



Year 6 Long Term Plan 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Topic Title	Blue Planet	Battle of Britain	North American Road Trip	Slavery through the ages	Cornish Commerce	Cousin Jacks
Enquiry Question	Who is Greta Thumberg?	Was WW2 inevitable?	Where is the safest place on Earth?	Is the world fair?		How did mining shape Cornwall?
Reading	<p>Non-fiction: <i>The Incredible Ecosystems of Planet Earth</i> by Rachel Ignatofsky</p> <p>Fiction:</p>  <p>Poetry: <i>The Contest</i> (Aesop fable)</p>	<p>Non-fiction:</p> <p>Fiction:</p>  <p>Poetry:</p>	<p>Non-fiction:</p> <p>Fiction:</p>  <p>Poetry:</p>	<p>Non-fiction:</p> <p>Fiction:</p>  <p>Poetry:</p>	<p>Non-fiction: <i>St Ives West country Guide</i></p> <p>Fiction:</p>  <p>Poetry: <i>The Obby Oss</i> by Charles Causley</p>	<p>Non-fiction: Non-chron report – What is a Pirate?</p> <p>Fiction:</p>  <p>Poetry (Sea Shanty): <i>Tyme Flies when Your'e having fun</i></p>
Writing	<p>Fiction Text</p> <p>Zelda Claw</p> <p>Story Plot</p> <p>Tale of Fear</p> <p>Focus</p> <p>Suspense</p> <p>Non Fiction Text</p> <p>Why are rain cats extinct?</p>	<p>Fiction Text</p> <p>The Gas Mask</p> <p>Story Plot</p> <p>Portal</p> <p>Focus</p> <p>Setting</p> <p>Non Fiction Text:</p> <p>Is using a magical portal a good idea?</p>	<p>Text</p> <p>Fowler's Yard</p> <p>Story Plot</p> <p>Wishing Tale</p> <p>Focus</p> <p>Description (to include character)</p>	<p>Non Fiction Text:</p> <p>The world of junk yard creatures</p> <p>Genre:</p> <p>Information</p> <p>Outcome:</p> <p>Slavery</p>	<p>SATs</p>	<p>Fiction Text</p> <p>The Ice Forest</p> <p>Story Plot</p> <p>Defeat the Monster</p> <p>Focus</p> <p>Openings and endings</p> <p>Non Fiction Text:</p> <p>Hybrid text on ice forests</p>



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	<p>Genre Explanation Outcome: Why are ocean creatures in danger of being extinct?</p>	<p>Innovation: Is A good idea? (social media/wearing make up) Genre Discussion Outcome: Was evacuation a good idea?</p>	<p>Poetry</p>	<p>(children choose their categories)</p> <p>Poetry</p>		<p>Genre: Hybrid information text (instruction/recounting/discussion/explanation) Outcome: Hybrid text on mining.</p>
<p>Maths</p>	<p><i>Number and Place Value</i></p>	<p>Number: decimals and percentages Mock SATs tests</p>	<p>Measurement Percentages Ratio</p>	<p>Algebra Geometry: properties of shape Geometry: position and direction Statistics: Graphs, averages and negative numbers</p>	<p>SATs revision</p>	
<p>Science</p>	<p><i>Living Things and their Habitats</i></p> <p>Children will learn about animal and plant classifications and link to biomes/ecosystems. Children will reactivate and reactivate previous learning about habitats and develop their skills of classifying groups of animals and plants.</p>	<p><i>Light</i></p> <p>Children will build upon their learning from year 3 and recap how light travels, investigate whether the shape of a shadow can change and how we see. The science topic links with the blackout aspect of WWII.</p>	<p><i>Animals including Humans</i></p> <p>Children will learn about healthy lifestyles and the impact of diet, drugs and exercise on the way their bodies function. They will learn about the cardiovascular system and build upon their knowledge of human anatomy and the function of the digestive system.</p>	<p><i>Evolution and inheritance</i></p> <p>Children will recap their knowledge from KS1 about animals and their offspring. They will learn that some living things have changed over time and build upon their understanding of fossils. Children will look at how plants and animals have adapted to their environment and that adaptation may lead to evolution.</p>	<p><i>Working Scientifically</i></p> <p>Children will have the opportunity to revisit prior knowledge and consolidate new learning by conducting investigations and experiments from a range of scientific topics.</p>	<p><i>Electricity</i></p> <p>Children will build upon their year 4 learning of constructing simple circuits with switches and buzzers and naming common electrical appliances by considering how to vary the brightness of the light within a circuit and changing the volume of a buzzer. They will compare and assess the circuits made and begin to use recognised symbols to represent a simple circuit. The work on electricity links to mining.</p>
<p><i>History/Geography</i></p>	<p><i>A study of the Aquatic biome provides depth of knowledge. Pupils</i></p>	<p>History: Pupils will learn the main facts</p>	<p>:</p> <p><i>Pupils now explore a study of a continent,</i></p>	<p>Atlantic Slave Trade Pupils will learn how slavery dates back to</p>		<p>Pupils learn about the local history of mining in Cornwall- how in</p>



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	<p>identify features of aquatic biomes and locate around the world. How the ocean is being used as a sustainable and unsustainable resource and application of theories such as: wave hubs, fishing, marine conservation, plastic pollution and renewable energy for the future. Pupils consider the impact of climate change and rising sea levels as well as how Cornwall are trying to tackle this..</p>	<p>about WW2 and the rule of Hitler. Including the causes and effects; allies and enemies and what the impact of WWII was on Cornwall. They will learn about Winston Churchill and his speech.</p>	<p>identifying key human and physical features. They consider the hazards of living there and how they have adapted to them. Pupils will learn about how cities have built up industries and about environmental issues. They will learn about globalisation and migration and the populations of North America.</p>	<p>the 15th century (Columbus) and how Europeans enslaved millions of people from parts of West Africa by transporting them across the Atlantic Ocean and selling them in the Americas. It will look at the 'Triangular trade' and the three stages of slave trade. They will also consider the impact the slave trade had on Britain and continues to have on black families in Britain today.</p>	<p>Pupils explore the main types of settlement; types of businesses/industries in their county: Consider reasons for this e.g., natural resources. Consider how trade in Cornwall has changed over time.</p> <p>Explore the stability of tourism within Cornwall and the impact of weather/COVID. Consider other sustainable, developing industries within the county and what that means for them: socially, economically and environmentally.</p>	<p>the 19th century the reputation of Cornish miners was 'the best in the world.' It looks at and what life was like then and at the causes and effects of the migration of miners around the world</p>
<p>Art/DT</p>	<p>Mechanical systems: Automata toys</p>	<p>Artist study: Henry Moore shelter drawings- Sculptor Focus: Drawing Skills: -Use simple perspective in work -Develop an awareness of composition, proportion and scale in their work</p>	<p>Artist Study: Andy Warhol Roy Lichtenstein- Pop Art Movement Focus: 3D Skills: Experiment using layers and overlays to produce new</p>	<p>Artist Study: 'Sweet Clara and the Freedom Quilt' by Deborah Hopkinson (Book) Focus: Painting Skills: -Apply previous paint and colour</p>	<p>Textiles: Waistcoats</p>	<p>Food: Come dine with me</p>



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			colours and textures -Incorporate the artists style into my design	learning to create chosen effect -Explore mixed media to convey a message		
Computing	Internet Communication Recognising how the WWW can be used to communicate and be searched to find information	Web creation Designing and creating webpages giving consideration to copyright aesthetics and navigation	3D modelling Planning, developing and evaluating 3D computer models of physical objects	Spreadsheets Answering questions by using spreadsheets to organise and calculate data	Programming A Variables in games Exploring variables when designing and coding a game	Programming B Sensing Designing and coding a project that capture inputs from a physical device
Spanish						
Music	Developing Melodic phrases <i>How does music bring us together?</i>	Understanding structure and form <i>How does music connect us with our past?</i>	Gaining confidence through performance <i>How does music improve our World?</i>	Exploring notation further <i>How does music teach us about our community?</i>	Respecting each other through composition. <i>How does music connect us with the environment?</i>	Respecting each other through composition. <i>How does music connect us with the environment?</i>
RE	Christianity: Kingdom of God For Christians what kind of King is Jesus?	Christianity:Salvation What do Christians believe Jesus did to 'save' people?	Hinduism: Why do Hindus want to be good?	Non Religious: Why do some people believe in God and some not?	Christianity: Creation Creation and Science: conflicting or complimentary?	Non Religious: VALUES FOR LIFE How does faith help people when life gets hard?
PE	Co-ordination ball skills Agility: reaction and response	<i>Static balance: seated</i> <i>Static balance :floorwork</i>	<i>Skill dynamic balance on a line</i> <i>Counter balance with a partner</i>	Static balance: one leg Dynamic balance to agility: jumping and landing	Static balance: stand Co-ordination: footwork	Agility: ball chasing Co-ordination: sending and receiving
PSHE	My year ahead, being a global citizen.	Am I normal, understanding disability, power	Personal learning goals, steps to success, my dream	<i>Healthy Me: Taking responsibility, drugs, Exploitation,</i>	My relationship web, love and loss, power and control	My self-image, puberty, girl talk/boy talk, babies – conception to birth,



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		struggles, why bully and celebrating differences.	for the world, helping to make a difference and recognising our achievements.	<i>Gnags, Emtional and Mental health, managing stress.</i>	and being safe with technology.	attraction and transition to secondary school
<i>Experiences</i>						