

Year 6 Long Term Plan 2020-2021

| | AUTUMN | | SPRING | | SUMMER | |
|---------------------------------------|--|--|--|--|--|--|
| | 1 st (6 ½ wks) | 2 nd (7 ½ wks) | 1 st (5 ½ wks) | 2 nd (6 wks) | 1 st (5 ½ wks) | 2 nd (7wks) |
| Theme | Ancient Greece Who were they? What was their contribution to society? | The Victorians How has life in Britain changed since the Victorian times? | That's Life! What factors will affect how healthy your body is? | India How would your life be different if you were living in India? | Going Global Where on earth has that come from? (Movement of people and products) | World War 2 What was it like for children in wartime? |
| Visits / Experiences | Visit to Shakespeare Globe | Victorian workshop- Michael Shilling | Junior Citizen Event Magistrates Court Visit | Bollywood Dancing workshop | Royal Museum: Greenwich Maritime museum? Pizza hut reward for SATs | Residential trip Guildford Leavers' Service |
| Power of Reading / Other Texts | Macbeth | Street Child –Berlie Doherty / Oliver Twist Victorian poetry | Skellig- David Almond What happened to Lu?- Charles Causley | Seasons of Splendour- folk Tales | Shackleton's Journey The Journey | 'Goodnight Mr Tom' by Michelle Magorian Rose Blanche |
| Literacy | <ul style="list-style-type: none"> Entertain: Narrative linked to opening of text Inform: Letter- Lady Macbeth Recount: Newspaper based on murder of King Duncan Entertain: Performance poetry- Double, Double, Toil and Trouble | <ul style="list-style-type: none"> Recount: Writing in role-diary from Jim Entertain: orphan narrative Entertain: Narrative- setting and character description Oliver Twist Explain: Explanation text- workhouses Entertain: Poetry based on coal mines <p>*SATs testing</p> | <ul style="list-style-type: none"> Entertain: Poetry- Charles Causley Entertain: Narrative linked to class text Discuss: Discussion linked to air pollution Explain: Explanation text of the digestive system <p>*SATs testing</p> | <ul style="list-style-type: none"> Entertain: Narrative based on an Indian folk tale Persuade: travel brochures Explain: Biography- Mother Theresa <p>*SATs testing *SATs revision</p> | <ul style="list-style-type: none"> Inform: Letters to Shackleton Entertain: Poetry linked to text Inform: Newspaper linked to shipwreck <p>*SATs testing</p> | <ul style="list-style-type: none"> Entertain: Narrative linked to Rose Blanche Entertain: WW2 poetry Discuss: Discussion linked to evacuees Entertain: Narrative (Video) The Literacy Shed Inform: letters to Secondary school |
| GPS | Following Rising Stars scheme | Following Rising Stars scheme | Following Rising Stars scheme | Following Rising Stars scheme | Following Rising Stars scheme | Following Rising Stars scheme |
| Maths | Place value (numbers to 10,000,000) Addition Subtraction Multiplication | | Decimals Percentages Algebra Measurement (imperial and metric) | | Geometry (shape) Problem solving Statistics | |

| | Division Fractions Geometry (position and direction) | | Measurement (perimeter, area and volume) Ratio and proportion | | | |
|----------------|---|--|---|--|---|--|
| Science | <p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>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>Work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> | <p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</p> <p>Learn how to represent a simple circuit in a diagram using recognised symbols.</p> | <p>Animals including humans</p> <p>Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Explore questions to understand how the circulatory system enables the body to function.</p> <p>Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> | <p>Evolution and inheritance</p> <p>Understand that fossils reveal changes over time. They give us evidence of what lived on the earth millions of years ago and give us evidence of evolution.</p> <p>Recognise that characteristics of offspring are inherited from their parents.</p> <p>Identify characteristics of plants and animals that make them suited to their environment. Over time these inherited characteristics become more dominant over time, and eventually these characteristics may result in a new species. This is evolution.</p> <p>Explore the work of scientists such as Darwin and Wallace.</p> | <p>Living things and their habitats</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Know that broad groupings, such as micro-organisms, plants and animals can be subdivided.</p> <p>Should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</p> <p>Find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> | |

| | | | | | | |
|------------------|--|---|--|---|--|---|
| | | | Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. | | | |
| History | Ancient Greece- culture, sports, art, housing, religion etc | Daily Life in Victorian times – rich v. poor, education, inventions , Christmas celebrations | | | | Life in wartime Britain: blackout, rationing, evacuation |
| Geography | | | | Locational Knowledge Physical and Human Discover Asia with a focus on India. Comparison between life in India and in U.K. – food, housing, jobs, transport, religion, climate etc | Map Skills 8-point compass. Revise Map Features: Title, Legend, Grid, Compass Rose (8-point) and a Scale. Orienteering skills. | Human Geography Distribution of different natural resources including: energy, food, minerals. Imports and exports. Migration of people including refugees. |
| Art | Ancient Greek relics | William Morris- watercolour | Bird sketches Sketching and charcoal | Rangoli Patterns- repeated patterns | Clay work linked to Shackleton | Arts week activities Spitfire sketches Exploring with pastels |
| D.T. | Ancient Greek relics- (pottery) clay | | | | Food from around the world | Board Games |
| Music | Happy! (pop) The units of work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills | Christmas Bells Ring Out | You've got a friend (pop) The units of work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills. | Topic songs Opportunities to explore links across the curriculum, to sing and make musical comparisons | Lean on Me (gospel) The units of work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills. | Celebration music The year 6 leavers revisit their favourite songs and prepare to perform a selection at their leaver's celebration. Pieces composed during World War Two Haydn – Mass in Time of War Tchaikovsky – 1812 Overture Beethoven – Wellington's Victory |

| | | | | | | |
|----------------------|---|--|--|---|--|--|
| | | | | | | Chopin – Military Polonaise Shostakovich – ‘Leningrad’ Symphony No. 7 Vivaldi – Juditha Triumphans Handel – Music for the Royal Fireworks Messiaen’s Quartet for the End of Time Copland – Fanfare for the Common Man Brahms – Triumphlied |
| R.E. | How is God three in one? | Who did Jesus say ‘I AM’? What do the gospels say about the birth of Jesus? | What do Christians believe about heaven? | What helps Hindus to worship? Maundy Thursday: What is the significance of Jesus’ new commandment? Easter: Adam, Eve, Christmas and Easter: What are the connections? | What does the bible say about friendships and relationships? | What is the Buddhist way of life? What does the bible say about moving on? |
| PSHE | New beginnings Begin Say no to bullying | Complete Say no to bullying Getting on and falling out / | Going for Goals! / Healthy Lifestyles | Good to be Me | Relationships | Changes |
| Computing | Information Technology Blogging - 100 word challenge | Digital Literacy Validity of online information | | | | Computer Science Programming (Scratch – quiz) |
| MFL (Spanish) | Greetings revision | Time, Date Weather | Illnesses Body | Likes / Dislikes | Clothes Opposites | Stationery Items |
| P.E. | Football Tag Rugby | Sports Hall Athletics Dance Profiling | Netball Handball Profiling | Gymnastics Health Related Fitness | Cricket Hockey | Athletics Rounders Profiling |

