

Year 6 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Mighty Mountains	Survival	Blitzed (including Europe)		London Project	
English	<ul style="list-style-type: none"> - Detective Fiction - Biography - Autobiography 	<ul style="list-style-type: none"> - Recount - Narrative - Explanation - Poetry Structures 	<ul style="list-style-type: none"> - Flashbacks - Balanced Arguments - Blitzed Poems 	<ul style="list-style-type: none"> - Persuasion - Spooky Stories 	<ul style="list-style-type: none"> - Narrative Writing - Journalistic Writing 	<ul style="list-style-type: none"> - Narrative - Story Poems - Science Fiction
Maths	<ul style="list-style-type: none"> - Place Value - Mental and written addition - Mental and written subtraction - Algebra - Mental and written multiplication 	<ul style="list-style-type: none"> - Mental and written division - Subtraction and addition - Geometry - Number - Measure - Fractions - Geometry 	<ul style="list-style-type: none"> - Place Value - Ratio and Proportion - Division - Fractions - Decimals - Statistics - Multiplication 	<ul style="list-style-type: none"> - Fractions - Ratio and Proportion - Decimals - Algebra - Measures 	<ul style="list-style-type: none"> - Geometry - Measures - 4 Operations revision 	<ul style="list-style-type: none"> - Algebra - Geometry - Place Value - Measures - Ratio and Proportion - Fractions
Geography	<p>Recap location of world's countries and position and significance of latitude, longitude etc (Y5), locate major mountain ranges of the world.</p> <p>Describe and understand key aspects of physical geography – focus on mountains with recap on</p>	<p>Identify Galapagos Islands on world map and describe in terms of climate zones/ biomes/vegetation belts.</p> <p>Deepen chn's understanding of the interaction between physical and human processes e.g. how human actions</p>	<p>Identify geographical regions and land use of the UK, and understand how some of these aspects have changed over time. Link to county/city learning from LKS2 - which cities were bombed during the Blitz? what county are they in? Review historical maps of London/ the UK to see bomb damage and other changes.</p> <p>Linked to progress of WW2, locate countries of Europe (including Russia) as well as key locations to WW2 in N/S America (e.g. Pearl Harbour, Battle of Midway) concentrating on their</p>	<p>Develop map and fieldwork/ investigation skills to observe, measure, record and present the human and physical features in the local area.</p>		

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	<p>earthquakes, volcanoes, rivers and water cycle from LKS2.</p> <p>Identify geographical features of the UK (<u>hills, mountains,</u> coasts and rivers) and land use patterns, understanding how some of these aspects have changed over time. Link this to a consideration of human geography in relation to mountain people (e.g. settlements, economic activity, use of natural resources).</p>	<p>impact on evolution.</p> <p><i>Link to Science topic of evolution.</i></p>	<p>environmental regions, key physical and human characteristics and major cities. Explore how WW2 impacted on human processes such as trade and use of natural resources.</p> <p><i>Link to Computing mapping task.</i></p>	
History		<p>Who has had the bigger impact on how we see the natural world – Charles Darwin or David Attenborough?</p> <p>Explore Darwin's voyage on The Beagle and his findings. Compare to David</p>	<p>The Blitz: all we need to know about WW2?</p> <p>A study of an aspect or theme in British History that extends pupil's knowledge beyond 1066: WW2 and the impact on life today.</p>	<p>How has Whitechapel changed over time?</p> <p>A local history project; London through time from a child's perspective. Chn to shape enquiry and outcome.</p>

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		<p>Attenborough. <i>Link to Science topic of evolution.</i></p> <p><i>School-wide mini-project: Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i></p>				
RE	<p>U2.3 What do religions say to us when life gets hard? U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century? What would other religions say you do?)</p>		<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (P4C links) <i>Visit Hindu temple Neasden</i></p>		<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p>	
Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 					
	<p>Living things and their habitats</p> <p>Carl Linnaeus</p>	<p>Evolution and inheritance</p> <p>Mary Anning Charles Darwin Alfred Wallace</p>	<p>Light</p> <p>Anaximander of Miletus</p>	<p>Revision for SATs</p>	<p>Animals, including humans</p> <p>Daniel Whistler Francis Glisson</p>	<p>Electricity</p> <p>Nikola Tesla</p>
PE	<p>Invasion games</p>	<p>Balance, agility and coordination</p>	<p>Striking and fielding</p>	<p>Performance</p>	<p>Running and jumping</p>	<p>Net and wall games</p>

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PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
SRE					<p>Lesson 1 : Puberty & Reproduction To consider puberty and reproduction: To describe how and why the body changes during puberty in preparation for reproduction. To talk about puberty and reproduction with confidence.</p> <p>Lesson 2 : Relationships To consider reproduction in the context of relationships: To discuss different types of adult relationships with confidence. To explain how babies are made.</p> <p>Lesson 3 : Conception and Puberty To explore the process of conception and pregnancy: To describe the decisions that have to be made before having a baby. To know some basic facts about pregnancy and conception.</p>	
Art	Sculpture- 3D card	Drawing- embossing	Drawing- chalks and charcoal	Painting		Mixed media
D & T	Structures		Mechanisms		Textiles	Cooking
Spanish	<p><u>Unit 1: Nuestro colegio</u> Objectives: -Understand the Spanish for, and speak about, some school subjects and places around school</p>	<p><u>Unit 2 Nuestro mundo</u> Objectives: -Follow short descriptions in order to find specific information -Obtain and understand</p>	<p><u>Unit 3: Crear una cafetería</u> Objectives: -Ask for certain drinks and snacks; understand sums of money -Know how to say what a friend has eaten and drunk</p>	<p><u>Unit 4 :El pasado y el presente</u> Objectives: -Understand the names of key places in a town -Describe a present-day town and compare it with the past</p>	<p><u>Unit 5 En el parque de atracciones</u> Objectives: -Use numbers up to 100 confidently -Understand a short written text referring to the past</p>	<p><u>Unit 6 : ¿Qué noticias hay?</u> Objectives: -Retrieve and understand information in a short text -Express an opinion orally and in writing</p>

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	<p>-Use some verbs correctly in the preterite tense</p> <p>-Write short sentences about activities that they have done at break time</p> <p>-Read the time to the quarter-hour and half-hour; understand timetables and 24-hour clock notation</p>	<p>information about rivers</p> <p>-Write sentences describing a location</p> <p>-Write a weather forecast</p>	<p>-Understand and use a range of vocabulary relating to a café scene</p> <p>-Sing a song from memory on a related topic</p> <p>-Devise and perform a short sketch using structures learnt in the unit</p>	<p>-Begin to understand how to say the year in Spanish</p> <p>-Begin to use the third person singular of the verbs <i>haber</i> and <i>ser</i> in the imperfect tense</p>	<p>-Communicate with a partner, ask and answer simple questions</p> <p>-Write a short text referring to the past using structures learnt in the unit</p>	<p>-Justify their opinion</p> <p>-Contribute to a news report</p>
Computing	<p>Technology in our lives – search engines</p> <p>Programming – Scratch games</p>		<p>Multimedia – Green Screen science/ combining media - WWII pictures/video of diary entry</p> <p>Handling data – collecting data and presenting</p> <p>Programming – create an interactive map of Europe with facts about the role each country played in WWII</p>		<p>Technology in our lives- - how information is transported around the internet</p> <p>Programming – complex shapes</p>	
Music	<p>Unit: Journey into Space</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> • to focus their listening • that sounds can be contrasted • about different textures • about how pitched sounds when combined can sound relaxed or tense • how to select sounds and resources to achieve effects • to focus their listening • that sounds can be contrasted • about different textures • to extend their sound vocabulary and achieve an intended effect 		<p>Peter and the Wolf</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> • about Sergei Prokofiev’s life • the story of Peter and the Wolf and rewrite it for younger children. • to focus their listening • Listen to ‘Peter and the Wolf’ learning to identify the instruments that play the different characters. • That the orchestra is divided into different sections: string, brass, woodwind, percussion. 		<p>Performance</p> <p>As part of the Year 6 Leavers’ production, children should be taught to sing as part of chorus.</p> <p>If appropriate teachers should consider incorporating songs that include:</p> <ul style="list-style-type: none"> • Simple two part harmonies • Children singing a canon • Call and response <p>Opportunities for solo and duet parts</p>	

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Rights Respecting	<p>Article 22 If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights any other child.</p> <p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>Article 20 If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.</p> <p>Article 17 Every child has the right to reliable information for the media. This should be information that children can understand.</p> <p>Article 35 Governments must make sure that children are not abducted or sold.</p>
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