

# Year 6 Long Term Plan



	Autumn	Spring	Summer
	<b>Benin</b>	<b>Revision of all topics learnt at St Scholasticas.</b>	<b>Great Leaders: Winston Churchill and Obama.</b>
<b>RE</b>	Autumn 1 – Beginning with the Church Autumn 2 – From Advent to Christmas	<b>Spring 1 is called Jesus at Prayer. It will look at the Jewish prayer traditions of Jesus...including the story of the Passover in preparation for Lent Easter. Spring 2 will be Lent/Easter Year B</b>	<b>Summer 1 is From Easter to Pentecost Summer 2 Discipleship (from the Gospel of Mark)</b>
<b>Science</b>	<b>All Living Things</b> <ul style="list-style-type: none"> <li>✓ Explain the classification of living things into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms</li> <li>✓ Describe the life process of reproduction in some plants and animals</li> <li>✓ Describe the changes as humans develop from birth to old age</li> <li>✓ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Evolution and Inheritance</li> <li>✓ Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</li> <li>✓ Describe how adaptation leads to evolution</li> <li>✓ Recognise how and why the human skeleton has changed over time, since we separated from other primates</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>✓ Understand that light appears to travel in straight lines</li> <li>✓ 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</li> <li>✓ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes</li> </ul> <b>Electricity</b> <ul style="list-style-type: none"> <li>✓ Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers</li> <li>✓ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>✓ 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</li> </ul>	<b>Changes that form new materials</b> <ul style="list-style-type: none"> <li>✓ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation, and the action of acid on bicarbonate of soda</li> </ul> <p><b>This Yr.6 class are still following the old National curriculum as this is what they will be tested on. Therefore there will be some changes to this are of their curriculum.</b></p> <p><b>This curriculum starts fully from September 2015.</b></p>

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<b>Geography</b>	<p><b>Where is Benin?</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>The world</b> Use maps to focus on the whole world concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><b>Compare Britain to USA</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> 
<b>History</b>	<p>Who were the Beninese? - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p><b>What is an historian?</b> What are primary and secondary sources? How do we use sources to find out about the past? Why do we learn history?</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>
<b>Art</b>	<p><b>Street Art (Banksy)</b> Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas About the greatest artists, architects and designers in history</p>	<p>Local survey; White Hart Lane and The Emirates Football Stadium stadium Abstract, abstracted and figurative Sculpture to compliment architecture.</p>	<p><b>Paper Sculptures (London Landmarks)</b> Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay) About the greatest artists, architects and designers in history</p>
<b>DT</b>	<p>Motorised Vehicles use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages</p>	<p>Food – design packaging for and make an item of food – pizza, cake or sweet.</p>	<p><b>British Feast</b> Use safely and increasingly effectively wider range of tools and materials with increasing skill to make products that are fit for purpose Develop and use straight forward practical skills</p>
<p><b>Computing</b> ✓ Use internet safely and appropriately ✓ Understand uses of networks for collaboration &amp; communication</p>		<p><b>E-Safety</b> -SAFE e-safe certification stages 1 and 2 using Makewaves.</p>	<p><b>E-Safety</b> -Explore which websites, programs, people we can trust online. -Find and email a trusted source to gain more information on a topic.</p>
		<p><b>E-Safety</b> -Create TV documentary to inform younger classes of e-safety implications on devices.</p>	

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<ul style="list-style-type: none"> <li>✓ Be discerning in evaluating digital content</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>-Create a hyperlinked powerpoint quiz on 'All living things'</li> <li>- Plan, create, edit and refine an audio book recording of a classic poem or part of book, or of their own writing, complete with sound effects to enhance the atmosphere</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>-Create class wikis for use as revision aids.</li> <li>- Use a Google Advanced search engine to find information</li> <li>-Use web-based audio and video resources in the study of persuasive language.</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>-Use iMovie to film, edit and produce documentary including interviews as well as reporting segments.</li> <li>- Use a light sensor to see how changing the battery or wire in a circuit affect the brightness of the bulb</li> <li>-Find 'news' information from different viewpoints and validate information. Skim and select information checking for bias</li> <li>Compare how different schools and events.</li> </ul> 			
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>✓ Use running, jumping, catching and throwing in isolation and in combination</li> <li>✓ Play competitive games, applying basic principles</li> <li>✓ Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>✓ Take part in Outdoor &amp; Adventurous activities</li> <li>✓ Compare performances to achieve personal bests</li> </ul>	<p>Basketball, Netball, Football Swimming proficiency at 25m</p>	<p>Dance, Gymnastics, Yoga Swimming proficiency at 25m</p>	<p>Handball, Tag rugby</p>	<p>Hockey, Short tennis, Badminton</p>	<p>Fitness, Athletics with Personnel Best</p>	<p>Cricket, Orienteering, Rounders Swimming proficiency at 25m</p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>✓ Perform with control &amp; expression solo &amp; in ensembles</li> <li>✓ Improvise &amp; compose using dimensions of music</li> <li>✓ Listen to detail and recall aurally</li> <li>✓ Use &amp; understand basics of staff notation</li> <li>✓ Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>	<p>Continue with Ukulele to accompany a song.</p>	<p>Djembe drums to accompany a song Song for food</p>	<p>End of year show and look at American/British song/anthems.</p>			

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<b>Spanish</b> <ul style="list-style-type: none"> <li>✓ Listen and engage</li> <li>✓ Engage in conversations expressing opinions</li> <li>✓ Speak in simple language and be understood</li> <li>✓ Develop appropriate pronunciation</li> <li>✓ Present ideas &amp; information orally</li> <li>✓ Show understanding in simple reading</li> <li>✓ Adapt known language to create new ideas</li> <li>✓ Describe people, places &amp; things</li> <li>✓ Understand basic grammar, e.g. gender</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revising greetings &amp; basic information about ourselves</li> <li>✓ Objects in the classroom (how many and colours)</li> <li>✓ This is my family (introducing &amp; describing family members &amp; pets)</li> <li>✓ Speaking, listening, reading &amp; writing</li> <li>✓ Songs, rhymes &amp; poems</li> <li>✓ Letter to link school in Spain &amp; Skype session</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily routines</li> <li>✓ Telling the time</li> <li>✓ A day in school</li> <li>✓ Speaking, listening, reading &amp; writing</li> <li>✓ Skype &amp; letter with link school in Spain</li> </ul>	<ul style="list-style-type: none"> <li>✓ Around the town</li> <li>✓ Going to the shops</li> <li>✓ My suitcase</li> <li>✓ Speaking, listening, reading &amp; writing</li> </ul>
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## Yearly Objectives

<b>English</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>✓ Read a broad range of genres</li> <li>✓ Recommend books to others</li> <li>✓ Make comparisons within/across books</li> <li>✓ Support inferences with evidence</li> <li>✓ Summarising key points from texts</li> <li>✓ Identify how language, structure, etc. contribute to meaning</li> <li>✓ Discuss use of language, inc. figurative</li> <li>✓ Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>✓ Use knowledge of morphology &amp; etymology in spelling</li> <li>✓ Develop legible personal handwriting style</li> <li>✓ Plan writing to suit audience &amp; purpose; use models of writing</li> <li>✓ Develop character &amp; setting in narrative</li> <li>✓ Select grammar &amp; vocabulary for effect</li> <li>✓ Use a wide range of cohesive devices</li> <li>✓ Ensure grammatical consistency</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>✓ Use appropriate register/ style</li> <li>✓ Use the passive voice for purpose</li> <li>✓ Use features to convey &amp; clarify meaning</li> <li>✓ Use full punctuation</li> <li>✓ Use language of subject/object</li> </ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>✓ Use questions to build knowledge</li> <li>✓ Articulate arguments &amp; opinions</li> <li>✓ Use spoken language to speculate, hypothesise &amp; explore</li> <li>✓ Use appropriate register &amp; language</li> </ul>
<b>Mathematics</b>	<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>✓ Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>✓ All written methods, including long division</li> <li>✓ Use order of operations (not indices)</li> <li>✓ Identify factors, multiples &amp; primes</li> <li>✓ Solve multi-step number problems</li> </ul> <b>Algebra</b> <ul style="list-style-type: none"> <li>✓ Introduce simple use of unknowns</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>✓ Confidently use a range of measures &amp; conversions</li> <li>✓ Calculate area of triangles / parallelograms</li> <li>✓ Use area &amp; volume formulas</li> <li>✓ Classify shapes by properties</li> <li>✓ Know and use angle rules</li> <li>✓ Translate &amp; reflect shapes, using all four quadrants</li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>✓ Use pie charts</li> <li>✓ Calculate mean averages</li> </ul>	<b>Fractions, decimals &amp; percentages</b> <ul style="list-style-type: none"> <li>✓ Compare &amp; simplify fractions</li> <li>✓ Use equivalents to add fractions</li> <li>✓ Multiply simple fractions</li> <li>✓ Divide fractions by whole numbers</li> <li>✓ Solve problems using decimals &amp; percentages</li> <li>✓ Use written division up to 2dp</li> <li>✓ Introduce ratio &amp; proportion</li> </ul>

