

Year 6 Long Term Plan

	Game Designer	Destination Dilemma	Blood	Have we always looked like this?	The Light At The End of The Tunnel	The Islamic Civilisation
Science	<p>Electricity 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> <p>Scientific Skills Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data</p>		<p>Animals including humans 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> <p>Scientific Skills Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with</p>	<p>Evolution and inheritance 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. Living Things and their habitats 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</p>	<p>Light 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> <p>Scientific Skills Planning different types of scientific</p>	

	<p>and results of increasing complexity using scientific diagrams and labels. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>		<p>increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, tables and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>classifying plants and animals based on specific characteristics. Scientific Skills Recording data and results of increasing complexity using classification keys and tables. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from</p>	
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					enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
Geography		<p>Locational knowledge Locate London and the Alpine Region focusing on key physical and human characteristics, countries, mountains, rivers, land use and economic activity.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Human and Physical</p>	<p>Locational knowledge Locate the world's countries</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones</p>			<p>Locational knowledge Locate the world's countries, using maps to focus on the spread of Islam. Identify the position in relation to the Equator.</p>

		<p>Geography Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains. 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> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key</p>				
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		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.				
History						<p>A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900</p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
Design Technology	Design Use research and develop design criteria to inform the design of		Cooking and Nutrition Understand and apply the principles of a healthy and			

<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</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>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles</p>		<p>varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>			
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<p>and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate 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 Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and</p>					
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	motors]					
Art		To create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing and painting- water colours. Find out about great artists, architects and designers in history- Monet.		Improve their mastery of art and design techniques, including sculpture with a range of materials - sculpture. About great artists, architects and designers in history – Picasso.	Improve their mastery of art and design techniques, including drawing with a range of materials - charcoal	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – clay. Find out about great artists, architects and designers in history.
Music		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.		
Music – Charanga and Musical Futures	Happy Instrument - Glockenspiel		Classroom Jazz 2 Instrument - Glockenspiel		You've Got a Friend Instrument - Glockenspiel	
PE	Invasion games – hockey and netball	Compose, perform and evaluate dances	Develop flexibility, strength, technique,	Net games -Tennis and badminton	Striking games –Cricket and	Outdoor and Adventure Take part in outdoor and

<p>Link running, jumping, throwing and catching in combination with coordination and control Play and compete in competitive games Choose and communicate tactics for attacking and defending Receive and accurately pass the ball at distance and with increased power, with the feet and hands as appropriate. Show confidence in using ball skills in various ways, and link these together effectively at speed, selecting according to the game situation (e.g. dribbling in different directions using varied feet positions, bouncing, shooting, turning and controlling the ball effectively). Uses running, jumping, throwing and catching in isolation and in combination in appropriate ways according to the game situation. Perform and combine</p>	<p>using a range of movement patterns in a specific style. Explore, improvise and combine movement ideas in different styles, fluently, effectively and creatively - on their own, with a partner and in a small group. Show controlled movements which express emotion and feeling. Compose motifs, sections and whole dances by adapting and developing a variety of movements. Perform with expression, accuracy and fluency. Select their own music, style and dance based on interests.</p>	<p>control and balance Combine and perform gymnastic actions, shapes, balances (including pair balances) and rolls more fluently and effectively, ensuring actions are clear, accurate and consistent, on their own, with partners or small groups. Develop longer and more complex gymnastic sequences by understanding, choosing and applying a range of compositional principles, including changes in height, speed and direction. Set sequences to specific timings and strictly adhere to them - individually, with a partner or in a small group. Work with a small group to create, repeat and improve a sequence with multiple phrases, including matching and mirroring.</p>	<p>Play and compete in competitive games Demonstrate and develop the use of the correct grip of the racket and understand how to get into the ready position for striking a tennis ball or shuttlecock. Use good hand-eye coordination to contact a tennis ball or shuttlecock with the middle of the racket in forehand and backhand shots Understand and use the correct under-arm serve in badminton and over-arm serve in tennis. Develop backhand and forehand ground shot techniques in tennis. Develop an understanding of the impact of an overhead shot, and use it to win points during play.</p>	<p>rounders Play and compete in competitive games Link running, jumping, throwing and catching in combination Utilise a range of throwing techniques appropriately and under pressure in a game situation, including a safe and effective over-arm throw. Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball under pressure in game situations. Use ABC (agility, balance, coordination) to accurately and quickly track and stop a small ball when fielding, and apply this in a game situation. Exercise control over batting technique and</p>	<p>adventurous activity challenges both individually and within a team Work with others collaboratively in defined roles to solve more complex problems. Take responsibility for a role in a group. Use maps, symbols and compasses to develop confident orientation of the school site and beyond. Design a challenging orienteering course that is easy to follow.</p>
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	<p>basic hockey skills such as dribbling and push pass at increased speed and over longer distances. Develop a range of netball skills such as accurate shooting, marking, pivoting, dodging, blocking and bounce pass. Keep possession of balls during games situations at appropriate times and passes in others. Defend and attack tactically by anticipating the direction of play. Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball). Play effectively in a variety of positions. Work cooperatively and tactically with others in a team.</p>			<p>Understand and use the drop shot as an attacking shot, successfully aiming for space near the net.</p> <p>Understand and use the lob as an attacking shot, successfully aiming for space near the back of the court.</p> <p>Understand the rules of tennis and badminton and score games accurately.</p> <p>Develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p>	<p>appropriate choice of shot in a game situation. Play in a tournament and work as team using tactics. Learn and play the roles of backstop and wicketkeeper. Develop an understanding of the running rules for cricket.</p>	
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RE	<p>How do Sikhs show commitment? A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship and Spirituality: how individuals and communities</p>	<p>What do Christians believe about Jesus' death and resurrection? A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core</p>	<p>How does growing up bring responsibilities? A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship & Spirituality: how individuals & communities</p>	<p>How do Jews remember the Kings and Prophets in worship and life? Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core</p>
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	<p>express belief, commitment and emotion; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth; C. Investigate how religions and other world views influence morality, identity and diversity, including: 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. Guru Gobind Singh Gurdwara Gobind Marg</p>				<p>beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. Ultimate Questions of belonging, meaning, purpose and truth.</p>				<p>express belief, commitment, emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth. C. Investigate how religions and other world views influence morality, identity and diversity, including: 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>				<p>beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>			
Computing (including Online Safety)	Self-Image and Identity (1)	Spreadsheets (7)	Online Relationships (1)	 Blogging (4)	Online Reputation (1)	Text Adventures (4)	Online Bullying (1)	Networks (3)	Managing Online Information (1)	Quizzing (5)	Health, well-being and Lifestyle (1)	Coding (6)	Privacy and Security (1)	Copyright and Ownership (1)		
PSHE	Me and My Relationships Working together Let's negotiate Solve the friendship problem Assertiveness skills Dan's day Don't force me		Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? -		Keeping Myself Safe Think before you click! Traffic lights Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1)		Rights and Responsibilities Two sides to every story What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers		Being my Best Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1)		Growing and Changing Dear Ash Helpful or unhelpful? Managing change I look great! Media manipulation					

	Acting appropriately It's a puzzle What is sexual harassment?	challenging gender stereotypes	Joe's story (part 2)	Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	What's the risk? (2)	
Language	Classroom routines Revision of clothes vocabulary from Year 4 Revision of family members from Year 4 Occupations Revision of Y4 and Y5 phrases		Revision of adjectives Furniture vocabulary Revision of days of the week and months of the year		Different types of accommodation Transport Holiday destinations	