>To compare and contrast our local area with Scandinavia.</p> <p>To plan a tourist visit to a Scandinavian destination.</p>

	To name key similarities and differences between the UK and a region of South America.		
<b>History</b>	<p><b>The Kingdom of Benin</b> To find out where the Kingdom of Benin was and about the time period.</p> <p>To explore how we know about the Kingdom of Benin from AD 900 to 1300.</p> <p>To find out about the leaders of the Kingdom of Benin.</p> <p>To find out about the lives of the people of the Kingdom of Benin.</p> <p>To find out about the trade network of the Benin Empire.</p> <p>To find out about the Benin Empire's Golden Age.</p> <p>To find out about the decline of the Benin Empire.</p>	<p><b>Medicine and Disease</b> To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.</p> <p>To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks.</p> <p>To investigate Medieval medicine and the events during the Black Plague.</p> <p>To explore the medical practices of the Tudor period.</p> <p>To research the medical advancements and significant people during the Victorian period.</p> <p>To explore medicine in the 20<sup>th</sup> and 21<sup>st</sup> century.</p> <p>To recall information about the history of medicine and disease.</p>	<p><b>Leisure and Entertainment</b> To find out about the leisure and entertainment at the start of the 20<sup>th</sup> century and consider how these past times have changed.</p> <p>To consider how leisure and entertainment activities were affected during WWII.</p> <p>To consider how leisure and entertainment activities were affected by significant events after WWII.</p> <p>To consider ways in which music trends and technology have changed over time.</p> <p>To consider ways in which British people have influenced and been influenced by other countries through TV and film.</p> <p>To consider how holidays in Britain have changed over time.</p>
<b>Music</b>	<p><b>Charanga: Developing Melodic Phrases</b> How does music bring us together?</p> <p><b>Christmas Songs (Carol Service)</b></p>	<p><b>Charanga: Understanding Structure &amp; Form</b> How does music connect us with our past?</p>	<p><b>Charanga: gaining confidence through performance</b> How does music improve our world?</p>

<b>Physical Education</b>	<b>Health Related Fitness</b>  <b>Netball</b>  <b>Dodgeball</b>  <b>Volleyball</b>	<b>Gymnastics</b>  <b>Hockey</b>  <b>Tag Rugby</b>  <b>Dodgeball</b>	<b>Football</b>  <b>Ultimate Frisby</b>  <b>Athletics</b>  <b>Rounders</b>
<b>PSHCE</b>	<b>Health and wellbeing</b> Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long term goals.  <b>Citizenship</b> Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	<b>Family and Relationships</b> Learning about resolving conflict through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.  <b>Identity</b> The theme of personal identify and body image.	<b>Economic wellbeing</b> Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.  <b>Safety and the changing body</b> Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risk associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
<b>Religious Education</b>	<b>What can we learn about religious diversity in our local area?</b>  <b>What can we find out about a local Muslim community?</b>  <b>What do the gospels tell us about the birth of Jesus?</b>	<b>How and why do people care about the environment?</b>  <b>Why are Good Friday and Easter Day the most important days for Christians?</b>	<b>So, what do we now know about Christianity?</b>
<b>MFL: French</b>	<b>Unit 4: Les Animaux</b>  To learn the names for common pets.	<b>Unit 5: Mon Anniversaire</b>  To ask and tell the time on the hour.  To begin to learn French verbs.	<b>Unit 6: Le Monde</b>

	<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>	<p>To link times on the hour with French phrases.</p> <p>To understand and use numbers 41-60.</p> <p>To learn the months of the year.</p> <p>To ask and give a birthday date.</p>	
<b>WOW experiences</b>	<p>High Borrans</p> <p>Pantomime</p> <p>Newcastle Central Mosque (RE link)</p>	<p>Newcastle Castle – The Black Death (history link)</p>	<p>Year 6 treat</p>