Key Stage 2 Year 6 Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bombs, Battles and Bravery 		Voyage of Discovery 		Volcanoes and Earthquakes 	
English	Narrative integrating dialogue (GNMT) Presentation on Inspirational people Narrative poetry	Balanced argument Short story unit Recount poetry	Biography Suspense writing Sonnet	Newspaper report Diary entry Narrative Kennings	Letter Explanation text Haiku	Play script Grimm's fairy tale study Shape poems
Texts	Texts: Goodnight, Mister Tom, Friend or Foe, Black and British, Windrush Boy, Letters from the Lighthouse, The Boy in the Striped pyjamas, Horrible Histories POETRY: The Lady of Shallot, On Flanders fields		Books: Bright storm, On the Origin of Species (Picture book) Darwin's Dragons, Beetle Boy, Ice Trap-Shackleton's adventures POETRY Goblin Market, Belonging Street, On the Move-Poems about migration		Escape from Pompeii, The Pebble in my pocket: A History of our Earth, Survivors Grimm's fairy tales (TBC) POETRY: Cloud busting, This Rock, That Rock: Poems between you me and the moon	
Values	Courage	Generosity	trust and forgiveness	Compassion	Perseverance and Justice	Generosity
Maths	Number: place value Number: four operations Decimals: 3DP, multiply and divide decimals by powers of 10 (Ready to progress (RTP)) Measurement: Convert metric measures (RTP) Number: Fractions		Number: percentages Number: Decimals Number: Ratio (RTP) Number: Algebra (RTP) Four operations: reason from known facts (RTP) Measurement: Perimeter, area and volume Statistics		Number: Fractions (RTP) Geometry: Properties of shape Consolidation Investigations in preparation for KS3	
Science	<u>Electricity</u> To recall circuit symbols for a cell, battery, switch, motor and buzzer. To construct simple circuits using bulbs, motors, buzzers and switches. To recognise and explain what is needed for a circuit to work.	<u>Light</u> To recognise that light appears to travel in straight lines. To explain how a shadow is formed. To explore how to change the size of a shadow.	<u>Evolution and inheritance</u> To understand that although we are similar in many ways, there are also differences between people. To recognise that those differences include eye	<u>Living things and their habitats</u> Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups according	<u>Animals including humans-Blood and transportation</u> To recognise the parts of the circulatory system. To understand the function of some of the parts of the circulatory system.	<u>Animals including humans-The heart and health</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

	To recognise from a diagram whether a circuit will work. To represent circuits with symbols. To change components in a circuit and explain the patterns of change produced. To design and build a circuit that matches a design brief. To explain how the circuit works in detail. To represent circuits scientifically. To consider the impact of various ways of making electricity on the environment. **Working Scientifically** To present findings and conclusions. To plan how to investigate an idea by managing variables. To use results to make predictions and suggest further tests to conduct.	To apply the idea of how light travels to explain how we see things. To explore how light behaves at reflective surfaces. To explore how light can be reflected and bent in various ways. To explore how white light can be split up. To recognise that light is made up of more than one colour. **Working Scientifically** To represent and report on findings. To take accurate measurements. To identify and manage variables in an investigation. To present findings and conclusions from experiments. To use secondary sources to answer questions. To make observations and raise further questions to investigate.	colour, hair colour, height and shoe size. To recognise that offspring resemble their parents in many features. To recognise that we inherit characteristics from our parents. To recognise that offspring are different from each other and their parents. To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring. To recognise that this process is known as natural selection. To understand that living things can change over time. To recognise that fossils provide information about some of those changes. **Working Scientifically** To collect and present data in a variety of ways. To develop research skills and interpret data.	to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). **Working scientifically:** Create your own classification key Use test results to make predictions to set up further comparative and fair tests Report on findings from enquiries, including oral and written explanations, displays of results Record scientific data using diagrams Research and present your findings	To understand the need for a healthy balanced diet. To investigate some effects of exercise on the body. To understand the need for a healthy balanced diet. To explain the effect of drugs on the body. **Working Scientifically** To take and record measurements. To present data in appropriate ways. To use evidence to support or refute an assertion. To analyse data and suggest how it supports ideas about a healthy diet and lifestyle.	Describe the ways in which nutrients and water are transported within 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 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function **Working scientifically** Identify scientific evidence that has been used to support or refute ideas or arguments Record data and results of increasing complexity using scientific diagrams Plan different types of scientific enquiries to answer questions Record data and results of increasing complexity use scientific diagrams and bar graphs

			To recognise that observations can be used to support ideas. To know about the life and work of scientists who discover fossils.			Take measurements, using a range of scientific equipment, with increasing accuracy and precision
History and Geography	<u>History</u> Black History month: Civil Rights-Inspirational People (Harriet Tubman, MLK Jr, Rosa Parks, Ruby Bridges) **Depth Study: Extending pupils' chronological knowledge beyond 1066/local history - The Blitz: all we need to know about World War II?**	<u>Geography</u> The Geography of Conflict - Causes of conflict-impact of conflict on Geography-impact of geography on conflict -Impact of conflict on development <u>History</u> **Thematic Study: Extending pupils' chronological knowledge beyond 1066/local history – Crime and Punishment**	<u>History</u> Books thorough time- how books were made in the past and that stories have been around long before there were books to put them in. Children will also develop their chronological understanding and be able to make links between the past and the present status of books in society.	<u>Geography</u> To develop an enquiry on the Polar region of Antarctica focusing on Shackleton's 1914–17 Endurance Expedition	<u>Geography</u> **Investigating Mountains, Volcanos & Earthquakes** Understand and explain how Mountains are formed Identify and explain the 3 main types of mountains Identify the different parts of a mountain Why do volcanoes erupt? Why do people choose to live in volcanic areas? Understand what an Earthquake is and how Earthquakes occur	<u>Geography</u> Local field work and map skills
Art and Design / DT	<u>Art and design</u> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer	<u>Design Technology</u> Design and make buzzer games. (Electrical systems) Dig out an allotment and plant fruit/veg	<u>Art and Design</u> In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen	<u>Design Technology</u> Food-What could be healthier-From farm to fork. Making and packaging own healthy Bolognese sauce	<u>Art and Design</u> Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images	<u>Design Technology</u> Make an erupting volcano

			composition of special objects before using them to construct a memory box to showcase their work.		and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.	
Safeguarding	Water safety Trusted sites Racism Keeping ourselves and others safe Mobile/online gaming safety Be confident –say no, don't give in to peer pressure, know your own mind Anti-bullying week Vulnerabilities			Fire Safety Online safety week Emotional & physical abuse Road Safety Cyberbullying			Friends/partners Healthy relationships Social networking Mind safe/body safe Emotionally healthy Time to talk, learn to express yourself- Grooming/safe touching/safe spaces
RE	Judaism What does it mean to be a Jew?	Remembrance	How would Christians advertise Christmas? / What does Christmas mean today?	How has the Christian message survived for over 2000 years?	What are the beatitudes and what do they mean to Christians?	Easter Hope	Journey of life and death	Rules and Responsibilities
PSHE/RSE	To set a goal To understand the importance of exercise To explain the risks associated with alcohol To understand the risks associated with cannabis and volatile substance abuse To understand how a parliamentary debate takes place in the House of Commons **Link to Student Council Elections** To understand explain difference and similarities. **Link to Anti-Bullying week** To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online. To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle			To understand what charity is and explain why people donate to charity To fundraise money for a charity To explore the anxieties around transition To understand mental health and how to talk about feelings To understand the importance of sleep To understand the reasons people may be homeless To explain what hidden homelessness is To challenge stereotypes associated with homelessness To explain how to keep safe online To identify who to talk to if you are worried or scared about something To identify risks that they may face To understand what risky behaviours are			To identify the qualities of a good friend To understand how to develop positive self-talk To explore positive friendships and explain what makes a friendship successful To gain basic first aid skills To explain who is in their family, while recognising families are different To understand the physical and emotional changes that happened during puberty To understand healthy on and offline friendships If covering sex education: To understand human reproductive system ***If covering FGM lessons:*** To understand how beauty is portrayed around the world.	

			To challenge gender stereotypes		To know I have the right to say no. ***If you are NOT covering FGM lessons:*** To know the types of difficulties people with dementia may experience To explore ways in which communities can support people living with dementia	
Computing/ E-Safety	***DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING***					
	<u>Online Safety</u> To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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.	<u>Coding with Purple Mash</u> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Lego Coding Robust Structures</u> To design, write and debug programs. To accomplish given goals including collecting, analysing, evaluating and presenting data To solve problems by decomposing them into smaller parts <u>Lego Coding Inspection</u> To program a device that can move on a surface. To test the program and make sure it has motion sensors. To detect ad correct algorithms and program. To design and write a program. To work with variables and various forms of input and output.	<u>Scratch Unit 4: Game</u> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Film Making</u> By the end of the unit chn will be able to plan and write a script using appropriate software. Search for relevant information using appropriate web browsers. Use a digital video camera. Import video files for editing. Links to making a video advert.	<u>Product development – Spreadsheets</u> To 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 To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 By the end of this unit chn should be able to enter text and numbers into a spreadsheet, identify and

						refer to cells by row and column, begin to enter a formula, edit data, create graphs and design their own spreadsheet.
Music	**Happy** Being happy!	**Classroom Jazz 2** Jazz, improvisation and composition	**A New Year Carol** Benjamin Britten's music and cover versions	**You've Got A Friend** The music of Carole King	**Music and Identity**	**Reflect, Rewind & Replay** The history of music, look back and consolidate your learning, learn some of the language of music
PE	**COGNITIVE**	**CREATIVE**	**SOCIAL**	**PHYSICAL**	**HEALTH & FITNESS**	**PERSONAL**
	REAL PE Unit 1 FUNS 9 & 12 REAL GYM – Unit 1	REAL PE Unit 2 FUNS 2 & 3 REAL DANCE – Unit 1	REAL PE Unit 3 FUNS 5 & 7 REAL GYM – Unit 2	REAL PE Unit 4 FUNS 8 & 1 REAL DANCE – Unit 2	REAL PE Unit 5 FUNS 4 & 10 ATHLETICS	REAL PE Unit 6 FUNS 8 & 11 OUTDOOR GAMES
MFL – French	Prepositions/Directions En Ville Continuing on with Verb Conjugations Read-Alouds	Prepositions/Directions En Ville Continuing on with Verb Conjugations Read-Alouds	Questions Writing sentences with questions (verb conjugations) Around the World	Questions Writing sentences with questions (verb conjugations) Around the World	Review of all concepts Daily Routine	Review of all concepts Daily Routine
Enrichment	Battle of Britian Bunker		Iver Nature Study Centre		Paccar Scout Camp residential trip	