

Year 6 Long Term Plan 2018-19

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)
Learning challenge	<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>		
Geography /History topic (taken from NC)	<p>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?</p>		<p>KS2 History:</p> <p>The Viking and Anglo-Saxon struggle for the Viking raids</p> <p>- Edward the Confessor</p> <p>-kingdom of England</p>	<p>KS2 Geography:</p> <p>-locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p> <p>-describe and understand key aspects of: climate zones, biomes and vegetation belts</p> <p>-identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>-human geography: economic activity including trade links, , food, minerals.</p>		
WOW hook	Murton Park Trip		Viking Visit		Garden Party & Show	
Text(s)	<p>Billy the Kid</p> <p>Goodnight Mr Tom</p> <p>Rose Blanche</p>		Short Ghost Stories	<p>The Great Kapok Tree</p> <p>Journey to the River Sea</p>		Shakespeare

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English	Discussion – balanced argument Stories with flashbacks Poetry – personification and imagery	Text based unit: Rose Blanche Journalistic writing Short sections of narrative to support the text	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
End of unit goal / reflection	Activity Morning for Parents / Carers		Collection of Ghost Stories		Enterprise project based around the theatre	
Maths	Number, Place Value, Addition & Subtraction, Multiplication & Division, Fractions, Decimals and Percentages		Fractions, Decimals & Percentages, Measurement, Ratio & Proportion, Geometry, Statistics and Algebra		Fractions, Decimals & Percentages, Measurement, Ratio & Proportion, Geometry, Statistics and Algebra	
Science topic	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

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Computing	Animated stories using scratch	Website design	Kodu	Tinkercad	Spreadsheets	Film making
	Programming	Information Literacy, Multimedia and E-safety	Programming	Modelling	Data handling	Visual media
E Safety	<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>Children should:</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. Discuss how web sites are used to influence others and the effect they may have</p>
PE	Gym – Unit 1 Cross Country	Games -Invasion – Unit 4 – rugby (Indoor) Athletics – Unit 1	Games – Invasion Unit 1 – hockey Dance- Unit 3	Orienteering Gym –Unit X – matching, mirroring and contrasting	Games-Net/Court/Wall Unit 2 – tennis Gym -Unit Y –Canon and synchronization	Games - Striking and Fielding Unit 3 - rounders Athletics-Unit2

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Creative Carousel – Art, DT and Music	Printing- Propaganda posters ‘Make do and mend’ sewing and textiles Dig for Victory – Cooking in WW2 Building Air- Raid shelters War time songs		Constructing Viking long boats Viking shield printing Anglo- Saxon Textile collage Anglo- Saxon Stew Anglo- Saxon music		Renewable energy- Building water wheels South American Cooking Garden Party & Show- product design and manufacture	
French	Around town 1 – places and asking for directions	Around town 2 – shopping and holding a conversation	Time	Hobbies and pastimes	Visiting the doctor & asking for help	Intercultural awareness – project work finding out about an event in France
PSHE	Identity, society and equality Human rights	Mental health and emotional wellbeing Healthy minds	Drug, alcohol and tobacco education Weighing up risk	Keeping safe and managing risk Keeping safe - out and about FGM	Sex and relationship education Healthy relationships / How a baby is made	Sex and relationship education Healthy relationships / How a baby is made
RE Christianity Buddhism Islam	Why are there different beliefs about God?		Why are certain people, places and times sacred?		Why do people need to express their beliefs?	
Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews. Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied. Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. Formulate questions on their own and others’ experiences and suggest some possible responses. Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses. Discuss moral questions, recognising that there are different views to be considered.						
Garden/ Outdoors	Blackberry picking WWII Stews – harvest crops for cooking.	Stimulus to writing: Experiencing bomb shelter, story telling etc.	Archaeological dig – fossils (stratigraphy, dating, what materials remain in the archaeological record and why?)	Measures: <ul style="list-style-type: none"> • Area • Perimeter • Worded problems 	Geography Focus: Using soil and stones from the garden and small fern plants, create own eco-system bottle garden, linking to biomes. http://reekoscience.com/science-experiments/miscellaneous/how-to-create-terrarium-vivarium-self-sustainable-bottle-garden	

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