


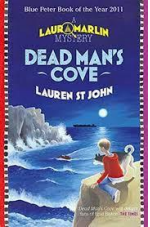
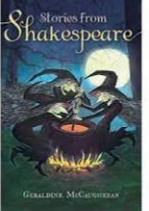




Year 6 Long Term Plan

	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
Reading	<p>Fiction 6:1 Fantasy Classic</p>  <p>Poetry: The Contest (Aesop fable)</p> <p>Non-fiction each Friday.</p> <p>Significant people – - Greta Thunberg - Alexander Fleming</p> <p>Author in Focus: Phillipa Pearce</p>	<p>Fiction 5:8 Holocaust Fiction</p>  <p>Poetry: I kept on walking by Mark Hayward.</p> <p>Non-fiction each Friday.</p> <p>Significant people – Anne Frank - Elie Wiesel - Alan Turing</p> <p>Author in Focus: John Boyne</p>	<p>Fiction 6:1 Adventure Novel</p>  <p>Poetry: Tyme flies when you're having fun (sea shanty)</p> <p>Non-fiction each Friday.</p> <p>Author in Focus: Robert Louis Stevenson</p>	<p>Fiction 4.5 Historical Fiction</p>  <p>Poetry: The Slave's Dream by Henry Wadsworth Longfellow</p> <p>Non-fiction each Friday.</p> <p>Significant people – Charles Darwin - Nelson Mandela - Martin Luther King</p> <p>Author in Focus: Catherine Johnson</p>	<p>Fiction: 6.0 Crime Mystery text studied over two half terms along with Shakespeare tales.</p>   <p>Poetry: The Obby Oss by Charles Causley</p> <p>Non-fiction each Friday.</p> <p>Significant people - Emeline Pankhurst - William Shakespeare</p> <p>Author in Focus: Lauren St John</p>	
Writing	<p>Zelda Claw Tale of Fear</p> <p>Why are rain cats extinct? Explanation</p>	<p>The Gas Mask Portal</p> <p>Is using a magical portal a good idea?</p>	<p>Fowler's Yard Wishing tale</p> <p>Spine poetry</p>	<p>The world of Junk yard creatures Information</p> <p>Performance poetry</p>	<p>Keep off the Tracks Warning tale</p> <p>Additional texts: portal story and explanation text.</p>	<p>The Ice Forest Defeat the monster</p> <p>Hybrid text on ice forests: Information</p>



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		Discussion	<p>Additional texts: Volcanoes Explanation Text</p> <p>Klondike Gang Strikes Again! Newspaper report</p>	<p>Additional texts: Letter to Mrs Furnish Persuasive Letter</p> <p>A Monster Calls Fantasy Tale</p>		
Maths	Place value Addition, subtraction, multiplication and division Fractions A Fractions B Converting units Mock SATs tests		Ratio Algebra Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics		Shape Position and direction SAT's revision Consolidation Maths projects (White Rose)	
Science	<p><u>Why is a microorganism not a plant of animal?</u></p> <p><u>Living Things and their Habitats</u></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><u>Why do shadows have the same shape as the object that cast them?</u></p> <p><u>Light</u></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><u>How have scientists made an impact on health and lifestyles?</u></p> <p><u>Animals including Humans</u></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><u>What is adaption? Evolution and inheritance</u></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><u>Working Scientifically</u></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><u>How do circuits work? Electricity</u></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</p>



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						recognised symbols to represent a simple circuit. The work on electricity links to mining.
History/Geography	<p>Are we destroying our oceans? A study of the Aquatic biome provides depth of knowledge. Pupils 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>What effect did the Battle of Britain have on British people? Pupils will learn the main facts 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>How have economic activities impacted North America? Pupils now explore a study of a continent, 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>How did slavery end? Atlantic Slave Trade Pupils will learn how slavery dates back to 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>Why is the aquatic biome important to Cornwall? 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. 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>What impact did mining have on Cornwall and how did the closing of the mines impact upon the area? Pupils learn about the local history of mining in Cornwall-how in 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>
Art/DT	<p>Mechanical systems: Pulleys or gears (Automata toys).</p>	<p>Artist study: Henry Moore Focus: Drawing Skills:</p>	<p>Artist Study: Andy Warhol Roy Lichtenstein - Pop Art Movement Focus: 3D</p>	<p>Artist Study: 'Sweet Clara and the Freedom Quilt' by Deborah Hopkinson (Book)</p>	<p>Textiles: Combining different fabric shapes. Design, make and evaluate an</p>	<p>Food: Celebrating culture and seasonality. Design, make and evaluate a savoury</p>



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	Design, make, and evaluate a pulley system to transport water from the bottom to the top of a mountain. Explore mechanical systems using pulleys to create working moving models.	Use simple perspective in work. Develop an awareness of composition, proportion and scale in their work.	Skills: Experiment using layers and overlays to produce new colours and textures. Incorporate the artists style into my design.	Focus: Painting Skills: Apply previous paint and colour learning to create chosen effect. Explore mixed media to convey a message.	apron/utility belt for a local business using my knowledge of joining fabric and different sewing techniques. Include a means of fastening using upcycled materials.	pastry which celebrates culture. Demonstrate knowledge of how to use utensils to prepare and cook food. Understand the source of different food products.
Computing	Gooseberry Planet Online Safety: Rapid Fire Quiz 1) Digital Footprint Internet communication: Recognising how the WWW can be used to communicate and be searched to find information.	Gooseberry Planet Online Safety: 2) Junk Email 3) Location Sharing Webpage creation: Designing and creating webpages, considering copyright, aesthetics and navigation.	Gooseberry Planet Online Safety: 4) Extreme Promises 5) Video Chat Variables in games: Exploring variables when designing and coding a game.	Gooseberry Planet Online Safety: 6) Online Bullying 7) Online Gaming Introducing spreadsheets: Answering questions by using spreadsheets to organise and calculate data.	Gooseberry Planet Online Safety: 8) Clickjacking 9) Fake Profiles 3D modelling: Planning, developing, and evaluating 3D computer models of physical objects.	Online Safety (town): 10) Pop Up Messages Final Rapid-Fire Quiz Sensing: Designing and coding a project that captures inputs from a physical device.
Spanish	Habitats (Intermediate) Explain the key elements animals and plants need to survive in their habitat. Give examples of the most common habitats and animals that live there.	Clothes (Intermediate) Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate gender and articles. Say what they wear in different weather/situations. Describe clothes by their colour.	Planets (Progressive) Name and label the Solar System in Spanish. Describe using adjectives and extend using conjunctions. Role play an interview with an astronaut.	War World II (Progressive) Decode texts about WW2 in Spanish. Name the countries involved in WW2. Say the differences between city and country life during the war.	Healthy Lifestyles (Progressive) Name and recognise 10 foods and drinks considered good for you and 10 which are not. Say what activities you do to keep healthy.	At the weekend (Progressive) Ask and tell the time is in Spanish. Learn how to say what they do at the weekend in Spanish. Extend sentences with conjunctions.



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<p>Music</p>	<p><u>Music and Technology: Mastery of the ukulele:</u> Create an ensemble using the Ukuleles. Create music with multiple sections focusing on timbre. Recognise their contribution to music.</p>	<p><u>Develop ensemble skills: Ukulele performance to community home.</u> Confidently do chord changes and read/write notation for composition. Focus on rhythm when reading/writing music.</p>	<p><u>Creative composition:</u> Develop pitch notation. Compose focusing on structure. Develop musical language for tempo. Historical focus on classical music.</p>	<p><u>Music styles connect us:</u> Play a 16 beat melody focusing on pitch. Read notation & notate and perform independently. Cultural focus on Middle East.</p>	<p><u>Year 6 Play Improving with confidence:</u> Singing with rhythm, harmony & pitch (Texture). Focusing on traditions of England and sea shanties. Perform and improvise with instruments.</p>	<p><u>Year 6 Play Fairwell tour:</u> Build self-confidence through performance. Focussing on dynamics. Singing with expression, accuracy, and dynamics. Instrument free music appreciation.</p>
<p>RE</p>	<p>Christianity: For Christians what kind of King is Jesus? Children will explain the connections between biblical texts and the concept of the Kingdom of God and how Christians put their beliefs into practice because of this.</p>	<p>Christianity: Why do some people believe in God and some not? Children will identify and explain what religious and non-religious people believe about God, saying from where their ideas have come. They will define the terms 'theist', 'atheist' and 'agnostic' and explain what they believe/don't believe.</p>	<p>Hinduism Why do Hindus want to be good? Children will identify Hindu religious beliefs: Karma, Dharma, Samsara and Moksha and use technical terms accurately. They will give meanings for the story of 'The man in the well' and explain how it relates to Hindu beliefs.</p>	<p>Christianity What do Christians believe Jesus did to save people? Children will recap the birth/death of Jesus and explain what Christians mean when they say that Jesus' death was a sacrifice and the idea of salvation.</p>	<p>Christianity Creation and Science: conflicting or complementary? Children will identify what type of text some Christians say Genesis 1 is and show awareness of different interpretations of it. They will show an understanding of why science and faith go together.</p>	<p>Values for life How does faith help people when life gets hard? Children will discuss how religions guide people and how to respond to good and hard times in life. They will identify beliefs in two religions (Christianity and Hinduism) about life after death.</p>
<p>PE</p>	<p>SWIMMING Real Dance – shapes solo, circles solo, artistry abstraction and musicality, partnering lifts.</p>	<p>Agility (reaction/response) and counter balance (w/a partner).</p>	<p>Coordination (footwork)</p>	<p>Rhythmic sequences and bench sequences.</p>	<p>Reaction/ response and jumping/landing.</p>	<p>Static balance (1-leg) and agility (ball chasing).</p>



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PSHE	<p><u>Being Me in My Own World:</u> My year ahead, being a global citizen, the learning charter, our learning charter and owning our learning charter.</p>	<p><u>Celebrating Differences:</u> Am I normal, understanding disability, power struggles, why bully and celebrating differences.</p>	<p><u>Hopes and Goals:</u> Personal learning goals, steps to success, my dream for the world, helping to make a difference and recognising our achievements.</p>	<p><u>Healthy Me:</u> Food, drugs, alcohol, emergency aid, emotional and mental health and managing stress.</p>	<p><u>Relationships:</u> My relationship web, love and loss, power and control and being safe with technology.</p>	<p><u>Changing Me:</u> My self-image, puberty, girl talk/boy talk, babies – conception to birth, attraction and transition to secondary school</p>
Experiences	Swimming Harvest Service	Christmas Carol Service		Y6 participating in community event - Trevithick Day	London residential.	Visit to Gevor tin mine. In school visit from the mining team at Gevor.