

Year 6 Long Term Plan: 2020-2021

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | | | | | |
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| Key question: | <ol style="list-style-type: none"> 1. Have we always looked like this? 2. Were the Vikings always vicious and victorious? 3. Where did the Vikings come from and where did they settle? | | <ol style="list-style-type: none"> 1. What would a journey through your body look like? 2. Will you ever see the water you drink again? | | <ol style="list-style-type: none"> 1. How would you light up your life? 2. Can you be the next Nintendo apprentice? 3. Could Spiderman really exist? | | | | | | | | | |
| Babcock English Text | Dragonology- Newspaper reports Viking Boy Private Peaceful | Extreme Animals – Non-chronological report (4 weeks) | Anatomy Explanation text | Secret Garden Extended story - settings, character description | Alma (digital literacy)-fiction Balanced Arguments - 'Are Humans Damaging the Atmosphere?' – Catherine Chambers from the Earth Debates Series | Instruction Texts – Kitchen Kid | | | | | | | | |
| Guided Reading | Holes | Wonder | Secret Garden | | Skellig | Performance script | | | | | | | | |
| White Rose Maths | Place Value | Four Operations | Fractions | Position and direction | Decimals and Percentages | Algebra | Converting | Perimeter, area and volume | Ratio | Properties of shape | Problem Solving | Statistics | Investigations | Place Value |
| Science | <u>Evolution and inheritance</u> <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 | | <u>Animals including humans</u> <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. | | <u>Light</u> <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 | | | | | | | | | |

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| | | | <p><u>Electricity</u></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 <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 • use recognised symbols when representing a simple circuit in a diagram. |
| <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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>Geography</p> | | <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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>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 | |

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| | | <p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography:</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. | |
| | <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> | | |
| <p>History</p> | <p>A history topic focusing on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> The evoking invasion of Britain Viking life Understanding artefacts Viking Gods Viking Warriors <p>Were the Vikings always victorious and vicious?</p> <ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they describe a key event from Britain's past using a range of evidence from different sources? <p>Where did the Vikings come from and where did they settle?</p> <ul style="list-style-type: none"> Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? | | |

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| | <ul style="list-style-type: none"> • Can they describe how some places are similar and others are different in relation to their physical features? | | | | | |
| | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | | | | | |
| Computing | <p>Algorithms and Programs</p> <ul style="list-style-type: none"> • Can they explain how an algorithm works? • Can they detect errors in a program and correct them? • Can they use an ICT program to control a number of events for an external device? • Can they use ICT to measure sound, light or temperature using sensors and interpret the data? • Can they explore ‘what if’ questions by planning different scenarios for controlled devices? • Can they use input from sensors to trigger events? <ul style="list-style-type: none"> • Can they check and refine a series of instructions? • Can they explain how an algorithm works? | <p>Data Retrieving and Organising</p> <ul style="list-style-type: none"> • Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? • Can they add special effects to alter the appearance of a graphic? • Can they ‘save as’ gif or i peg. Wherever possible to make the file size smaller (for emailing or downloading)? • Can they make an information poster using their graphics skills to good effect? | <p>Communicating</p> <ul style="list-style-type: none"> • Can they conduct a video chat with people in another country or organisation? | <p>Using the Internet</p> <ul style="list-style-type: none"> • Can they contribute to discussions online? • Can they use a search engine using keyword searches? • Can they use complex searches using such as ‘+’ ‘OR’ ”Find the phrase in inverted commas”? | <p>Databases</p> <ul style="list-style-type: none"> • Can they collect live data using data logging equipment? • Can they identify data error, patterns and sequences? • Can they use the formulae bar to explore mathematical scenarios? • Can they create their own database and present information from it? | <p>Presentation</p> <ul style="list-style-type: none"> • Can they present a film for a specific audience and then adapt same film for a different audience? • Can they create a sophisticated multimedia presentation? • Can they confidently choose the correct page set up option when creating a document? • Can they confidently use text formatting tools, including heading and body text? • Can they use the ‘hanging indent’ tool to help format work where appropriate (e.g. a play script)? |

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| | <ul style="list-style-type: none"> • Can they detect errors in a program and correct them? • Can they use an ICT program to control a number of events for an external device? • Can they use ICT to measure sound, light or temperature using sensors and interpret the data? • Can they explore 'what if' questions by planning different scenarios for controlled devices? • Can they use input from sensors to trigger events? • Can they check and refine a series of instructions? | | | | | |
| <p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | | |
| PSHE | <p>WE'RE ALL STARS!</p> <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Working together | <p>BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home | <p>DEAR DIARY</p> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support | <p>DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> • Identity and self esteem • Difference and diversity • Peer influence and assertiveness | <p>JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> • Needs and responsibilities • Participation • Local democracy | <p>LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> • SRE: • Growing & caring for ourselves; |

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| | | | | | <ul style="list-style-type: none"> • Voluntary groups • Fundraising activities | Valuing difference & keeping safe; Puberty <ul style="list-style-type: none"> • Healthy eating and exercise • Goal-setting and motivation |
| Art (LCC) | Drawing <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? | Painting Can they explain what their own style is? <ul style="list-style-type: none"> • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? Printing Can they overprint using different colours? <ul style="list-style-type: none"> • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? | Sketch Books Do their sketch books contain detailed notes, and quotes explaining about items? <ul style="list-style-type: none"> • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? | 3D/ Textiles Can they create models on a range of scales? <ul style="list-style-type: none"> • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? Collage Can they justify the materials they have chosen? <ul style="list-style-type: none"> • Can they combine pattern, tone and shape | Use of IT Do they use software packages to create pieces of digital art to design. <ul style="list-style-type: none"> • Can they create a piece of art which can be used as part of a wider presentation? | Knowledge Can they make a record about the styles and qualities in their work? <ul style="list-style-type: none"> • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design |
| In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. | | | | | | |
| DT (LCC) | Cooking and nutrition <ul style="list-style-type: none"> • Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? Textiles <ul style="list-style-type: none"> • Have they thought about how their product could be sold? • Have they given considered thought about what would improve their product even more? | Electrical and mechanical components <ul style="list-style-type: none"> • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? | Egg-Raid Shelters Mouldable materials <ul style="list-style-type: none"> • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? Stiff and flexible sheet materials <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? | | | |

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| | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. | |
| MFL (Twinkl) | <p>I can say and write a sentence to tell the time. can tell the time using French phrases to describe a.m. and p.m. times. I can say and write a sentence to tell the time. I can say and write a sentence to tell the time. I can read and interpret information charts written in French. I can read and interpret a school's weekly timetable.</p> | <p>I can show how verbs change depending on the subject. I can explain to someone why I do something. I can locate new vocabulary in a bilingual dictionary. I can use French terms for mathematical activities. I can follow and respond to an audio presentation. I can identify and apply spelling patterns.</p> |
| | <p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing Languages – key stage 2 3 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | |

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| Music (Charanga) | Happy | Classroom Jazz 2 | You've Got A Friend | Music and Me | Musical Production | |
| <p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</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 • improvise and compose music for a range of purposes using the inter-related dimensions of music & listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. | | | | | | |
| RE | Creation and Science: conflicting or complimentary? | Why do some people believe in God and some people not? | Why do Hindus want to be good? | What do Christians believe Jesus did to 'save' people? | For Christians, what kind of king is Jesus? | How does faith help people when life gets hard? |
| PE | Games • Can they explain complicated rules? • Can they make a team plan and communicate it to others? Gymnastics • Can they lead others in a game situation? • Do they combine their own work with that of others? • Can they link their sequences to specific timings? | | Dance • Can they develop imaginative dances in a specific style? • Can they choose their own music, style and dance? | | Athletics • Can they demonstrate stamina? • Can they use their skills in different situations? Outdoor/Adventurous Can they plan a route and series of clues for someone else? • Can they plan with others taking account of safety and danger? | |
| <p>In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best | | | | | | |
| <p><u>Swimming:</u> In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations | | | | | | |