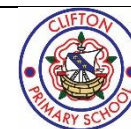











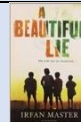










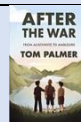


# Year 6 Long Term Plan



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Migration and Movement		Evolution and Inheritance		Enterprise and Activism		Utopia v Dystopia		Fate v Free Will		Crossing Borders	
English Units	 <b>The Arrival</b> Shaun Tan	 <b>Windrush Child</b> Benjamin Zephaniah	 <b>The Promise</b> Nicola Davies	 <b>The Last Bear</b> Hannah Gold	 <b>The Invention of Hugo Cabret</b> Brian Setnick	 <b>Suffragette: The Battle for Equality</b> David Roberts	 <b>The Three Little Pigs Project</b> The Guardian	 <b>Boy in the Tower</b> Polly Ho-Yen	 <b>Grimm Tales for Young and Old</b> Phillip Pullman	 <b>Romeo and Juliet</b> William Shakespeare	 <b>The Unforgotten Coat</b> Frank Cottrell Boyce	 <b>A Beautiful Lie</b> Irfan Master
Novel	 <b>Fly Me Home</b> Polly Ho-Yen	 <b>On the Move: Poems about Migration</b> Michael Rosen	 <b>Beetle Boy</b> M. G. Leonard	 <b>Tiger Rising</b>	 <b>Little Match Girl Strikes Back</b> Emma Carroll	 <b>Malala</b> Malala Yousafzai	 <b>The Wolves of Willoughby Chase</b> Joan Aiken	 <b>Grimm Tales for Young and Old</b> Phillip Pullman	 <b>The Explorer</b> Katherine Rundell	 <b>Incredible Journeys</b> Levison Wood	 <b>After the War: From Auschwitz to Ambleside</b> Tom Palmer	
Spelling Shed	Lessons 1-10 -Challenge Words Challenge Words Lesson 11 - Words with the short vowel sound /i/ spelled 'y' Lesson 12 - Words with the long vowel sound /igh/ spelled 'y'				Lesson 13 - Adding the prefix 'over' Lesson 14 - Words with the suffix 'ful' Lesson 15 - Words that can be nouns and verbs Lesson 16 - Words with an /oa/ sound spelled 'ou' or 'ow' Lesson 17 - Words with a 'soft c' spelled 'ce' Lesson 18 - Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Lesson 19 - Words with the /f/ sound spelled 'ph' Lesson 20 - Words with origins in other countries and languages Lesson 21 - Words with unstressed vowel sounds Lesson 22 - Words with 'cial'/shuhl/ after a vowel Lesson 23 - Words with 'tial'/shul/ Lesson 24 - Words beginning with 'acc'				Lesson 25 - Words with the suffix 'ably' Lesson 26 - Words with the suffix 'ible' Lesson 27 - Words with the suffix 'ibly' Lesson 28 - Words ending in 'ent' and 'ence' Lesson 29 - Words ending in 'er', 'or' and 'ar' Lesson 30 - Adverbs synonymous with determination Lesson 31 - Adjectives used to describe settings Lesson 32 - Adjectives used to describe feelings Lesson 33 - Adjectives to describe characters Lesson 34 - Grammar Vocabulary 1 Lesson 35 - Grammar Vocabulary 2 Lesson 36 - Mathematical Vocabulary			
Maths Mastery	Mental arithmetic (focus on x tables)		Mental arithmetic		Mental arithmetic		Ratio & Proportion Statistics		Revision Testing		Addition & Subtraction	

	Place Value Addition Multiplication Subtraction Division (mental and written strategies for all operations)	Fractions, Decimals & Percentages Algebra & Sequences Geometry & Area Statistics SATs Boosters/Assess & Review	Place Value, Negative Numbers and Number Sequences Coordinates & Geometry Calculation Fractions Mental and written multiplication and division SATs Boosters	Geometry (2D and 3D shape) Measurement Algebra SATs Boosters/Assess & Review	Applied Maths	Multiplication Division Applied Maths Assess & Review Transition to Year 7 Maths eg compass / calculator work
<b>Science</b>	<b>Living things and their Habitat</b>	<b>Light</b>	<b>Human Body</b> Health and Exercise Heart and the Circulatory System Medicine	<b>Evolution and Inheritance</b>	<b>Electricity</b>	
	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.  Give reasons for classifying plants and animals based on specific characteristics.	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.	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.	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.	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.	

Art and Design	<a href="#">2D</a> Drawing to 3D Making What is graphic design? Artist: Lubaina Himid	Drawing exercises for age 9-11	Drawing exercises for age 9-11	Exploring Identity How do artists embrace diversity? Artist: Mike Barrett	Drawing exercises for age 9-11	Shadow Puppets How can we use shadows to create art? Artist: Lotte Reiniger
Computing	Unit 6.1 Coding	Unit 6.2 & Unit 6.3 Online Safety & Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
Design Tech			Heroes and Villains Food: Chefs, food heroes, designing a healthy menu/Eatwell plate		Oh! I Do Like To Be Beside The Seaside Combine learning from across design and technology -Structures, mechanical systems, electrical systems, ICT programming and control	
Geography	Survival! How would you survive in different biomes, climates and landscapes?					Mapping and Tourism How have the geographical features of Blackpool changed over time?
History		<u>Ancient Egypt</u> What do we know about Tutankhamun?	<u>The Vikings</u> Is it fair to describe all Vikings as brutal invaders?	<u>World War II Evacuations</u> Why were children evacuated during World War II?		
Music	Music & Technology How Does Music Bring Us Together?	Developing Ensemble Skills How Does Music Connect Us with Our Past?	Creative Composition How Does Music Improve Our World?	Musical Styles Connect Us How Does Music Teach Us About Our Community?	Improvising With Confidence How Does Music Shape Our Way of Life?	Farewell Tour How Does Music Connect Us with the Environment?

PE	<b>Creative Games</b>  	<b>Gymnastics Invasion Games - Hockey</b>  	<b>Dance Invasion Games - Rugby</b>  	<b>Invasion Games – Rugby Invasion Games - Netball</b>  	<b>OAA - Teamwork &amp; Problem Solving Invasion games - Football</b>  	<b>OAA - Teamwork &amp; Problem Solving Athletics Residential -Borwick Hall</b>  
PSHE	<b>Families and Friendships</b> Describe ways in which people show their commitment to each other. Explain the difference between a friend and an acquaintance. Describe qualities of a strong, positive friendship.  <b>Safe Relationships</b> Recognise some of the challenges that arise from friendships. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.	<b>Respecting Ourselves and Others</b>  Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Demonstrate a collaborative approach to a task. Demonstrate positive strategies for negotiating and compromising within a collaborative task.	<b>Belonging to a Community</b> Define what is meant by the term stereotype. Challenge stereotypical gender portrayals of people. Understand and explain the term prejudice. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  <b>Media Literacy and Digital Resilience</b> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. Understand and describe the ease with which something posted online can spread. Know the legal age (and reason behind these) for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves, online.	<b>Money and Work</b> Explain some benefits of saving money. Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Explain what is meant by the term interest. Identify aspirational goals. Describe the actions needed to set and achieve these. Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different types of tax (income tax and VAT) which help to fund public services.	<b>Physical Health and Well Being</b> Explain what the five ways to wellbeing are. Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.  <b>Growing and Changing</b> Recognise some of the changes experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty.	<b>Keeping Safe</b> Explain how drugs can be categorised into different groups depending on their medical and legal context. Demonstrate an understanding that drugs can have both medical and non-medical uses. Understand some of the basic laws in relation to drugs. Explain why there are laws relating to drugs in this country. Understand the risks of sharing images online and how these are hard to control, once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

			Recognise that people's lives are much more balanced in real life, with positives and negatives.		Understand what FGM is and that it is an illegal practice in this country. Additional areas of RSHE will also be covered with parental consent.	
RE	<b>Christianity</b> (God) How do Christians mark the turning points on the journey of life?	<b>Hindu dharma</b> Reincarnation Is there one journey or many?	<b>Islam</b> The 5 Pillars What is Hajj and why is it important to Muslims?	<b>Christianity</b> (Jesus) Why do Christians believe Good Friday is good?	<b>Buddhism</b> What do we mean by a good life?	<b>Christianity</b> (Church) If life is like a journey, what's the destination?
French	Myself	What is the date? Weather	Pets	My House	Clothes	School