



Year Six Long Term Plan 2023-2024

	Autumn Victorians (8 weeks) Japan (7 weeks)	Spring WWI (6 Weeks) Battle of Britain (5 weeks)	Summer Egypt (6 weeks) North America (7 weeks) 1 Week SATS (13th - 16th May)
English	<p>Autumn 1 <u>Text: Street Child - Berlie Doherty</u> Writing genres</p> <ul style="list-style-type: none"> Biography (3 weeks) Persuasive (2 weeks) Narrative Writing (3 weeks) <p>Reading for Pleasure: Oliver Twist - Charles Dickens</p> <p>Autumn 2 <u>Text: Kensuke's Kingdom - Michael Morpugo</u> Writing genres</p> <ul style="list-style-type: none"> Balanced argument (2 weeks) Diary entries (2 weeks) Formal letter (2 weeks) Poetry (1 week) <p>Reading for Pleasure: The Firework Maker's Daughter - Philip Pullman</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"> Narrative letters (2 weeks) Instructions (2 weeks) Poetry (1 week) Persuasive (History) <p>Reading for Pleasure: One Boy's War</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"> Diary Entry (2 weeks) Newspaper Report (3 weeks) Poetry (1 week) <p>Reading for Pleasure: Machine Gunners - Robert Westall</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"> Non-chronological report (2 weeks) Suspense narrative (2 Weeks) SATS (1 week) <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"> Playscript (2 weeks) Information leaflets (2 weeks) Narrative writing (2weeks) Film/Book review (1 week) <p>Reading for pleasure: Voting station using topic books from SLS</p> <p>Spelling, punctuation and grammar taught throughout.</p>
Mathematics	<p>Statutory programme of study including calculations, measurement, handling data and understanding shape.</p> <p>Place value 2 weeks 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 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"> Maths board games Theme Park investigation Woodland maths Sports Day timing investigation Recipes measure, ratio, proportion. Converting units of measure <p>SAT revision summer 1</p>
Science Working Scientifically - Underpins all units of work.	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> 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 Give reasons for classifying plants and animals based on specific characteristics. <p>STEM / Revision</p>

History Key Threads: Achievements and impact Housing Role in society Jobs and gender	<p>The Victorians Big question: How did Tyneside change during the Industrial Revolution and reign of Queen Victoria?</p> <p>Curriculum link - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Umbrella Strand - Significant people & events and their role in shaping modern day Britain.</p> <p>Key Skills:</p> <ul style="list-style-type: none">-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>WWI Big question: How did Britain respond to the outbreak of WWI?</p> <p>Curriculum link - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Umbrella Strand - Settlers, Invaders and Explorers</p> <p>Key skills:</p> <ul style="list-style-type: none">-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 historyLocal study links --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>Ancient Egypt Big question: How do we know about Ancient Egypt?</p> <p>Curriculum link - 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>Umbrella Strand - Local and Global Comparisons</p> <p>Key skills:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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>Locational Knowledge</p> <ul style="list-style-type: none">- 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>Japan: Fieldwork Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements</p> <p>Mapping skills Use atlases to find out data about other places</p> <p>Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages (Continents)</p> <p>Locational Knowledge Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>Human and Physical</p> <p>Understand how fold mountain regions are formed.</p> <p>Understand that our shopping choices have an effect on the lives of others.</p>	<p>WW2: Fieldwork Annotate sketches to describe and explain geographical processes and patterns</p> <p>Evaluate their sketch against set criteria and improve it Evaluate the usefulness of the images</p> <p>Mapping skills Follow a short route on an 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>Locational Knowledge Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time</p> <p>Identify broad land-use patterns of the UK.</p> <p>Place knowledge Understand how and why their region and other regions have changed. Understand how the regions of the UK are distinctive</p> <p>Human and Physical Explain how, and offer reasons why, the types of industry in the area have changed over time.</p>	<p>North America: Mapping skills 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>Locational Knowledge 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>Place knowledge 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>Human and Physical 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 Know and understand what life is like in cities and in villages and in a</p>

			range of settlement sizes in different parts of the world. Understand that our shopping choices have an effect on the lives of others.
Art/DT	<p>Victorians</p> <p>Artist: William Morris</p> <ul style="list-style-type: none"> Wallpaper Repeating Patterns Printing <p>DT – surveying designs</p> <p>Japan</p> <p>Artist: Hokusai</p> <ul style="list-style-type: none"> Sketching Colour Theory Wood Block Printing Origami Artist: Hokusai 	<p>WWI</p> <p>Artist: Sir William Orpen</p> <ul style="list-style-type: none"> Portraits <p>WW2</p> <ul style="list-style-type: none"> Make do and Mend <p>DT – sewing</p>	<p>Egypt:</p> <ul style="list-style-type: none"> Egyptian sculpture <p>Canopic jars</p> <p>North America:</p> <p>DT – bridges</p> <p>Making mechanical systems</p>
MFL	<p>Les Vetements – Clothing</p> <ul style="list-style-type: none"> Clothes Descriptive language Opinions Shopping ‘er’ verbs Extended sentences 	<p>J’habite – Where I live</p> <ul style="list-style-type: none"> Rooms in the house Furniture Local area Directions Descriptive language Key features/buildings/facilities of towns Prepositions Masculine and feminine vocabulary Question words Positional language 	<p>Un Pays Francophone – St Lucia and the UK</p> <ul style="list-style-type: none"> To be able to compare two countries Culture of a French speaking country – St Lucia: Food Climate Clothes Geography Key features Descriptive language
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> The risks of broadcasting their location through apps and the risks and benefits of uploading personal information. 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. <p>Lego League</p> <ul style="list-style-type: none"> Use more complicated functions and focusing on using flowcharts to test and debug programs. Explore how 2Code can be used to make a text-based adventure game. 	<p>Inside the Internet</p> <ul style="list-style-type: none"> Investigate how the web works, how it’s built and written with HTML code. Create our own web pages written in HTML and CSS. <p>Manipulating images</p> <ul style="list-style-type: none"> Investigate a range of different artistic styles and how they can be recreated using digital art tools. Digital sculpture combined with photo editing using Pixlr and ZBrush Core 	<p>Spreadsheet Masters</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, use logical reasoning to explain how some simple algorithms work and to detect and correct errors 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>Creating Instructional Videos</p> <ul style="list-style-type: none"> Plan, design and create instructional teaching videos. Create videos to support with revision and then share them online to give access to everyone in the class.
PE	<p>Autumn 1</p> <ul style="list-style-type: none"> Play competitive games and apply basic principles for attacking and defending <p>Invasion game (hockey)</p> <p>Gymnastics</p> <p>Autumn 2</p> <ul style="list-style-type: none"> Compare performances with previous ones and demonstrate improvement to achieve personal best. Take part in outdoor and adventurous activity challenges both individually and within a team <ul style="list-style-type: none"> Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance <p>Invasion game (rugby)</p> <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively; perform safe self-rescue in different water-based situations <p>Health Related Fitness</p> <p>OAA (Robin Wood)</p>	<p>Spring 1</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Net/wall game (Dodgeball)</p> <p>Invasion game (Netball)</p> <p>Spring 2</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending To play competitively, to comprehend tactics and utilise them in a game situation. <p>Net/wall game (Badminton)</p> <p>Commando Joe – Amelia Earhart missions</p>	<p>Summer 1</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>Athletics</p> <p>Striking/fielding skills (Cricket)</p> <p>Summer 2</p> <ul style="list-style-type: none"> Play competitive games, use running, jumping, throwing and catching in combination and isolation <p>Striking & Fielding (Rounders)</p> <p>Net/Wall game (tennis)</p>

RE	<p>Islam & Diversity</p> <ul style="list-style-type: none">What can we learn about religious diversity in our area?What can we find out about a local Muslim community? <p>Christianity</p> <ul style="list-style-type: none">What do the gospels tell us about the birth of Jesus?	<p>Thematic Unit</p> <ul style="list-style-type: none">Critical thinking.How and why do people care about the environment? <p>Christianity</p> <ul style="list-style-type: none">Why are Good Friday and Easter Day the most important for Christians?	<p>Christianity</p> <ul style="list-style-type: none">What do we now know about Christianity? (exploration through the concepts)What do we now know about Christianity? (exploration through the concepts)
PSHE & SRE	<p>Being safe – how to report concerns and the concept of privacy</p> <p>Online relationships and caring for me – information and data sharing and friendships</p> <p>New beginnings – Safety Education(First Aid) and Child Protection</p> <p>Say no to bullying – Anti-bullying Education</p> <p>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</p> <p>Healthy Eating</p> <p>Drugs and tobacco – facts about legal and illegal drugs</p> <p>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</p> <p>Commando Joe focus – Ibn Battuta</p>
Music	<p>Autumn 1 – Keyboards</p> <p>play in an ensemble with complex rhythm patterns</p> <p>Autumn 2 –</p> <p>Play and perform in an ensemble and solo</p> <p>Christmas Production</p> <p>Harvest festival</p> <p>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>Spring 1 – BBC Ten Pieces</p> <p>Anna Meredith</p> <p>- play and perform in ensemble contexts, using voices and playing musical instruments</p> <p>- improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>- listen with attention to detail and recall sounds with increasing aural memory</p> <p>Spring 2 – Garage band</p> <p>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">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression