



## Year Six Long Term Plan

	Autumn Japan (7 weeks) Victorians (8 weeks)	Spring WW1 (6 Weeks) Battle of Britain (5 weeks)	Summer Egypt (6 weeks) North America (7 weeks)  1 Week SATS (8th - 11th May)
<b>English</b>	<p>Autumn 1 <u>Text: Kensuke's Kingdom – Michael Morpugo</u> Writing genres</p> <ul style="list-style-type: none"> <li>Balanced argument (2 weeks)</li> <li>Diary entries (2 weeks)</li> <li>Poetry (1 week)</li> <li>Formal letter (2 weeks)</li> </ul> <p>Reading for Pleasure: The Firework Maker's Daughter – Philip Pullman</p> <p>Autumn 2 <u>Text: Street Child - Berlie Doherty</u> Writing genres</p> <ul style="list-style-type: none"> <li>Biography (2 weeks)</li> <li>Persuasive (2 weeks)</li> <li>Narrative Writing (3 weeks)</li> </ul> <p>Reading for Pleasure: Oliver Twist - Charles Dickens</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Spring 1 <u>Text: Stay Where you are then leave – John Boyne</u> Writing genres</p> <ul style="list-style-type: none"> <li>Narrative letters (2 weeks)</li> <li>Instructions (2 weeks)</li> <li>Poetry (1 week)</li> <li>Persuasive (History)</li> </ul> <p>Reading for Pleasure: One Boy's War Station using topic books from SLS</p> <p>Spring 2 <u>Text: My Story: Noor-un-Nissa Inayat Khan - Sufiya Ahmed</u> Writing genres</p> <ul style="list-style-type: none"> <li>Diary Entry (2 weeks)</li> <li>Newspaper Report (3 weeks)</li> <li>Poetry (1 week)</li> </ul> <p>Reading for Pleasure: Fireweed – Jill Paton Walsh</p> <p>Spelling, punctuation and grammar taught throughout.</p>	<p>Summer 1 <u>Text: Egypt Secrets of a Sun King – Emma Carroll</u> Writing genres</p> <ul style="list-style-type: none"> <li>Non-chronological report (2 weeks)</li> <li>Biography (2 Weeks)</li> <li>SATS (1 week)</li> </ul> <p>Reading for pleasure – Voting station using topic books from SLS</p> <p>Summer 2 <u>Text: Holes – Louis Sachar</u> Writing genres</p> <ul style="list-style-type: none"> <li>Playscript (2 weeks)</li> <li>Information leaflets (2 weeks)</li> <li>Narrative writing (2weeks)</li> <li>Film/Book review (1 week)</li> </ul> <p>Reading for pleasure: Voting station using topic books from SLS</p> <p>Spelling, punctuation and grammar taught throughout.</p>
<b>Mathematics</b>	<p>Statutory programme of study including calculations, measurement, handling data and understanding shape.</p> <p>Place value 2 weeks</p> <p>Monday – Number Tuesday – Measurement Wednesday - Geometry Thursday - Number including fractions Friday – Arithmetic and Reasoning</p> <p>Times Tables and SATs Revision</p>	<p>Statutory programme of study including calculations, measurement, handling data and understanding shape.</p> <p>Place value 2 weeks</p> <p>Monday – Number Tuesday – Measurement Wednesday - Geometry Thursday - Number including fractions Friday – Arithmetic and Reasoning</p> <p>Times Tables and SATs Revision</p>	<p>Statutory programme of study and the following investigations:</p> <ul style="list-style-type: none"> <li>Maths board games</li> <li>Theme Park investigation</li> <li>Woodland maths</li> <li>Sports Day timing investigation</li> <li>Recipes measure, ratio, proportion.</li> <li>Converting units of measure</li> </ul> <p>SAT revision summer 1</p>
<b>Science</b>  <b>Working Scientifically – Underpins all units of work.</b>	<p>Evolution and inheritance</p> <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> <p>Electricity</p> <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>	<p>Animals including humans</p> <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> <p>Light</p> <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 to objects and then to our eyes</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>	<p>Living Things and Their Habitats</p> <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 microorganisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>STEM / Revision</p>

<p><b>History</b></p> <p><b>Key Threads:</b></p> <p>Achievements and impact</p> <p>Housing</p> <p>Role in society</p> <p>Jobs and gender</p>	<p><b>The Victorians</b>  <b>Big question:</b> How did Tyneside change during the Industrial Revolution and reign of Queen Victoria?</p> <p><b>Curriculum link</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Umbrella Strand</b> - Significant people &amp; events and their role in shaping modern day Britain.</p> <p><b>Key Skills:</b>  - Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry  - Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding  - Explain how Britain has had a major influence on the world- see interpreting history</p>	<p><b>WW1</b>  <b>Big question:</b> How did Britain respond to the outbreak of WW1?</p> <p><b>Curriculum link</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Umbrella Strand</b> - Settlers, Invaders and Explorers</p> <p><b>Key skills:</b>  - Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry  - Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding  - Explain how Britain has had a major influence on the world- see interpreting history  <b>Local study links –</b>  - Know about a period of history that has strong connections to their locality and understand the issues associated with the period.  - Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p><b>Ancient Egypt</b>  <b>Big question:</b> How do we know about Ancient Egypt?</p> <p><b>Curriculum link</b> - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b>Umbrella Strand</b> - Local and Global Comparisons</p> <p><b>Key skills:</b>  <b>Chronological Understanding:</b>  - Order significant events, movements and dates on a timeline  - Identify and compare changes within and across different periods  - Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt  - measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Locational Knowledge</b>  - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  - Introduction of GMT time in 1880</p>
<p><b>Geography</b></p>	<p><b>Japan:</b>  <b>Fieldwork</b>  Use graphs to display data collected  Evaluate the quality of evidence collected and suggest improvements</p> <p><b>Mapping skills</b>  Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (Continents)</p> <p><b>Locational Knowledge</b>  Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p><b>Place knowledge</b></p> <p><b>Human and Physical</b>  Relate climate to food production</p> <p>Understand how fold mountain regions are formed.</p> <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>Understand that our shopping choices have an effect on the lives of others.</p>	<p><b>WW2:</b>  <b>Fieldwork</b>  - Annotate sketches to describe and explain geographical processes and patterns</p> <p>- Evaluate their sketch against set criteria and improve it</p> <p>- Evaluate the usefulness of the images</p> <p><b>Mapping skills</b>  - Follow a short route on a OS map Describe the features shown on an OS map  - Use atlases to find out data about other places  - Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (Europe focus)</p> <p>- Draw plans of increasing complexity</p> <p>- Begin to use and recognise atlas symbols.</p> <p><b>Locational Knowledge</b>  - Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.(Links to Victorians too)  - Identify broad land-use patterns of the UK.</p> <p><b>Place knowledge</b>  - Understand how and why their region and other regions have changed.  - Understand how the regions of the UK are distinctive</p> <p><b>Human and Physical</b>  - Explain how, and offer reasons why, the types of industry in the area have changed over time.  - Understand where our energy and natural resources come from, and the impacts of their use.</p>	<p><b>North America:</b>  <b>Mapping skills</b>  - Use atlases to find out data about other places  - Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p>- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages (North America)</p> <p><b>Locational Knowledge</b>  - Independently use physical and political maps to describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.  - Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p><b>Place knowledge</b>  - Understand how the regions of the UK are distinctive (Compare local to N.America)  - Understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.</p> <p><b>Human and Physical</b>  - Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.  - Relate climate to food production  - Understand how fold mountain regions are formed.</p>

			<ul style="list-style-type: none"> <li>- Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</li> <li>- Understand that our shopping choices have an effect on the lives of others.</li> </ul>
Art/DT	<p>Japan Artist: Hokusai</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• Colour Theory</li> <li>• Wood Block Printing</li> <li>• Origami Artist: Hokusai</li> </ul> <p>Victorians Artist: William Morris</p> <ul style="list-style-type: none"> <li>• Wallpaper</li> <li>• Repeating Patterns</li> <li>• Printing</li> </ul> <p>DT – surveying designs</p>	<p>WW1 Artist: Sir William Orpen</p> <ul style="list-style-type: none"> <li>• Portraits</li> </ul> <p>WW2</p> <ul style="list-style-type: none"> <li>• Make do and Mend</li> </ul> <p>DT – sewing</p>	<p>Egypt: Artist: Egyptian busts</p> <p>North America: DT – bridges Making mechanical systems</p>
MFL	<p>Les Vetements - Clothing</p> <ul style="list-style-type: none"> <li>- Clothes</li> <li>- Descriptive language</li> <li>- Opinions</li> <li>- Shopping</li> <li>- 'er' verbs</li> <li>- Extended sentences</li> </ul>	<p>J'habite - Where I live</p> <ul style="list-style-type: none"> <li>- Rooms in the house</li> <li>- Furniture</li> <li>- Local area</li> <li>- Directions</li> <li>- Descriptive language</li> <li>- Key features/buildings/facilities of towns</li> <li>- Prepositions</li> <li>- Masculine and feminine vocabulary</li> <li>- Question words</li> <li>- Positional language</li> </ul>	<p>Un Pays Francophone - St Lucia and the UK</p> <ul style="list-style-type: none"> <li>- To be able to compare two countries</li> <li>- Culture of a French speaking country – St Lucia:</li> <li>- Food</li> <li>- Climate</li> <li>- Clothes</li> <li>- Geography</li> <li>- Key features</li> <li>- Descriptive language</li> </ul>
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• The risks of broadcasting their location through apps and the risks and benefits of uploading personal information.</li> <li>• Consider the importance of balancing screen time on their mental health and the general positive and negative impacts of technology on society and the environment.</li> </ul> <p>2Code/Lego League</p> <ul style="list-style-type: none"> <li>• Use more complicated functions and focusing on using flowcharts to test and debug programs.</li> <li>• Explore how 2Code can be used to make a text-based adventure game.</li> </ul>	<p>Inside the Internet</p> <ul style="list-style-type: none"> <li>• Investigate how the web works, how it's built and written with HTML code.</li> <li>• Create our own web pages written in HTML and CSS.</li> </ul> <p>Lego League – coding</p>	<p>Manipulating images</p> <ul style="list-style-type: none"> <li>• Investigate a range of different artistic styles and how they can be recreated using digital art tools.</li> <li>• Digital sculpture combined with photo editing using Pixlr and Sculpttris</li> </ul> <p>Creating Instructional Videos</p> <ul style="list-style-type: none"> <li>• Plan, design and create instructional teaching videos.</li> <li>• Create videos to support with revision and then share them online to give access to everyone in the class.</li> </ul>
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles for attacking and defending</li> </ul> <p>Invasion game (Rugby)</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively; perform safe self-rescue in different water-based situations</li> </ul> <p>Health Related Fitness</p> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>• Compare performances with previous ones and demonstrate improvement to achieve personal best.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Perform dances using a range of movement patterns</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> <p>Gymnastics</p> <p>Invasion game (hockey)</p> <p>OAA (Robin Wood)</p>	<p>Spring 1</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• e</li> </ul> <p>Net/wall game (Dodgeball)</p> <p>Striking/fielding skills (Cricket)</p> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• To play competitively, to comprehend tactics and utilise them in a game situation.</li> </ul> <p>Net/wall game (Badminton/Tennis)</p> <p>Commando Joe – Amelia Earhart missions</p>	<p>Summer 1</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p>Athletics</p> <p>Invasion game (Netball/basketball)</p> <p>Summer 2</p> <ul style="list-style-type: none"> <li>• Play competitive games, use running, jumping, throwing and catching in combination and isolation</li> </ul> <p>Striking &amp; Fielding (Rounders)</p>
RE	<p>Islam &amp; Diversity</p> <ul style="list-style-type: none"> <li>• What can we learn about religious diversity in our area?</li> <li>• What can we find out about a local Muslim community?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• What do the gospels tell us about the birth of Jesus?</li> </ul>	<p>Thematic Unit</p> <ul style="list-style-type: none"> <li>• Critical thinking.</li> <li>• How and why do people care about the environment?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• Why are Good Friday and Easter Day the most important for Christians?</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• What do we now know about Christianity? (exploration through the concepts)</li> <li>• What do we now know about Christianity? (exploration through the concepts)</li> </ul>

<p><b>PSHE &amp; SRE</b></p>	<p>Being safe – how to report concerns and the concept of privacy Online relationships and caring for me – information and data sharing and friendships</p> <p>New beginnings – Safety Education(First Aid) and Child Protection Say no to bullying - Anti-bullying Education Getting on and falling out - Citizenship (Difference and Diversity)</p> <p>Commando Joe focus - Nellie Bly</p>	<p>Going for goals – Drugs education and careers Good to be me - Emotional Health and Well-being Healthy Eating</p> <p>Drugs and tobacco – facts about legal and illegal drugs Mental wellbeing – isolation and loneliness</p> <p>Commando Joe focus- Amelia Earhart</p>	<p>Changes – stereotypes and gaining support and help - accessing information Respectful relationships – importance of permission and respecting others</p> <p>Changing adolescent body and health and prevention Commando Joe focus - Ibn Battuta</p>
<p><b>Music</b></p>	<p>Autumn 1 – Keyboards play in an ensemble with complex rhythm patterns appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Autumn 2 – Play and perform in an ensemble and solo Christmas Production Harvest festival</p>	<p>Spring 1 – BBC Ten Pieces Anna Meredith</p> <ul style="list-style-type: none"> <li>- play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>- improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p>Spring 2 – Garage band improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Summer 1 - Keyboards</p> <p>Summer 2 – Leavers Assembly</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>