



Y6 Long Term Plan

	AUTUMN 1	Autumn 2	SPRING 1	Spring 2	SUMMER 1	Summer 2
TOPIC	A Child's War	The Frozen Kingdom	Victorians	Darwin's Delights	Princes, Peasants and Pestilence	Hola Mexico
History Throughout the year: Sequence previously studied topic on a timeline to gain greater Historical perspective.	Select and combine information from different sources and analyse sources of information. Children can use their knowledge and understanding of historical sources and think about how and why a source could be biased		Children can use their knowledge and understanding of historical sources and think about how and why a source could be biased		Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Children look at data eg crime and punishment. Ask questions and consider lines of enquiry to follow to find the answer.	Understand that the past is interpreted in different ways and give reasons for this independently in written form. To consider limitations of using artefacts in isolation from other historical sources
Geography Geographical skills and fieldwork throughout the year	Linking with History, compare land use maps of UK from past with the present, focusing on land use. (urban)	Identify the position and significance of latitude/longitude and the Greenwich Meridian. Use knowledge of human and physical geography to identify features of a region of in current news to understand global issues such as national disasters, floods, tsunamis, conflicts, global warming, climate change ect.	Linking with History, compare land use maps of UK from past with the present, focusing on land use. (urban)	Human geography: Distribution of natural resources such as energy, food, minerals and water. Link to global issues and economic activity and trade links. Extend to 6 figure grid references (including the use of a Ordnance Survey maps) with teaching of latitude and longitude in depth.	Linking with History, compare land use maps of UK from past with the present, focusing on land use. (urban)	On a world map locate the main countries in current news eg conflicts, areas from which there are refugees etc.
RE	What does it mean for Muslims to follow God? Incarnation	Was Jesus the Messiah? Incarnation	How Can following God bring freedom and justice? People of God	What difference does the resurrection make for Christians? Salvation	Creation and Science conflicting or complementary? Creation	Why do some people believe in God and some people not?
PSHE/RSE	Relationships	Relationships	Living in a Wider World	Living in a Wider World	Health and Wellbeing	Health and Wellbeing
Science SC1 in each half term	ANIMALS INCLUDING HUMANS (inc Puberty) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	LIVING THINGS AND THEIR HABITATS Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals.	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	EVOLUTION & INHERITANCE Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	FORCES AND MAGNETS Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	PLANTS Describe how seed dispersal ensures that new plants survive Describe how nutrients are taken in through plant roots Recognise that leaves use light to make food for the plant

	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		<p>Find out and describe how keys are a way of identifying different living things, including plants</p>
Art and design	<p>Use sketch book to experiment, collect, revisit and refine ideas Use knowledge gained through experimentation and research to produce finished art and products</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p>Develop personal style through adaption and experimentation of styles</p> <p>Make choices about brushes and application techniques to create work that expresses ideas and emotions. <u>Colour</u> Use knowledge of colour to work with complementary and contrasting colours in art and design</p> <p>Use changes in shade and tone to convey texture and light</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p><u>Collage/mixed media</u> Use paint and collage to create an image</p> <p>Extend work using collage elements – experimenting and developing by arranging and re-arranging</p> <p>Use knowledge of decoupage (from designers) to add collage elements to an object or product (precision cutting)</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p><u>Lines, marks, tone, form, texture</u> Use a range of media to convey the effect of different light sources on objects and people</p> <p>Use knowledge of techniques to interpret the texture of a surface</p> <p><u>Perspective and Composition</u> Use simple perspective using a single point and horizon</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p><u>Digital media</u> Record and collate images and use knowledge of tools to combine and manipulate elements.</p> <p>Use knowledge of layers to create images</p>
French	All around town	Let's visit a French Town (Y6)	Going Shopping	Let's Go Shopping (Y6)	This is France (Y6)	All in a Day (Y6)
Design Technology In all: design, make, evaluate	<p>Frame structures: Anderson shelters</p> <p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Develop a simple design specification to guide their thinking.</p> <ul style="list-style-type: none"> • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Experience of cutting and joining techniques with a range of materials including card, plastic and wood.</p> <ul style="list-style-type: none"> • An understanding of how to strengthen and stiffen structures. 	<p>Design: Invention for the environment</p> <p>Generate and develop innovative ideas and share and clarify these through discussion.</p> <ul style="list-style-type: none"> • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Investigate famous inventors who developed ground-breaking electrical systems and components. <p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources</p>	<p>Circuits, switches, bulbs: Victorian house/street lamps</p> <p>Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product</p> <p>Investigate famous manufacturing and engineering companies relevant to the project.</p> <p>Investigate famous inventors who developed ground-breaking electrical systems and components.</p>		<p>Pulleys and gears: A moving vehicle</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Compare the final product to the original design specification.</p>	

<p>DT Food Covered Autumn 1, Spring 1 or Summer 2</p>	<p>Generate innovative ideas and designs based on core recipes Knowledge of how to work through a recipe and how to record steps Work through ideas and make design choices based on knowledge of purpose and audience</p> <p>Use knowledge of recipes to make a step by step guide – include ingredients and equipment Make using techniques (kneading, mixing, etc) Present using appropriate finishing techniques to appeal to the known needs of the user</p> <p>Carry out sensory evaluations using known language and vocabulary Record evaluations in tables and charts Evaluate work against original brief and criteria Understand the health attributes of prepared dishes</p> <p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world To know that seasons may affect the food available To know how food is processed into ingredients that can be eaten or used in cooking</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate To know that to be active and healthy, food and drink are needed to provide energy for the body</p> <p>To know that recipes can be adapted to change the appearance, taste, texture and aroma To know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>					
<p>Music Lessons blocked throughout the year to include:</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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>use and understand staff and other musical notations</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>develop an understanding of the history of music.</p>					
<p>MFL (French)</p>						
<p>PE</p>	<p>Hockey</p>	<p>Gymnastics</p>	<p>Netball</p>	<p>Dance</p>	<p>Tennis</p>	<p>Rounders and athletics</p>
<p>Computing</p>	<p>Programming</p>	<p>Digital Literacy</p>	<p>Data</p>	<p>Media Skills</p>	<p>Impact of Technology</p>	<p>Programming</p>

