

Year 6 Long Term Plan 2016-17

Term Length (Whole School Focus)	Autumn 1 7 weeks (Respect)	Autumn 2 7 weeks (Tolerance)	Spring 1 6 weeks (Law)	Spring 2 5 weeks (Democracy)	Summer 1 7 weeks (Liberty)	Summer 2 6 weeks (My Values)
<b>Learning challenge</b>	<p>How did Hitler's invasion of Europe impact on Britain?</p> <p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history</p>	<p>Were the Vikings always victorious and vicious?</p> <p>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Rainforest or Jungle?</p> <p>(South America)</p> <p>-location knowledge</p> <p>-geographical skills and fieldwork</p>	<p>All the World's a Stage</p>		
<b>Our Values</b>	<p><b>Respect: 6:2,</b> <b>Tolerance: 6:1, 6:2, 6:3, 6:4</b> <b>Law:6:1, 6:2, 6:3,</b> <b>My Values: 6:1, 6:2</b></p>		<p><b>Respect: 6:1</b> <b>Tolerance: 6:1</b> <b>Law:6:3</b> <b>Liberty: 6:2, 6:4</b> <b>My Values: 6:3</b></p>		<p><b>Respect: 6:3, 6:4</b> <b>Tolerance: 6:1</b> <b>Law: 6:3,6:4</b> <b>Democracy: 6:1, 6:2, 6:3, 6:4</b> <b>Liberty: 6:1, 6:2, 6:3</b> <b>My Values: 6:2, 6:4</b></p>	
<b>Geography /History topic (taken from NC)</b>	<p><b>KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Why was World War II a significant turning point in British history?</b></p>		<p><b>KS2 History:</b></p> <p><i>The Viking and Anglo-Saxon struggle for the Viking raids</i></p> <p>- Edward the Confessor</p> <p>-kingdom of England</p>	<p><b>KS2 Geography: locate the world's countries, using maps to focus on North OR South America and concentrating on their key physical and human characteristics, countries, and major cities.</b></p>		

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<b>WOW hook</b>	Murton Park Trip		Viking Visit		Animal Visitors	
<b>Text(s)</b>	Billy the Kid → Goodnight Mr Tom → War Horse →		The Ghost of Grania O'Malley  Short Ghost Stories	The Great Kapok Tree  News coverage/ non-fiction texts		
<b>English</b>	Discussion – balanced argument  Poetry – personification and imagery	Text based unit: Rose Blanche  Stories with flashbacks  Journalistic writing	Ghost stories  Non-chronological reports	Biographies  Performance Poetry	Text based unit: The Great Kapok Tree  Persuasive writing	Poetry – Shakespeare  Poetry – dialogue & conversation poems  Converting play scripts
<b>End of unit goal / reflection</b>	Activity Morning for Parents / Carers		Story telling for younger children  Presentation of sagas to KS1 and 2 classes		Debating Competition	Enterprise project based around the theatre
<b>Science topic</b>	Classification of living things  Vertebrates and invertebrates  Classifying reptiles, amphibians, mammals, insects etc	Circulatory system  Heart, blood vessels  Diet, exercise and drugs  Transport of nutrients through the body	Fossils tell us about the past  Off spring  Changes to the human skeletons over time  Darwin	How light travels  The eye  Shadows	SATs Revision	Electrical circuits (series)  Designing traffic lights
<b>Computing</b>	We are game developers	We are cryptographers  Unit 5.2	We are artists  Unit 5.3	We are web developers  Unit 5.4	We are bloggers  Unit 5.5	We are architects  Unit 5.6

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	Unit 5.1					
	<b>Programming</b>	<b>Modelling</b>	<b>Multimedia</b>	<b>Visual Media</b>	<b>Information Literacy</b>	<b>Data Handling</b>
<b>E Safety</b>	<p>Children should:</p> <p>Understand the good and bad effects of the internet on their own lives Understand the importance of keeping their personal information safe Understand the need to be critical when finding information online and be aware of bias</p>	<p><b>Children should:</b></p> <p>Recognise risks involved when using email and other online tools, such as scams. Know how to minimise this risk</p> <p>Understand that some material is copyright and should not be downloaded</p>	<p>Children should:</p> <p>Access and use information which helps them identify e-safety risks</p> <p>Research current e-safety information and encourage their peers and family to follow the guidelines it provides</p> <p>Use the Internet responsibly in ways which minimised risks eg. When using email, social media, forums etc.</p>	<p>Children should:</p> <p>Select tools which enable them to communicate and collaborate with others online Create strong passwords and know the importance of keeping them confidential</p>	<p>Children should:</p> <p>Evaluate their own use of websites and how they present themselves online</p> <p>Be aware of their own right to be protected from inappropriate use of technology and their responsibility to respect other' rights.</p>	<p>Give children opportunities to:</p> <p>Discuss the possible consequences of sharing personal details online and how to respond if asked for these. Discuss the possible consequences of trusting information, including online shopping, and people online.</p> <p>Explore issues linked to copyright and plagiarism</p> <p>Use and begin to evaluate online tools, such as email and blogs, to collaborate with others</p> <p>Evaluate web sites that provide different information about the same subject. Use strategies to make judgements about these.</p> <p>Discuss how web sites are used to influence others and the effect they may have</p>
<b>PE</b>	<b>Dance – Unit 1</b> <b>Cross Country</b>	<b>Games</b> -Invasion – <b>Unit 4 – rugby</b> <b>(Indoor) Athletics –</b> <b>Unit 1</b>	<b>Games – Invasion</b> <b>Unit 1 – hockey</b> <b>Dance- Unit 3</b>	<b>Orienteering</b> <b>Gym –Unit X –</b> <b>matching, mirroring and</b> <b>contrasting</b>	<b>Games-</b> <b>Net/Court/Wall</b> <b>Unit 2 – tennis</b> <b>Gym -Unit Y –</b> <b>Cannon and</b> <b>synchronization</b>	<b>Games - Striking and</b> <b>Fielding</b> <b>Unit 3 - rounders</b> <b>Athletics-Unit2</b>

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<p><b>Creative Carousel – Art, DT and Music</b></p>	<p>Printing- Propaganda posters ‘Make do and mend’ sewing and textiles Dig for Victory – Cooking in WW2 Building Air- Raid shelters War time songs</p>		<p>Constructing Viking long boats Viking shield printing Saxon Textile collage Saxon Stew music</p> <p>Anglo- Anglo- Anglo- Saxon</p>		<p>Renewable energy- Building water wheels South American Cooking Apprentice- product design and manufacture</p>	
<p><b>French</b></p>	<p>Around town</p>	<p>Hobbies</p>	<p>Shopping – At a restaurant Time</p>	<p>Shopping – At a souvenir shop Time</p>	<p>Intercultural awareness – project work finding out about an event in France</p>	<p>Visiting the doctor &amp; asking for help</p>
<p><b>RE</b>  <b>Christianity</b> <b>Buddhism</b> <b>Islam</b></p>	<p>Symbolism and symbols Reflect on the significance of symbols for adherents and for themselves (AT2) Recognise and understand key symbols (AT1) Understand the link between symbols, teachings and practices (AT1) Express their understanding of and respect for symbols through a variety of media (AT1 and 2) Understand that religious language is symbolic (AT1)</p>	<p>Symbolism and symbols Reflect on the significance of symbols for adherents and for themselves (AT2) Recognise and understand key symbols (AT1) Understand the link between symbols, teachings and practices (AT1) Express their understanding of and respect for symbols through a variety of media (AT1 and 2) Understand that religious language is symbolic (AT1)</p>	<p>Special People Know and understand stories and beliefs about religious leaders (AT1) Be able to interpret portrayals of religious leaders (AT1) Be able to explore beliefs and responses (AT2)</p>	<p>Special People Know and understand stories and beliefs about religious leaders (AT1) Be able to interpret portrayals of religious leaders (AT1) Be able to explore beliefs and responses (AT2)</p>	<p>Sacred Writings Develop appropriate attitudes and skills in using sacred writings (AT1 and 2) Demonstrate knowledge and understanding of the use of sacred writings in religious communities (AT1) Be able to reflect on authority and inspiration (AT2)</p>	<p>Sacred writings Develop appropriate attitudes and skills in using sacred writings (AT1 and 2) Demonstrate knowledge and understanding of the use of sacred writings in religious communities (AT1) Be able to reflect on authority and inspiration (AT2)</p>