





 Year 6 Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
	Cornerstones Frozen Kingdom 	A Child's War 	Blood Heart 	Galley Rebels 	Darwin's Delights 	I.D 
Memorable Experience	Interactive tour of the polar regions	Eden Camp	Dissecting a heart	Visiting artist-Mick Geddes	Zoo Trip-Yorkshire Wildlife Park	Crime and Investigation Day
English	Narnia The call of the wild Shackleton's journey	Billy the kid Anne Frank The sliver Sword Goodnight Mister Tom	Pig Heart Boy	Framed Non-Fiction – The famous Artists	Zoo anthology of Poetry-balanced argument writing	Street Child Sherlock Holmes
Maths Maths Hub	Place Value Addition, Subtraction, Multiplication and Division	Fractions Position and Direction	Decimals Percentages Algebra	Converting Units Perimeter, Area and Volume Ratio Statistics	Properties of Shape Consolidation/SATs preparation	Consolidation, investigations and preparations for KS3
Science	Year 6 –Living things and their habitat I can 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 I can give reasons for classifying plants and animals based on specific characteristics.	Year 6-Electricity I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can 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 I can use recognised symbols when representing a simple circuit in a diagram.	Year 6 –Animals including humans I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans.	Year 6-Light I can 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 I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then I can 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 I can 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	Year 6-Evolution and inheritance. I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Year 5 –Animals including humans I can describe the changes as humans develop to old age. I can create a timeline to indicate stages of growth in humans.

				<p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them to our eyes</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		
Art & Design	<p>Photography :painting, block printing</p> <p>I can change and improve my own final work following feedback on my first thoughts and designs</p>	<p>Anderson shelter</p> <p>I can change and improve my own final work following feedback on my first thoughts and designs</p>	<p>Modelling and sculpture: abstract art</p> <p>I can change and improve my own final work following feedback on my first thoughts and designs</p> <p>Use the scream picture as a frame - can children create pictures based on different emotions.</p>	<p>3d sculpture</p> <p>Create a clay wall and add stencil Banksy work using overlay techniques to build up their graffiti</p> <p>I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p>	<p>Observational drawings</p> <p>I can change and improve my own final work following feedback on my first thoughts and designs</p> <p>Graphite used to add tone and depth to observational drawings of zoo animals</p>	<p>Performing art- end of year performance</p>
Computing Rising Stars	<p>We are adventure gamers</p> <p>Making a text-based adventure game</p>	<p>We are computational thinkers</p> <p>Mastering algorithms for searching, sorting and mathematic</p>	<p>We are advertisers</p> <p>Creating a short television advert</p>	<p>We are network technicians</p> <p>Exploring computer networks including the internet</p>	<p>We are travel writers</p> <p>Using media and mapping to document a trip</p>	<p>We are publishers</p> <p>Creating a yearbook or magazine</p>
Design & Technology		<p>Following recipes: building structures.</p> <p>I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made</p> <p>I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.</p>	<p>Producing working models: healthy recipes.</p> <p>I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p>	<p>Electing and using tools and materials</p> <p>I can use research I have done into famous designers and inventors to inform my designs</p> <p>Class to research the work of artist Damien Hirst and create their own Electronic spinning art machines culminating in creating their own spin art.</p> <p>In computing, design and make a picture with either lights or sound incorporated using coding.</p> <p>I can apply my understanding of computing to programme, monitor and control my products.</p>	<p>Designing an enclosure</p> <p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Design and make an embroidered emblem using house colours with pin fastening.</p>

Geography	<p>Features of the polar regions</p> <p>I understand and use a widening range of geographical questions</p> <p>I understand and use a widening range of geographical terms</p> <p>I can describe and understand key aspects of human geography</p> <p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>I understand about weather patterns around the world and relate these to climate zones.</p>	<p>Human Geography : cities of the uk</p> <p>(Geog) I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use fieldwork to observe, 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>		U010	<p>Animals from around the world</p> <p>I understand how humans affect the environment over time.</p>	
History		<p>The second world war</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I can understand how our knowledge of the past is constructed from a range of sources</p> <p>I can make confident use of a variety of sources for independent research</p>		<p>Artist in history</p> <p>I can make confident use of a variety of sources for independent research</p>	<p>History of famous Zoos</p> <p>I can make confident use of a variety of sources for independent research</p>	<p>Crime and punishment throughout the year</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>I can make confident use of a variety of sources for independent research</p>
Music Collins Scheme	World Unite	Journeys	Growth	Roots	Class awards	Moving on
PE Spiral	<p>Team games</p> <p>I can play competitive games, modified where appropriate (eg badminton,</p>	<p>Physical Skills for team games</p> <p>I can play competitive games, modified where appropriate (eg badminton, basketball, cricket,</p>	<p>Gymnastics/Dance</p> <p>I can develop flexibility, strength, technique, control and balance I can perform</p>	<p>Cricket Rounders</p> <p>I can take part in outdoor and adventurous activity challenges both individually</p>	<p>Running</p> <p>I can use running and jumping in isolation and in combination I can take part in outdoor and</p>	<p>I can compare my performance with previous ones and demonstrate</p>

	basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) I can use throwing and catching in isolation and in combination I can develop flexibility, strength, technique, control and balance	football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) I can use throwing and catching in isolation and in combination I can develop flexibility, strength, technique, control and balance	dances using a range of movement pattern	and within a team I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending)	adventurous activity challenges both individually and within a team	improvement to achieve my personal best
PSHCE Jigsaw	<p>Being me in my world</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people local and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p>	<p>Celebrating difference</p> <p>I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p> <p>I can explain some ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict or celebration</p>	<p>Dreams and Goals</p> <p>I know my learning strengths and can set realistic goals for myself</p> <p>I can set a success criteria and know when I have reached my goal</p> <p>I can identify problems in the world and talk to others about them</p> <p>I can work with other to help make the world a better place</p> <p>I can describe some ways in which I can work with others to make a difference</p> <p>I can give praise and compliments to myself and others when I recognise our achievements/contributions</p>	<p>Healthy me</p> <p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (eg. The recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>	<p>Relationships</p> <p>I can identify the most significant people to be in my life so far</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of losses that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>Changing me</p> <p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of relationships</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
RE		<p>What does it mean to be Sikh?</p> <p>Describe an understand the links, using a developing religious vocabulary, between Sikh ways of life and their own ways of life and the beliefs that are expressed through them</p>		<p>Can charity change the world?</p> <p>Observe, identify and describe some similarities and differences between the work of the two charities and give simple reasons for this;</p>		<p>What is important to Christians?</p> <p>Describe Christian beliefs and practices, explaining links between beliefs and actions</p>

		<p>Observe and suggest reasons for the similarities and differences between Sikh beliefs and ways of life and their own</p> <p>Describe some of the features of Sikh worship and celebrations in the home and in the community</p> <p>Discuss different stories, celebrations and events that influence them and make links between aspects of their own experiences and others, asking questions about celebrations and the reasons for them.</p>		<p>Explore and describe the impact of some projects of each of the two charities, using the terminology of Islam and Christianity</p> <p>Apply the ideas of generosity and charity to my own attitudes to money;</p> <p>Apply the ideas of fairness, justice and equality for myself;</p> <p>Describe and make connections between the different priorities of the charities, applying my learning to the role play world development task;</p> <p>Discuss and apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.</p>		<p>Observe and understand a range of Christian traditions and practices, explaining their importance for believers.</p> <p>Explore, compare and contrast different expressions of belief in worship and action.</p>
MFL Primary Languages Network SOL	My everyday life / your everyday life <i>Asking the time</i> <i>Giving o'clock</i> <i>Understanding simple digital time</i> <i>Asking and answering days and times of simple daily routine</i> <i>Numbers 0-60</i> <i>Describing simple daily routine</i>	Where I live/where you live Rooms <i>Describing a house and a room</i> Asking "Is there + house language. Responding with "Here is ..? <i>Asking: Have you +rooms</i> <i>Responding positively or negatively</i> Christmas : at the table <i>transactional language</i>	New Year Celebrations Playing sport and enjoying sport <i>You can</i> <i>Play + sports</i> <i>Asking how to play a sport</i> <i>Simple explanation of a sport (equipment /sports terrain/team or individual sport)</i> <i>Opinions / Likes and dislikes</i>	This is me! <i>Asking and answering preferences/feelings and characteristics</i> All the Fun of the Fair <i>Fair ground rides</i> <i>Opinions</i> <i>Likes and dislikes</i>	Cafe Culture and Going to the restaurant <i>Transactional language to order a meal you can Eat + foods Buying snacks and drinks</i> <i>(Instructions to make a snack)</i>	Performances Revisiting basic transactional Language - questions and answers