



Year 6 Long Term Planning

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	The Lady of Shalott Dracula	The Journey Polar Express	A Monster Calls	Comic	Comic	Running on Empty
Writing Genres						
Fiction	Letter writing Diary entry Poetry – imagery	Flashback Point of view Descriptive language	Setting description Letter writing Playscript	Writing in role Character description	Action narrative Recount	Letter writing
Non-fiction	Journalistic writing	Persuasion Balanced argument	Discussion Balanced argument	News report Informal writing	Explanation Biography	News report Advisory writing Manifesto



<p>Cross curricular writing opportunities</p>	<p>Science- Non-chronological report – Classification of animals.</p> <p>Geography - Travel guide – Whitby</p>	<p>Science - Biography – Carl Linnaeus</p> <p>Geography- News report – Holbeck Hall</p>	<p>History - Non-chronological report – Hitler's rise to Power.</p> <p>History - Autobiography – Adolf Hitler.</p>	<p>History - Non-chronological report – Events of WW2.</p>	<p>Science - Fact file – Charles Darwin</p>	<p>History - Narrative in the style of Arabian nights.</p> <p>History - Fact file – Genghis Khan</p> <p>History - News report - Mongol invasion of Baghdad.</p>
<p>Maths</p>	<p>Mental arithmetic Place Value Number: Addition, subtraction, multiplication and division</p>	<p>Mental arithmetic Fractions Geometry: Position and direction</p>	<p>Mental arithmetic Fractions, decimals and percentages. Algebra Measurement: Converting Units</p>	<p>Mental arithmetic Perimeter, area and volume. Ratio Geometry: Properties of shapes.</p>	<p>Mental arithmetic Problem solving Statistics</p>	<p>Mental arithmetic Investigations</p>
<p>Cross-curricular maths links</p>	<p>Geography – Coordinates & measurement.</p>	<p>Geography - Data handling – <i>Holderness case study.</i></p>				



Science	All living things including microorganisms	Electricity	Living things and their habitats.	Light	Evolution and heritance	Evolution and heritance
	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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>	<p>To 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.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p>	<p>To recognise that light appears to travel in straight lines</p> <p>To 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</p> <p>To 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>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</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>



History	-	-	World War 2 To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	World War 2 They should construct informed responses that involve thoughtful selection and organisation of relevant historical information To understand a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	SATs preparation	Islamic Civilisation A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900.
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Geography	<p>How is our world always changing? (Links to Whitby & East Coast)</p> <p><u>Locational knowledge</u></p> <p>To understand how geographical features such as coasts, rivers and mountains and how they have changed over time.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>I can find the same place on an atlas and a globe.</p> <p>Holderness case study.</p>	<p>Local area World War</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	-	SATs preparation	<p>Islamic Civilisation Baghdad study.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>I can find the same place on an atlas and a globe.</p>
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Art	John Freeman water colours (Link to Whitby coastline) To understand great artists, and designers in history.	Drawing. To improve their mastery of art and design techniques, including drawing .	Printing - Relief printing Battles To improve their mastery of art and design techniques, including printing .	Planning & designing Anderson Shelters To improve their mastery of art and design techniques, including drawing .	-	Islamic Civilisation Collage To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 3D Art Map of Baghdad To know about great artists, architects and designers in history
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<p>Design Technology</p>	<p>-</p>	<p>Geography- Lighthouses Electrical circuits</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>History - Wartime Loaf</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>History- Creating Anderson Shelters</p> <p>To understand how key events and individuals in design and technology have helped shape the world- air raid shelters.</p> <p>Making money boxes - PSHE</p> <p>To 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.</p>	<p>PSHE - Create a healthy meal/ smoothie</p> <p>Understand and apply the principles of a healthy and varied diet</p>	<p>History - Islamic Civilisation To recreate the original layout of Baghdad.</p> <p>Explore Learn about how key events and individuals in design and technology have helped shape the world.</p> <p>Design Use their research to develop their own design criteria. Make Measure and mark materials with increased accuracy, before cutting.</p> <p>Evaluate Identify and discuss the strengths of their product.</p>
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<p>Music Charanga Scheme)</p>	<p>Singing Autumn 1 Happy . (see planning summary) Autumn2 Classroom jazz 2</p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>		<p>Composing Spring 1 A New Years Carol Spring 2 You've got a friend. (see planning summary)</p> <p>To improvise and compose music for a range of purposes using the Inter-related dimensions of music.</p>		<p>Understanding musical notation Summer 1 Music and Me. Summer 2 . Leavers Assembly.</p> <p>Use and understand staff and other musical notations. Recap theory and introduce keyboard skills.</p>	
<p>French (KS2)</p>	<p>Notre école (Our school)</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Notre monde (Our world around us)</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p>	<p>Monter un café (setting up a café)</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>-</p>	<p>-</p>	<p>Quoi de neuf? (What's in the news?)</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; 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.</p>



PSHE Topic & key Learning Challenge	Belonging	Keeping safe	Getting along and falling out	Money and work	Healthy lifestyles and healthy mind	Healthy relationships and growing up
Online safety	Using computers at Farnham	Internet safety How rules and age restrictions help us.	Online actions to others.	How to report concerns	Rationing time spent online	Online relationships
British Values	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
	Valuing diversity; challenging discrimination and stereotypes.	Recognising and managing pressure; consent in different situations Keeping personal information safe; regulations and choices; drug use and the law; drug and the media.	Expressing opinions and respecting other points of view, including discussing topical issues	Influences and attitudes to money; money and financial risks	Understanding what affects mental health and ways to take care of it; managing change, loss and bereavement.	Human reproduction and birth; increasing independence; managing transition



<p>Religious Education</p>	<p>Sacred texts Buddhism</p> <p>Why are certain people, places and times sacred?</p>	<p>Sacred texts Christianity</p> <p>Why are certain people, places and times sacred?</p>	<p>Sacred people Buddhism</p> <p>Why do people need to express their beliefs?</p>	<p>Sacred people Christianity</p> <p>Why do people need to express their beliefs?</p>	<p>Pilgrimage Sacred Places Buddhism</p> <p>Why are there different beliefs about God?</p>	<p>Pilgrimage Sacred Places Christianity</p> <p>Why are there different beliefs about God?</p>
<p>Computing</p>	<p>Databases and spread sheets</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Espresso coding</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Building games</p> <p>To 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.</p>		<p>SATs preparation</p>	<p>Combine audio and video. Editing other media and films.</p> <p>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 and systems</p>



<p>PE</p>	<p>Games Keep Fit</p> <p>Use running, jumping, throwing and catching in isolation and in combination to play competitive games, modified where appropriate</p>	<p>Gymnastics Hockey</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dance Benchball</p> <p>To perform dances using a range of movement patterns.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>To play competitive games modified where appropriate.</p>	<p>Football Agility, Balance, Coordination.</p> <p>To play competitive games, modified where appropriate</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Striking and fielding Gymnastics</p> <p>Use running, throwing and catching in isolation and in combination.</p> <p>Play competitive games modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Athletics.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Debating/Circle Time</p>	<p>Gather ideas for/against</p> <p>Strategies for organising ideas</p>	<p>How to structure a debate</p> <p>Understanding roles within a debate.</p>	<p>Preparing for a debate</p> <p>Taking on roles</p>	<p>Anticipating the other team's responses.</p>	<p>Hold debates</p>	<p>Hold debates</p>



Educational Visits, Visitors, Experiences						
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