

Year 6 – Long Term Plan

Year 6	School Global theme	Healthy Mind, Healthy Body		Relationships		Living in the Wider World	
	Significant Person	Winston Churchill (T1) & Anne Frank (T2)		Mary Anning		William The Conqueror	Alan Turing
	Anchor Point (Locality Study)	WWII Battle of Britain Memorial		Kearsney Abbey		Dover Castle	
	National & whole school events	9 th September World Read a Book Day 11 th September Roald Dahl Day 21 st September Art Week 28 th September Healthy Eating Week 28 th September Maths Audit 7 th October Harvest 9 th October Pupil Progress Meetings 12 th October Assessment Week 15 th October Provisional Kent Test	4 th -11 th Book Fair 3 rd - 4 th November Parent Partnership Evening 9 th November English Audit week 11 th November Remembrance Day 13 th November Children in Need 16 th November Anti Bullying & Road Safety Week 25 th November no pens Wednesday 27 th November Christmas Craft Day 2 nd December PJ Day 3 rd - 9 th December Nativity 7 th December Assessment Week 11 th December Christmas Fayre 14 th December Christmas Dinner 16 th December – Trust Christmas Concert 18 th December – Christmas Jumper Day & Christmas Assembly	25 th January Maths Audit Week 1 st February Mental Health Week 1 st February Assessment Week 9 th February Safer Internet Day 12 th February Chinese New Year Shrove Tuesday	4 th March World Book Day – Dress Up 8 th March Science Week 9 th & 10 th Primary Dance Festival 15 th March Shakespeare Week 17 th March St Patricks Day 19 th March Comic Relief 22 nd March Assessment Week 30 th - 31 st March Parent Partnership meetings Easter	SATS TERM 19 th April Inset day Staff in 6 th April Mock SATs 3 rd – 31 st May Key Stage 1 SATs 10 th -14 th May Key Stage 2 SATs World Earth Day Book Week	7 th June Multiplication Screening 7 th June Year 1 Phonics 14 th June Assessment Week 21 st June Sports Week 28 th June Enterprise Week 1 st July Common Transfer day 2 nd July Summer Fayre 7 th – 8 th July Parent Partnership meeting 14 th July Graduation 15 th July Prom 16 th July Leavers Service
Assemblies	Harvest	Anti-Bullying Week Remembrance Day Children in Need Nativities	Safer Internet Day Shrove Tuesday	Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week	
Theme	'Difficulties mastered are opportunities won!' Winston Churchill		'Look at the world with quiet inquisitive eyes!' Mary Anning		'Never accept what can be gained by giving in!' King William	'We can only see a short distance ahead, but we can see plenty there that needs to be done!' Alan Turing	
Term	Term 1 (8 weeks) 1.9.20 - 23.10.20	Term 2 (7 weeks) 2.11.20 - 18.12.20	Term 3 (6 weeks) 4.1.21 - 12.2.21	Term 4 (6 weeks) 22.2.21 - 1.4.21	Term 5 (6 weeks) 19.4.21 - 28.5.21	Term 6 (6 weeks) 7.6.21 - 16.7.21	

English	<p>Recount – diary entries Instructions – gas masks, evacuation, recipes, periscope (6A) Persuasion – evacuation, hiding place, escape Non-Chronological Reports - formal letters, information posters Narrative – alternative endings, characters own stories Biography – fact file/social media pages</p>	<p>Narrative – extending chapters, prequels/sequels Persuasion – missing person, buy fossils/art Poetry – rhyme and imagery – she sells seashells Chronological Reports – newspaper articles Non- Chronological Reports– informal letters, information file Discussion – conservation/extinction</p>	<p>Chronological Reports – castle history Recount/Narrative – invasion Persuasion – World Earth Day</p>	<p>Discussion text – spying, breaking codes Instructions – how to crack a code Instructions – how to survive Year 6 Non-chronological – my time at White Cliffs Poetry – leavers songs, poems (moving on)</p>		
Quality Text	<p>Goodnight Mr Tom – Michelle Magorian The Diary of Anne Frank – Anne Frank *The Lion & The Unicorn – Shirley Hughes reading recovery T1 *Rose Blanche – Christophe Gallaz reading recovery T2 Letters from the Lighthouse - Emma Carroll (Class Reader)</p>	<p>Journey to the River Sea – Eva Ibbotson On The Origin of the Species – Sabina Radeva Great Adventurers – Alastair Humphreys * SPAG focus Viking Boy – Tony Bradman (Class Reader)</p>	<p>Horrible Histories Cracking Castle – Terry Deory The Watertower – Gary Crew * SPAG focus Evil English Castles – David Gall No Ballet Shoes in Syria – Catherine Bruton (Class Reader)</p>	<p>Marshall Armstrong Is New to Our School – David Mackintosh. No Ballet Shoes in Syria – Catherine Bruton (Class Reader)</p>		
Mathematics	<p>Planning primarily from gap analysis, but also to include: Geometry – nets Translation and reflection in all 4 quadrants Decimals to 3dp Ratio and proportion Algebra Pie charts</p>	<p>Planning primarily from gap analysis</p>	<p>Planning primarily from gap analysis</p>	<p>Planning primarily from gap analysis</p>		
Science	<table border="0"> <tr> <td> <p>Light</p> <ul style="list-style-type: none"> 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 </td> <td> <p>Electricity</p> <ul style="list-style-type: none"> 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 <p><i>planning different types of scientific enquiries to answer questions, including recognising and controlling</i></p> </td> </tr> </table>	<p>Light</p> <ul style="list-style-type: none"> 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 	<p>Electricity</p> <ul style="list-style-type: none"> 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 <p><i>planning different types of scientific enquiries to answer questions, including recognising and controlling</i></p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> 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 <p><i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs – scatter graphs for pulse rates</i></p> <p><i>using test results to make predictions to set up further comparative and fair tests</i></p> <p><i>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i></p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> 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 <p><i>identifying scientific evidence that has been used to support or refute ideas or arguments – Evolution simplify to examples sabre tooth tiger/ woolly mammoth</i></p>
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			<i>variables where necessary – circuits diagrams</i>			
Geography	<p>Map Work/Fieldwork</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><i>Map skills, scale and distance, enquiry</i></p>	<p>Human Geography: Economic Activity</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>human geography, enquiry</i></p>	<p>Physical Geography: Coastal Erosion</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>physical geography, locational knowledge stages in erosion, defences, Dover seafront/local area protection</i></p>	<p>Human Geography: Importance of Coast and Coastal positioning</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><i>locational knowledge</i></p>		
History	<p>World War 2</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 To place current study on timeline in relation to other studies. To be aware that different evidence will lead to different conclusions. For example: The source omits to mention...which can be clearly seen when reviewing the letter received from an evacuee... To recognise primary and secondary sources. To use a range of sources to find out about an aspect of time past. To communicate their knowledge and understanding. 	<p>Vikings</p> <ul style="list-style-type: none"> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>This could include:</p> <ul style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p>	<p>The Legacy of Dover Castle</p> <ul style="list-style-type: none"> a local history study To sequence up to 10 events on a timeline. To use relevant dates and terms, e.g. Dover Castle was first recorded in the Domesday book, yet it is believed there has been a fortification in place for over 2000 years. To use a range of sources to find out about an aspect of time past. To bring knowledge gathered from several sources together in a fluent account. To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To know key dates, characters and events of time studied. 			
Art	<p>Drawing</p> <ul style="list-style-type: none"> to create sketch books to record their observations 	<p>Textiles/Collage and Printing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques with a range of materials to learn about great designers in history. 	<p>3D Form</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including 	<p>Painting</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including painting with a range of materials 		

	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal] to learn about great artists in history. <p><i>mastery of techniques: Drawing, explore and develop ideas: sketchbooks, explore and develop ideas, use of ICT soldiers' drawings in the trenches, sketching by observation</i></p>	<p><i>mastery of techniques: Textiles/Collage, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i></p> <p><i>linked to History- Viking clothing, sails, patterns etc, printing symbols</i></p>	<p>sculpture with a range of materials</p> <ul style="list-style-type: none"> to learn about great architects and designers in history. <p><i>mastery of techniques: 3D Form, evaluate and build on ideas</i></p>	<ul style="list-style-type: none"> to learn about great artists and designers in history. <p><i>mastery of techniques: Painting, evaluate and build on ideas: sketchbooks</i></p>		
D&T	<p>Food Tech</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities understand how key events and individuals in design and technology have helped shape the world <p><i>working with tools, equipment, materials and components to make quality products: Food Tech</i></p> <p><i>rationing, WW2 foods/meals, dig for victory campaign etc.</i></p>	<p>Textiles</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><i>working with tools, equipment, materials and components to make quality products: Textiles</i></p> <p><i>linked to History and Art- Viking clothing, sails, patterns etc, exploring materials</i></p>	<p>3D Form</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><i>working with tools, equipment, materials and components to make quality products</i></p>	<p>Enterprise Week</p> <ul style="list-style-type: none"> 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 investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>developing, planning and communicating ideas, evaluating processes and products</i></p>		
MFL	<ul style="list-style-type: none"> This is France Let's Visit a French Town 			<ul style="list-style-type: none"> All in a Day Let's Go Shopping 		
PE	<p>Games Attacking and Defending Tactics (Focus Basketball/Netball)</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Dance</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Games Badminton</p>	<p>Games Cricket Focus</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Athletics</p>
Computing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p><i>online safety</i></p> <p><i>linked to Safer Internet Day</i></p>	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><i>data handling, coding and algorithms</i></p>			

	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p><i>sound and music, digital images, research, understanding technologies</i></p> <p><i>making presentations and podcasts linked to History</i></p>		<i>databases, linked to History and Fieldwork</i>	
Music	<ul style="list-style-type: none"> develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory <p><i>aural and theoretical knowledge, composing, cultural development, evaluation, music ICT</i></p> <p><i>linked to History</i></p>		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p><i>performing skills: singing, cultural development, composing, personal development</i></p> <p><i>Leaver's production/performance</i></p>	
RE	<ul style="list-style-type: none"> Christianity – guidance and moral codes in difficult times 	<ul style="list-style-type: none"> Different expressions of beliefs – art, architecture, charity, behaviour, values 	<ul style="list-style-type: none"> Christianity and Humanists – what matters most 	<ul style="list-style-type: none"> Religious and non-religious beliefs – live after death
RSE	Families and Friendships Safe Relationships Respecting Ourselves and Others	Belonging to a Community Media Literacy and Digital Resilience Money and Work	Physical Health and Mental Wellbeing Growing and Changing Keeping Safe	