



Year 6 Long Term Planning 2023-24

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
Value	Pride	Confidence	Respect	Equality	Belief	Trust & responsibility
British values	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
Core texts	The Journey - Francesca Sana (PoR)	Dracula - Pop-up Tale Clare Beaton	Archie's war - Marcia Williams	When the sky falls Phil Earle	Cosmic - Frank Cottrell- Boyce	1001 Arabian Nights The Lady of Shalott - Alfred Tennyson
Writing Genres						
Fiction	Writing to entertain: Setting description Writing to entertain: Letter writing Writing an information text	Writing to entertain: Blog - diary Writing to entertain: Monologue Character description	Writing to entertain: Historical fiction narrative Writing to inform: Informal letter	Writing to entertain: Diary entry Writing to entertain: Historical narrative - alternative ending	Writing to entertain: Action narrative Writing to inform: Formal letter Recount Writing to entertain:	Writing to entertain: Serialised story Comic Book Writing to entertain: Playscript - (LoS)



	Whitby travel brochure Writing to entertain: Poetry – visual (shape)	Writing to entertain: Dilemma story			Rhyming poetry - rap	
Non-fiction	Writing to inform: News report Writing to inform: Non-chronological report (Whitby)	Writing to discuss: Balanced argument	Writing to persuade: Persuasive speech	Writing to inform: Non-chronological report (Evacuees)	Writing to inform: Informative text - Gobi desert	Writing to persuade: Film review
Cross curricular writing opportunities	Geography - Whitby report Informative leaflet - dummies guide to looking after yourself Remembrance Day Poetry	Science -Biography – Mary Anning	History - Non-chronological report – WWI events Double page Presentation about the local history WWI	History - Biography – Anne Frank Video blog - Kindertransport Science- Non-chronological report – Classification of animals.	Annotated model of the eye	History- Comparison of Baghdad and Ludenberg 900AD Podcast - golden age of Islam Science - Biography – Nikola Tesla



Maths	Mental arithmetic Place Value Number: Addition, subtraction, multiplication and division	Mental arithmetic Fractions Geometry: Position and direction	Mental arithmetic Fractions, decimals and percentages. Algebra Measurement: Converting Units	Mental arithmetic Perimeter, area and volume. Ratio Geometry: Properties of shapes. Abraham Sharp- Polygons	Mental arithmetic Problem solving Statistics	Mental arithmetic Investigations
Cross-curricular maths links	Geography – Coordinates & measurement.	Geography - Data handling – <i>Holderness case study</i> . Greenhouse gases- Bradford Council data	History - Statistics - WW casualties Science - statistics (species variation)	History - stats	Measurement and statistics- light LUX graphs	Geometry- History Islamic art Algebra- Islamic mathematicians Timelines in history
Science	Animals and living things Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood	Evolution and heritage Recognise that living things have changed over time and that fossils provide information about living things that inhabited the	Evolution and heritage Identify how animals and plants are adapted to suit their environment in different ways and that	All living things including microorganisms Describe how living things are classified into broad groups according to common observable	Light To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit



	<p>vessels and blood.</p> <ul style="list-style-type: none"> • 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. 	<p>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>adaptation may lead to evolution.</p>	<p>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>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>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>History</p>	<p>PSHEE- Challenging discrimination -Black History Month (PHSE) 'Proud to be'</p> <p>English Curriculum Day-</p>	-	<p>World War 1</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>World War 2</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>		<p>Islamic Civilisation</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization,</p>



	Remembering the Indian Soldiers of WWI and WWII -		To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	To understand a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		including a study of Baghdad c. AD 900.
Geography	<p>How is our world always changing? (Links to Whitby & East Coast)</p> <p><u>Locational knowledge</u> To understand how geographical features such as <i>coasts and rivers</i>, and how they have changed over time. To identify key topographical features.</p> <p><u>Human and Physical Geography</u> To understand and describe key aspects of the water cycle, the distribution of natural resources including water and energy.</p> <p>Geographical Skills and Fieldwork</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</p>			



	<p>I can find the same place on an atlas and a globe. To measure, observe, record and present information using technology and sketch maps.</p> <p>Holderness case study.</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom</p>			
Art	<p>Seascapes - How can paint represent feelings? John Freeman Watercolours Katsushika Hokusai, Monet, Ivan Aivazovsky,</p> <p>Content - describe the art. Look at social, historical factors that affect the work.</p> <p>Process - when and how the art was made. What materials and techniques are used.</p> <p>Formal elements- line, tone, colour, shape, form, composition, pattern, texture</p> <p>Mood - emotions conveyed</p>	<p>Rob McDonald Wasted 1914</p> <p>Monoprinting - Screen/Relief printing War</p> <p>To improve their mastery of art and design techniques, including printing..</p>			<p>Islamic Civilisation Collage</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Yahya ibn Mahmud al Waisiti <u>Islamic Civilisation Collage</u></p>



					<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><u>Islamic Calligraphy</u> Al-Muqla Ibn-al-Bawaab Hassan Massoudy</p> <p>To know about great artists, architects and designers in history British Artist Zarah Hussain's -Numina Toystudio's Bloom Aya Murad</p>
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<p>Design Technology</p>		<p>Geography - To make a working RNLI boat that moves. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</p>			<p>Business Enterprise Learn about: Business design market research and product creation. Bank account, ledger, income and expenditure, profit. Make a pencil case to sell at the fair. To cut and stitch using a pattern. Attach a fastening. Include a seam allowance. Incorporating a fastening component</p>	<p>PSHEE - Create an Iraqi meal. Understand and apply the principles of a healthy and varied diet</p>
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		aimed at particular individuals or groups.			-button/zip/press stud. Mood board, pattern cutting, design and plan, research	
Music Charanga Scheme)	Singing Sea Shanty Dracula Autumn 1 Happy . (see planning summary) Autumn2 Classroom jazz 2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression		Composing World War Songs Spring 1 A New Years Carol Spring 2 You've got a friend. (see planning summary) To improvise and compose music for a range of purposes using the Inter-related dimensions of music.		Understanding musical notation Summer 1 Music and Me. Summer 2 . Leavers Assembly. Arabian Nights Use and understand staff and other musical notations. Recap theory and introduce keyboard skills.	
French (KS2)	Notre école (Our school) Listen attentively to spoken	Notre monde (Our world around us)	Monter un café (setting up a café) Speak in sentences, using	-	-	Quoi de neuf? (What's in the news?) Understand basic grammar



	<p>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>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>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>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>
PSHEE	Belonging	Keeping safe	Getting along and falling out	Healthy lifestyles and healthy mind	Money and work	Healthy relationships and growing up
	Valuing diversity; challenging discrimination and stereotypes	Recognising and managing pressure; consent in different situations Keeping personal	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Influences and attitudes to money; money and financial risks Money workshops	Human reproduction and birth; increasing independence; managing transition



		information safe; regulations and choices; drug use and the law; drug use and the media		time online		RSHE Year 6- Lesson 1- Puberty and Reproduction Lesson 2- Understanding Relationships Lesson 3- Conception and Pregnancy Lesson 4- Communicating in Relationships
Online safety	Self-image and identity	Privacy & security Copywrite & ownership	Online Bullying	Managing Information Online	Health, Well-being & Lifestyle	Online Relationships / Online Reputations
Personal development	To consider response to immigration	To learn from our past	To consider language and freedom of speech		To consider causes of racism	To explore prejudice and discrimination
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 and resolving conflicts.	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
Religious Education	6.1 How can we use Sikh values and commitments in our daily lives? Understand and evaluate concepts such as values (and how they inform religious practice),	6.3 Growing up brings responsibilities Personal quest, starting with an exploration of the responsibilities and opportunities that arise as	6.2 What do Christians believe about Jesus' death and resurrection? Five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship.		6.4 Jewish belief in Kings and Prophets. The covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories,	



	<p>symbols, commitment and service within Sikhism</p>	<p>young people grow into adulthood.</p>			<p>celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets; about the great festivals of Rosh Hashanah, Purim and Hanukkah.</p>	
<p>Computing</p>	<p>Podcast (Creating Media)</p>	<p>Video Creation 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</p>	<p>MicroBits</p>	<p>SATs preparation</p>	<p>Variables in gaming Scratch coding 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</p>	<p>App Prototype</p> <p>Information Technology Presentations</p>



		of programs and systems .			goals, including collecting, analysing, evaluating and presenting data and information.	
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<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>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>



		Understanding roles within a debate.				
Educational Visits, Visitors, Experiences	Whitby RE: Buddhaland		Eden camp	RE: Buddhaland		Local walk