

Long Term Planning Subject Overview Y6

Subject	Term														
	Autumn 1		Autumn 2		Spring 1			Spring 2				Summer 1		Summer 2	
Maths	Number: place value	Number: addition and subtraction, multiplication, division	Number: fractions	Geometry: position and direction	Number: decimals	Number: percentages	Number: algebra	Measurement: converting units	Number: decimals and percentages	Measurement: perimeter, area, volume	Number: ratio	Statistics	Geometry: properties of shape	Consolidation	
English	'Nevermoor' by Jessica Townsend To entertain: Internal Monologue 'Passing Through' Literacy Shed video To entertain: - Action description - Poetic devices		'The Song From Somewhere Else' by A F Harrold To inform: - Diary entries (Francesca's reflections) To entertain: - Setting description (What is behind the door?)		'Nevermoor' by Jessica Townsend To entertain: - Poetry 'Titanium' To inform: - Police incident report To discuss: - Should Tom be held in a research facility?			'The Invention of Hugo Cabret' by Brian Selznick To entertain: - setting description - dialogue - suspense To persuade: - Formal persuasive letter				'Francis' To entertain - Suspense			
	<ul style="list-style-type: none">Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisUse of the semi-colon, colon and dash to mark the boundary between independent clausesUse of the colon to introduce a list and use of semi-colons within listsHow hyphens can be used to avoid ambiguity				<ul style="list-style-type: none">Use of the passive to affect the presentation of information in a sentenceThe difference between structures typical of informal speech and structures appropriate for formal speech and writingThe use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech										
Science	How can we investigate living things in our locality?	Why are living things different? (Everything Changes)	What in the natural world can that be? (Nature Library) <ul style="list-style-type: none">Describe how living things are classified into broad groups		Why do we need our 'Body Pump'? <ul style="list-style-type: none">Identify and name the main parts of the human circulatory system, and describe the functions of the		How can we stay fit and healthy? (Body Health) <ul style="list-style-type: none">Recognise the impact of diet, exercise, drugs and		What does it take to be 'switched on'? (Danger! Low Voltage) <ul style="list-style-type: none">Associate the brightness of		Can you make light go around corners? (Light up your world) <ul style="list-style-type: none">Recognise that light appears to travel in straight lines				

Long Term Planning Subject Overview Y6

	<p>(Our Changing World)</p> <ul style="list-style-type: none"> Plan a scientific enquiry approach to fieldwork to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment appropriate Record data and results of increasing complexity using tables Report and present findings from enquiries, 	<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>according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics 	<p>heart, blood vessels and blood</p> <ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans 	<p>lifestyle on the way their bodies function</p>	<p>a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
--	---	---	--	---	---	---	---

Long Term Planning Subject Overview Y6

<p>Computing</p>	<p>How do I manage all this data? (spreadsheets)</p> <ul style="list-style-type: none"> • Enter text and numbers into a spreadsheet. • Identify and refer to cells by row and column. • Begin to enter formulae with the SUM function. • Enter formulae into cells. • Edit data and discuss the effect on results. • Use further functions including AVERAGE, MIN and MAX. • Create graphs. • Design their own spreadsheet for a specific purpose. • Enter and edit text, numbers and formulae purposefully and independently. • Understand the advantages of spreadsheets over comparative manual methods. • Explore further functions. • Select data and create graphs with appropriate formatting. • Design appropriately presented spreadsheets to fulfil a specific purpose. 	<p>What does programming have to do with real-life things? (programming physical systems)</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems to operate light sequences and control motors • 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 • Design a program to control my automata (DT LINK) 	
-------------------------	---	---	--

Long Term Planning Subject Overview Y6

<p>Art</p>	<p>Drawing: Making my voice heard</p> <ul style="list-style-type: none"> Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work. 	<p>Painting and mixed media: Artist Study</p> <ul style="list-style-type: none"> Suggest ideas for the meaning behind a picture. Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas. Reflect on personal experiences to convey through their own piece of abstract art. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. 	<p>Craft and Design: Photo Opportunity</p> <ul style="list-style-type: none"> Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas. Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. 	<p>Sculpture and 3D: Making Memories</p> <ul style="list-style-type: none"> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.
-------------------	---	--	--	---

Long Term Planning Subject Overview Y6

			<ul style="list-style-type: none"> - Set up a composition and think about a space that will provide good lighting levels. - Take a portrait that is focused and appropriately framed. - Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. - Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. - Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	
--	--	--	--	--

Long Term Planning Subject Overview Y6

DT	<p>Electrical Systems: steady hand game</p> <ul style="list-style-type: none"> Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case. 	<p>Digital World: Navigating the World</p> <ul style="list-style-type: none"> Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria with basic statements. Identify key industries that use 3D CAD modelling and why. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. Complete a product pitch plan that includes key information 	<p>How can we convert motion to make a toy? ('Automata' – moving mechanisms)</p> <ul style="list-style-type: none"> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Use innovative combinations of electronics and mechanics in product designs. Make products through stages of prototypes, making continual refinements. Convert rotary motion to linear using cams. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Ensure products have a high-quality finish, using art skills where appropriate. Evaluate the design of products so as to suggest improvements to the user experience. <p>How do I build complex physical systems? (Computing -programming physical systems)</p> <ul style="list-style-type: none"> Understand how an algorithm can be used to control a real-world device Design the circuit to control my device (automaton) Design the program to enable my device to follow a set of instructions Connect and control my device
History	<p>How did the Greeks impact the modern western world?</p> <ul style="list-style-type: none"> Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. To place Ancient Greece on a simple timeline along with other significant eras and civilisations. 	<p>Who conquered Mount Everest first? (Extreme Earth)</p> <ul style="list-style-type: none"> To know and understand significant aspects of the history of the wider world. To describe the conditions for people climbing the mountain. To understand who Edmund Hillary and Tenzing Norgay were. To describe how they reached the summit of Mount Everest. To describe what they experienced during their ascent. 	

Long Term Planning Subject Overview Y6

	<ul style="list-style-type: none"> To understand that Ancient Greece consisted of city states and to locate Ancient Greek City States on a map. To compare the rival city states of Athens and Sparta To be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken To understand that much evidence comes from pottery To understand the diversity of life style depending on position within society and know the influence of the large slave population. To understand why Athens was so dominant To explain why the Battle of Marathon was fought and can give reasons for Athens' defeat of Persia To understand the sheer scale and variety of the Greek achievement in so many areas (Olympics, language, theatre, architecture, philosophy) and how this impacts life today 	<ul style="list-style-type: none"> To described what they did when they reached the summit and what happened in the days/weeks following their ascent. 	
Geography	<p>Where is Greece and what is it like?</p> <ul style="list-style-type: none"> To describe the location of Greece and its surroundings and find key given human and physical characteristics. To identify the most important human and physical characteristics and label them on a map. To draw conclusions from analysing statistics (Greek climate) 	<p>How is our world constantly being shaped?</p> <ul style="list-style-type: none"> To describe the location of Mount Everest and to describe and understand key aspects of the physical geography of the mountain. To understand the key features of an OS map including four and six-figure grid references. To understand about the structure of the earth and plate tectonics. To understand that mountains can be formed in different ways. To understand the role of plate tectonics in forming volcanoes. To understand the difference between Constructive, Destructive and Transform plate boundaries. To understand why and how a volcanic eruption happens. To be able to name and locate some of the world's major volcanoes To understand the role of plate tectonics in the formation of earthquakes. To understand that earthquakes have different magnitudes and these have different impacts. 	

Long Term Planning Subject Overview Y6

RE	<p>GOD What does it mean if God is Holy and loving?</p> <p>Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none">To understand what the Bible says about GodTo make connections between the Bible and Christian beliefs in reference to CreationTo understand what the bible teaches us about Creation	<p><u>INCARNATION</u> <u>Was Jesus the Messiah?</u></p> <p>To identify the difference between a gospel and a letter To make connections between the Bible and Christian beliefs in reference to incarnation To understand what the bible teaches us Baptism and the Holy Trinity</p>	<p><u>SALVATION</u> <u>What difference does the resurrection make to Christians?</u> <u>How can following God bring freedom and justice?</u></p> <ul style="list-style-type: none">To explain the significance of Salvation within the big picture of the BibleTo examine the behaviour of witnesses to the resurrection, according to the Bible (Luke 24: 1-49)To make connections between Christian beliefs in the resurrection and how Christians worship on Good Friday and Easter Sunday (Luke 24: 1-49)To explain connections between biblical texts and the idea of god's covenant with his people, using theological termsTo show how Christians put their beliefs about living as the People of God into practice in different ways	<p><u>CREATION / FALL</u> <u>What do Christians believe about where we came from?</u></p> <p>To compare what the Bible says about creation with evolutionist theories</p> <p>To understand Christian beliefs about how sin separates us from God</p>	<p><u>ISLAM: How does the Islamic belief in Akhirah (life after death) help Muslims to lead good lives?</u></p> <p>Explain what the Qu'ran says about life after death</p>	<p><u>ISLAM:</u> Ramadan and Eid RE syllabus sacred texts - words of wisdom</p>
	Music	<p>Heroes of Troy</p> <ul style="list-style-type: none">Develop singing techniques relating to Homer's Iliad <p>Catch up Unit 2 Y4 Blues</p> <ul style="list-style-type: none">Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabularyComparing, discussing and evaluating music using detailed musical vocabulary.	<p>Dynamics, pitch & texture: Theme - Fingal's Cave</p> <ul style="list-style-type: none">Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.Using musical vocabulary correctly when describing and evaluating the features of a piece of music.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.Improvising coherently and creatively within a given style, incorporating given features.	<p>Theme and variations (pop art)</p> <ul style="list-style-type: none">Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical stylesRecognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.Identifying the way that features of a song can complement one another to create a coherent overall effect.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.		

Long Term Planning Subject Overview Y6

	<ul style="list-style-type: none">Improvising coherently within a given style.Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.Suggesting and demonstrating improvements to own and others' work.Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	<ul style="list-style-type: none">Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.Recording own composition using appropriate forms of notation and/or technology.Constructively critiquing their own and others' work, using musical vocabulary.Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.Performing a solo or taking a leadership role within a performance.Performing with accuracy and fluency from graphic and staff notation and from their own notation.Performing by following a conductor's cues and directions.	<ul style="list-style-type: none">Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.Improvising coherently and creatively within a given style, incorporating given features.Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.Constructively critique their own and others' work, using musical vocabulary.Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.Performing with accuracy and fluency from graphic and staff notation and from their own notation.	
French	What time is it? Numbers to 100 Telling the time Daily routine Adverbs of time	What's it like in my house? Rooms in a house Room descriptions- prepositions Song 'on écrit sur les murs'	'How do I get to...?' Places in town Directions around town Verb - aller	Where is French spoken around the world? Cultural understanding Planning a holiday –present tense of aller +infinitive to make near future tense.
French skills	Speaking and listening Listen to and show understanding of more complex sentences containing both familiar and unfamiliar words. Engage in short conversations and express opinions. Use knowledge of phonics and letter strings to pronounce unfamiliar words in a sentence. Manipulate familiar language to present own ideas in more complex sentences. Reading Understand the gist of an unfamiliar text, which includes familiar language. Read and show understanding of a series of complex sentences, which use familiar language. Decode a simple unfamiliar text using grammatical knowledge, context and a bi-lingual dictionary for support. Writing and grammar Write complex sentences manipulating familiar language and using a dictionary to write with increasing accuracy. Conjugate a few high frequency regular and irregular verbs. Use adverbs of time and prepositions.			

Long Term Planning Subject Overview Y6

	<p>Use the present tense of aller +infinitive to make near future tense. Apply all grammatical knowledge learnt to build and write a series of complex sentences independently. Cultural Understanding Understand that many countries around the world speak French. Find out key facts about some of them and discuss similarities and differences with England. Song - 'on écrit sur les murs'</p>					
PE - Games	<p><u>COMPETITIVE GAMES (FOOTBALL AND HOCKEY)</u></p> <ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). - Work alone, or with team mates in order to gain points or possession. - Strike a bowled or volleyed ball with accuracy. - Use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Uphold the spirit of fair play and respect in all competitive situations - Lead others when called upon and act as a good role model within a team. 		<p><u>COMPETITIVE GAMES (ROUNDERS AND TENNIS)</u></p> <ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). - Work alone, or with team mates in order to gain points or possession. - Strike a bowled or volleyed ball with accuracy. - Use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Uphold the spirit of fair play and respect in all competitive situations - Lead others when called upon and act as a good role model within a team. 		<p><u>ATHLETICS</u></p> <ul style="list-style-type: none"> - Combine sprinting with low hurdles over 60 metres. - Choose the best place for running over a variety of distances. - Throw accurately and refine performance by analysing technique and body shape. - Show control in take-off and landings when jumping. - Compete with others and keep track of personal best performances, setting targets for improvement. 	<p><u>ORIENTEERING</u></p> <ul style="list-style-type: none"> - Select appropriate equipment for outdoor and adventurous activity. - Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. - Embrace both leadership and team roles and gain the commitment and respect of a team. - Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. - Remain positive even in the most challenging circumstances, rallying others if need be. - Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
PE - Dance / Gym	Dance: Bollywood	Dance: Charleston	Dance: Latin	Gymnastics How can I perform sequences using a variety of flight or balance?	Gymnastics How can I perform sequences using a travel or rotation?	Gymnastics How can I perform sequences using a variety of balance or shape?

Long Term Planning Subject Overview Y6

	<ul style="list-style-type: none">• Compose creative and imaginative dance sequences.• Perform expressively and hold a precise and strong body posture.• Perform and create complex sequences.• Express an idea in original and imaginative ways.• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none">• travelling• balances• swinging• springing• flight• vaults• inversions• rotations• bending, stretching and twisting• gestures• linking skills. <ul style="list-style-type: none">• Hold shapes that are strong, fluent and expressive.• Include in a sequence set pieces, choosing the most appropriate linking elements.• Vary speed, direction, level and body rotation during floor performances.• Practise and refine the gymnastic techniques used in performances (listed above).• Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault and to swing (remaining upright).	
RSHE	<p>Mental Health and Wellbeing School Council Remembrance Children in Need Os6) Bias Os7) Echo Chambers Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?</p>	<p>Wellbeing C4) How can I be a great citizen? C5) Why is money important? P4) Why do some people take drugs? P5) Where should I get my health information? How do I save a life?</p>	<p>Mental Health and Wellbeing Os8) Does the internet make us happy? C6) Who belongs in our country? C7) What does it mean to be British? G2) How will my feelings change as I get older? Sx2) Sexual reproduction G4) What is menstruation?</p>