

Year Six Long Term Plan 2023 – 2024



	Autumn Term	Spring Term	Summer Term
	Autumn One and Two: "We shall never surrender" Britain at War	Spring One: Extreme Weather! Spring Two: Viking Invasion	Summer One and Two: The Ancient Mayan Civilization
English	<p>Book Spine Focus Text: <i>Autumn One:</i> When the Sky Falls <i>Autumn Two:</i> The Arrival by Shaun Tan</p> <p>Genres: Setting Descriptions, Character descriptions, Diary Entries, Narrative, Monologue, Letters</p>	<p>Book Spine Focus Text: <i>Spring One:</i> Shackleton's Journey <i>Spring Two:</i> Everest SATS Focus: Reading and SPaG</p> <p>Genres: Character Descriptions, List poetry, Letter writing, Instructions, Newspaper reports, Persuasive Speech, Play scripts, Narrative poems, Narrative, Fact files</p>	<p>Book Spine Focus Text: <i>Summer One:</i> Kensuke's Kingdom <i>Summer Two:</i> Room 13 Eye of the Storm- Lit shed animated Sci fi film</p> <p>Genres:</p>
Maths	<p>Weeks 1-2: Place Value Weeks 3-7: Addition, subtraction, multiplication and division Weeks 8-11: Fractions Week 12 -: Converting Units</p>	<p>Weeks 1-2: Ratio Weeks 3-4: Algebra Weeks 5-6: Decimals Weeks 7-8: Fractions, decimals and percentages Weeks 9-10: Area, volume and perimeter Weeks 11-12: Statistics</p>	<p>Weeks 1-3: Geometry Week 4: Geometry (Position and Direction) Weeks 5-12: Themed projects, consolidation and problem solving activities</p>
Science	<p style="text-align: center;"><u>Light</u></p> <p>Is there light everywhere all the time?</p>	<p style="text-align: center;"><u>Spring One: Electricity</u></p> <p>What is the future of Electricity?</p> <p style="text-align: center;"><u>Spring Two: Animals Including Humans</u></p> <p>What can you do now to be a healthy adult?</p>	<p style="text-align: center;"><u>Summer One: Living Things and Their Habitats</u></p> <p>Why classify?</p> <p style="text-align: center;"><u>Summer Two: Evolution and Inheritance</u></p> <p>What is the future of evolution?</p>
	<p><u>Ongoing</u> Working Scientifically</p>		
History	<p style="text-align: center;"><u>Autumn One: Britain at War</u></p> <p>What impact did the war have on people following 1945 to present day? How did World War II change Britain?</p> <p>Substantive Concepts- Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict)</p>	<p style="text-align: center;"><u>Spring Two: The Vikings</u></p> <p>How much fear did the Viking raids cause? How did England become a unified country?</p> <p>Substantive Concepts-</p>	<p style="text-align: center;"><u>Mayan Civilization</u></p> <p>Why were the Maya such a significant society?</p> <p>Substantive Concepts-</p>
Geography	<p style="text-align: center;"><u>Autumn Two: "We shall never surrender" Britain at War</u></p> <p>What are the effects of war on our world and lives? Where are the industrial towns, ports, and counties located in the United Kingdom?</p> <p>Location Knowledge: (a revisit of the 4 countries of the UK) UK counties linked to WW1</p>	<p style="text-align: center;"><u>Spring One: Extreme Weather</u></p> <p>What can we learn from natural hazards/disasters? What is the physical make-up of the world? How do the physical features affect the world's weather? Where around the world are we most likely to have a natural disaster?</p>	<p style="text-align: center;"><u>Summer One: The Ancient Mayan Civilization</u></p> <p>What is the human impact on the world? What was the climate like, how is that climate different to the United Kingdom?</p> <p>Location Knowledge: UK Location Knowledge Continents: South America - (Mexico)</p>

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	<p>Location Knowledge: Europe: European Countries (linked to WW11 (Axis, Allies and Neutral)) Location Knowledge: Wider World: Asia Concept: Effects of War on our World Fieldwork: Local area</p>	<p>Location Knowledge: UK and Ireland Location Knowledge Continents: North America (Mother nature and the world) Concept: Natural Hazards / Disasters</p>	<p>Concept: A Changing World</p>
<p>PSHE</p>	<p><u>Autumn One: Being Me in My World</u> <i>Who am I and how do I fit</i></p> <p>How do your actions affect other people locally and globally? How does an individual's behavior impact on a group?</p> <p><u>Autumn Two: Celebrating Difference</u> <i>Respect for similarity and difference. Anti-bullying and being unique</i></p> <p>How could being different affect someone's life? What are some of the reasons why people use bullying behaviours? What examples of people with disabilities who lead amazing lives can you give?</p>	<p><u>Spring One: Dreams and Goals</u> <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i></p> <p>What learning steps do you need to take to reach your goal? What do you need to do to motivate yourself? How can you work with others to help make the world a better place?</p> <p><u>Spring Two: Healthy Me</u> <i>Being and keeping safe and healthy</i></p> <p>What do you know about different types of drugs and what are their effects on the body particularly the liver and heart? How can people be exploited and made to do things that are against the law?</p>	<p><u>Summer One: Relationships</u> <i>Building positive, healthy relationships</i></p> <p>How can you take care of your mental health? How can you recognise when something is safe to use whilst online?</p> <p><u>Summer Two: Changing Me and RSE(YR6)</u> <i>Coping positively with change</i></p> <p>How does girls' and boys' bodies change during puberty? How can you look after yourself physically and emotionally? How does being physically attracted to someone change the nature of your relationship?</p>
<p>Religious Education</p>	<p><u>Autumn One: Islam- Commitment</u> <u>Commitment</u></p> <p>What is the best way for a Muslim to show commitment to God?</p> <p><u>Autumn Two: Christianity- Christmas (Incarnation)</u> <i>Celebrations</i></p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p><u>Spring One: Christianity- Beliefs and Meaning/ Salvation</u> <i>Eternity</i></p> <p>Is anything ever eternal?</p> <p><u>Spring Two: Christianity- Beliefs and Meanings/Salvation (Easter)</u> <i>Inspirations</i></p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p><u>Summer One: Islam- Beliefs and Practices</u> <i>Guidance and teachings</i></p> <p>How is the Qur'an vital to Muslims today?</p> <p><u>Summer Two: Islam- Life after death</u> <i>Motivation</i></p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
<p>Computing</p>	<p><u>Autumn One</u></p> <p>Switched on Computing Unit 5.2: We are cryptographers cracking and creating codes Skills Ladder: Word Processing: Use Word to consolidate skills from Years Two to Five</p> <p><u>Autumn Two</u></p> <p>Switched on Computing Unit 5.2:We are cryptographers cracking and creating codes Skills Ladder: Word Processing: Use Word to consolidate skills from Years Two to Five</p>	<p><u>Spring One</u></p> <p>Switched On Computing Units 6.1 and 6.2: We are adventure gamers and computational thinkers Skills Ladder-Data Handling: Use Excel to create, analyse and present data</p> <p><u>Spring Two</u></p> <p>Switched On Computing Unit 6.3: We are advertisers promoting healthy living using PowerPoint Skills Ladder: Word Processing: Year Six Focus</p>	<p><u>Summer One</u></p> <p>Switched On Computing Units 6.5 and 6.6: We are publishers and travel writers promoting a place using Publisher Skills Ladder- Publisher: To create a travel leaflet Skills Ladder - Word Processing and Data Handling Consolidate and Extend Skills</p> <p><u>Summer Two</u></p> <p>Switched On Computing Unit 6.4: We are network technicians exploring computer networks: Skills Ladder: To use multi-media recording devices to create and edit a film</p>

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PE	<p><u>Autumn One</u></p> <p>Tag Rugby Hockey Sports leadership</p>	<p><u>Spring One</u></p> <p>Dance Dodgeball</p>	<p><u>Summer One</u></p> <p>Rounders Tennis</p>
	<p><u>Autumn Two</u></p> <p>Gymnastic Basketball</p>	<p><u>Spring Two</u></p> <p>Volleyball Football</p>	<p><u>Summer Two</u></p> <p>Throwing and Catching (Cricket) OAA</p>
Design and Technology	<p><u>Autumn Two: Structures</u></p> <p>To design and building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>What materials will you use to decorate and reinforce the structure?</p>	<p><u>Spring One: Cooking and Nutrition</u> <i>Food Come Dine with Me</i></p> <p>How will you ensure safety and hygiene when creating a 3 course meal?</p> <p><u>Spring Two: Digital World</u> <i>Navigating the World</i></p> <p>How can you place and manoeuvre objects using CAD?</p>	<p><u>Summer One Mechanical Systems</u> <i>Automata Toys</i></p> <p>How can you create different movements in your Automata?</p> <p><u>Summer Two: Electrical Systems</u> <i>Steady Hand Game</i></p> <p>How will you create difficulty to your steady hand game?</p>
	Art	<p><u>Autumn One: 2D Drawing to 3D Making</u></p> <p>How can we transform 2d drawings into 3d objects?</p> <p>Disciplines: Drawing, Sketchbooks, Making Medium: Card, Paper, Drawing materials Artist: Lubaina Himid, Claire Harrup, William Franklin Draper</p> <p><u>Autumn Two: Activism</u></p> <p>How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?</p> <p>Disciplines: Printmaking (Stencils, Screen Print) Drawing, Sketchbooks, Collage Medium: Pencil, Pen, Paper Artist: Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p><u>Spring One: Brave Colour</u></p> <p>How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way?</p> <p>Disciplines: Making, Drawing, Sketchbooks Medium: Paper, Card, Paint, Light (coloured filters) Artist: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West, Hugo Pineda</p> <p><u>Spring Two: Exploring Identity</u></p> <p>How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?</p> <p>Disciplines: Digital , Painting, Drawing, Sketchbooks Medium: Drawing Materials, Tablet (if digital), Paper Artist: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett, Laurence Stephen Lowry</p>
Music	<p><u>Autumn One: Exploring Notation Further</u></p> <p>What do you like about this piece of music? Can you record your composition using music notation?</p>	<p><u>Spring One: Using chords and structure</u></p> <p>What is a chord? What is the structure of this piece of music?</p>	<p><u>Summer One: Three Little Birds</u></p> <p>How can you sing with 'control'? What does it mean to play an instrument creatively?</p>
	<p><u>Autumn Two: Remembrance Day</u></p> <p>What ear of time do you think this music is from? What are your impressions of this piece of music?</p>	<p><u>Spring Two: Vikings</u></p> <p>How can you sing with 'control'? Can you perform your own composition using tuned and untuned instruments? Can you record your composition using music notation?</p>	<p><u>Summer Two: The Fresh Prince of Bell-Air</u></p> <p>What does it mean to sing and rap in an ensemble with appropriate diction? Can you sing and rap at a fast tempo in time?</p>

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<p>French</p>	<p><u>Autumn One: Le weekend</u></p> <p>To ask and talk about regular activities. To say what you don't do. To ask and say what other people do. To talk about what you like and dislike doing.</p> <p><u>Autumn Two: Les vêtements</u></p> <p>To ask and say what clothes you'd like. To give opinions about different clothes. To say what clothes you wear. To ask and talk about the price of clothes.</p>	<p><u>Spring One: Ma journée</u></p> <p>To ask and talk about daily routine. To talk about the times of daily routines. To ask and talk about breakfast. To talk about the details of a day.</p> <p><u>Spring Two: Les transports</u></p> <p>To talk about different forms of transport. To ask and talk about where you're going and how to get there. To talk about plans for a trip. To talk about buying tickets at the station.</p>	<p><u>Summer One: Le sport</u></p> <p>To talk about which sports you like. To say what you think of different sports. To give reasons for preferences of sports. To talk about a sporting event.</p> <p><u>Summer Two: On va faire la fête!</u></p> <p>To revise transport, places, and future plans. To revise descriptions of people and clothes. To revise opinions of food and clothes. To order food in a café.</p>
<p>Trips and Experiences</p>	<p>Imperial War Museum or RAF Hendon</p>	<p>Pizza Express / school kitchen Democracy: Parliament</p>	<p>Linked Art visit opportunity: The British Museum, London End of Year 6 Day out- Guilford Septum Centre Leavers Assembly Citizen Community Trip- Grasshoppers Islam: local mosque</p>