

## Year 6 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy	<p><b>Star of Fear, Star of Hope</b> Themes: France, WW2, Holocaust, history, friendship.</p> <p>PSHE Link - To recognise and respond appropriately to a wider range of feelings in others. R1</p>	<p><b>Can We Save the Tiger?</b> Themes: Threats to a variety of endangered species, conservation, animals, non-fiction.</p> <p>PSHE Link - To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. L1</p>	<p><b>The Selfish Giant</b> Themes: Weather, religion, giant closes his garden off to the children until he realises winter will not leave without them.</p>	<p><b>Island: A Story of the Galapagos</b> Themes: Science, animals, habitats, threats to nature, formation of volcanic islands.</p>	<p><b>Manfish</b> Themes: biography of Jacques Cousteau, the sea, oceanography, paintings.</p>	<p><b>Sky Chasers</b> Themes: adventure, pickpocketing, France, flying, ambition, perseverance, family.</p>	
	<p><b>Outcome:</b> Flashback story information text. <b>Greater Depth:</b> To write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account.</p>	<p><b>Outcome:</b> Information/explanation/persuasion: hybrid text. Recount: diary. <b>Greater Depth:</b> Write a Newsround TV style story.</p>	<p><b>Outcome:</b> classic narrative. Explanation. <b>Greater Depth:</b> Write a narrative from a different viewpoint.</p>	<p><b>Outcome:</b> Recount: journalistic report (hybrid text) <b>Greater Depth:</b> Write a magazine article/hybrid text.</p>	<p><b>Outcome:</b> Recount: biography. Fiction. <b>Greater Depth:</b> Add in a script commentary about role in conservation debate.</p>	<p><b>Outcome:</b> Fiction: adventure story. Recount: autobiography. <b>Greater Depth:</b> Include a section written from the viewpoint of another person.</p>	
	<p><b>Mastery Keys</b> Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs. Link ideas across paragraphs using a wider range of cohesive devices. Integrate dialogue to convey character and advance the action. <b>Information Text</b> Use a colon to introduce a list. Punctuate bullet points consistently.</p>	<p><b>Mastery Keys</b> Enhance meaning through selecting appropriate grammar and vocabulary. Use modal verbs and adverbs to indicate degrees of possibility. Use brackets, dashes or commas to indicate parenthesis.</p>	<p><b>Mastery Keys</b> Distinguish between the language of speech and writing. Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Use passive verbs. Use semi-colons to mark boundaries between independent clauses.</p>	<p><b>Mastery Keys</b> Use passive verbs. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use a wide range of devices to build cohesion. Use organisational and presentational devices to structure text. Use colons to mark boundaries between independent clauses.</p>	<p><b>Mastery Keys</b> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation. Use a colon to introduce a list and use semi-colons within lists. Use hyphens to avoid ambiguity.</p>	<p><b>Mastery Keys</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Identify the audience and purpose for writing. Choose the appropriate register. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	
	<p><b>Missed NC Objectives not covered in Pathways to Write</b></p> <p>Performing their own compositions, using the appropriate intonation, volume and movement so meaning is clear. Use the perfect form of verbs to mark relationships of time and cause.</p>						
	<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> A Tiger in the Zoo <b>Outcome:</b> To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity. <b>Greater Depth:</b> Poem contrasting the creature in its natural habitat and in captivity. <b>Poetry Keys:</b> Make effective language choices, drawing on a range of descriptive techniques. Make authorial choices, selecting from a range of forms, to suit the purpose.</p>	<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> The Sea <b>Outcome:</b> To write a narrative poem about a journey across the sea, including personification of the waves. <b>Greater Depth:</b> Written in first person as the sea. <b>Poetry Keys:</b> Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>	<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> Sonnet Written at the Close of Spring <b>Outcome:</b> To write a poem in the style of a sonnet to describe the view of a countryside from a hot air balloon. <b>Greater Depth:</b> To write a sonnet to describe the view of a countryside from a hot air balloon. <b>Poetry Keys:</b> Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>				

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<b>Mathematics</b>	<p style="text-align: center;"><b><u>Number: Place Value</u></b></p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context and calculate intervals across 0.</p> <p>Solve number and practical problems that involve all of the above.</p> <p style="text-align: center;"><b><u>Number: Addition, Subtraction, Multiplication and Division</u></b></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret the remainders as whole number remainders, fractions or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operation and larger numbers.</p> <p>Identify common factors, multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p style="text-align: center;"><b><u>Number: Fractions</u></b></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions including fractions greater than 1.</p> <p>Generate and describe linear number sequences (with fractions).</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>\frac{3}{4} \times \frac{1}{2} = \frac{1}{8}</math></p> <p>Divide proper fractions by whole numbers e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction <math>\frac{1}{8}</math>.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p style="text-align: center;"><b><u>Measurement: Converting Units</u></b></p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3dp.</p> <p>Convert between miles and kilometres.</p>	<p style="text-align: center;"><b><u>Number: Ratio</u></b></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p style="text-align: center;"><b><u>Number: Algebra</u></b></p> <p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p style="text-align: center;"><b><u>Number: Decimals</u></b></p> <p>Identify the value of each digit in number given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places.</p> <p>Multiply 1-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p style="text-align: center;"><b><u>Number: Fractions, Decimals and Percentages</u></b></p> <p>Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p style="text-align: center;"><b><u>Measurement: Perimeter, Area and Volume</u></b></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids, using standard units including <math>\text{cm}^3</math>, <math>\text{m}^3</math> and extending to other units (<math>\text{mm}^3</math>, <math>\text{km}^3</math>)</p> <p style="text-align: center;"><b><u>Statistics</u></b></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate the mean as an average.</p>	<p style="text-align: center;"><b><u>Geometry: Properties of Shape</u></b></p> <p>Draw 2D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.</p> <p style="text-align: center;"><b><u>Geometry: Position and Direction</u></b></p> <p>Describe positions on the full co-ordinate grid (4 quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> <p style="text-align: center;"><b><u>Themed Projects, Consolidation and Problem Solving</u></b> (Post SATS)</p>
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Geography/History	<p style="text-align: center;"><b>Slavery</b></p> <p>Can I identify what a slave is?</p> <p>Can I describe the triangular Atlantic slave trade?</p> <p>Can I explain the experiences of slaves during the Atlantic slave trade?</p> <p>Can I describe and explain the abolishment of slavery?</p> <p>Can I explain how propoganda was used against the abolishment of slavery?</p> <p style="background-color: #ff0000; color: white; padding: 2px;">PSHE – Discrimination, teasing and aggressive behaviours R14</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMENT</b></p> <p>Why was slavery wrong? (Extended piece of writing to explain slavery, affect it had on slaves and why it was abolished)</p>	<p style="text-align: center;"><b>Industrial Areas and Ports</b></p> <p>Can I explain the UK's trade links with other countries in the context of UK imports and exports?</p> <p>Can I analyse statistics to identify the largest ports within the UK?</p> <p>Can I understand geographical similarities and differences between the ports in the UK and China?</p> <p>Can I explain the key aspects of human Geography in the context of fair trade?</p> <p>Can I describe and explain the global supply chain?</p> <p>Can I explain how trading has changed over the years?</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>ENRICHMENT ACTIVITY</b></p> <p>Trip to the International Slavery Museum in Liverpool.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Maths link – Analysing statistics, ordering data.</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMENT</b></p> <p style="background-color: #ff0000; color: white; padding: 2px;">Non-Chronological Report on Ports and their significance across the UK and the world.</p>	<p style="text-align: center;"><b>Slavery in Liverpool</b></p> <p>Can I explain the influence of Liverpool's port and significance of it for Europe during the Atlantic Slave trade?</p> <p>Can I select suitable sources of information to discover the routes in and out of Liverpool for slaves?</p> <p>Can I explain the historical importance of slavery and its legacy in Liverpool using primary sources of evidence?</p> <p>Can I explain why Liverpool had such a vast number of slaves pass through compared to other neighbouring cities?</p> <p>Can I explore evidence to form my own opinion about the Windrush generation and scandal?</p> <p style="background-color: #ff0000; color: white; padding: 2px;">PSHE Link - That differences and similarities between people arise from several factors, including family, cultural, ethnic and racial R13</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMENT</b></p> <p>Poster – What evidence of the slave trade still exists</p>	<p style="text-align: center;"><b>Ordnance Survey Symbols and six figure grid references</b></p> <p>Review a range of maps.</p> <p>Recap maps of Merseyside and compare old and new maps.</p> <p>Create a route using an IOS map and allow children to follow with a compass.</p> <p>(Link to previous units on Industrial ports and Slavery ports including Liverpool's docks)</p> <p>Find directions between Rainford and Liverpool's Albert Dock.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Maths Link – Co-ordinates</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMENT</b> -</p> <p>Name map symbols, explain how to plan a route using a map.</p>	<p style="text-align: center;"><b>Anglo Saxons and Vikings</b></p> <p>Can I explain what evidence is available to show where the Vikings originated from?</p> <p>Can I use research to explain why there was resistance by Alfred the Great and Athelstan, first king of England?</p> <p>Can I evaluate the accuracy of evidence about Viking raids and invasion?</p> <p>Can I explain the cause and consequence of Danelaw? (Danegeld)</p> <p>Can I describe and explain key changes during the Viking era between 787AD and 1066AD?</p> <p>Can I explore evidence to form opinion on whether Edward the Confessor was to blame for the Battle of Hastings?</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Maths link – Distances in metres and km.</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMEENT</b></p> <p>Kahoot - Where did the Vikings originate from? How did they travel to England? What was Danegeld?</p>	<p style="text-align: center;"><b>World's Deserts</b></p> <p>Know the names of and locate some of the world's deserts – map and atlas-based work</p> <p>Know the location of the major deserts in the world (Antartica, Namib (Africa), Arctic, Atacama, Sahara, Gobi, Australian Outback, Arabian)</p> <p>Know what is classified as a desert and the similarities and differences between deserts (biomes and vegetation belts)</p> <p>Know the eco-systems and habitats within a desert</p> <p>Know why deserts are important to wildlife across the world (eco-systems)</p> <p style="background-color: #0000ff; color: white; padding: 2px;"><b>POST LEARNING ASSESSMMENT</b> –</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Documentary style writing to compare 2 chosen deserts explaining key learning areas.</p>
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Science	<u>Electricity</u>	<u>Looking after the environment</u>	<u>Animals Including Humans</u>	<u>Light</u>	<u>Living Things &amp; Their Habitats</u>	<u>Evolution &amp; Inheritance</u>
	<p>Describe the parts of an electrical circuit.</p> <p>Explore voltage and its effect on an electrical circuit.</p> <p>Apply knowledge to identify and correct problems in a circuit.</p> <p>Investigate what affects the output of a circuit.</p> <p>Build a set of traffic lights.</p> <p>Apply knowledge of conductors and insulators.</p>	<p>Learn about climate change</p> <p>Explore ways to reduce how much rubbish is sent to landfill.</p> <p>Explore ways to reduce energy consumption.</p> <p>Explore what happens when fuels are burnt</p> <p>Explore the outcomes of COP26</p> <p>Compare data associated with the weather</p>	<p>Understand the function of the heart and its role in the circulatory system.</p> <p>Identify and compare blood vessels.</p> <p>Explore blood.</p> <p>Learn how the body transports water and nutrients.</p> <p>Investigate what affects your heart rate.</p> <p>Learn about the impact of drugs and alcohol on the body.</p> <p style="text-align: center;"><b>PSHE Links</b></p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Explore how light travels</p> <p>Explore reflection</p> <p>Explore reflection and explain how it can be used to help us see</p> <p>Investigate how shadows can change.</p> <p>Investigate how we can show why shadows have the same shape as the object that casts them</p> <p>Investigate how we see objects</p> <p style="background-color: red; color: black; padding: 2px;">English Link – Explanation Text about light and how it travels</p>	<p>Classify living organisms.</p> <p>Understand the kingdoms of life.</p> <p>Classify living things using the Linnaeus system</p> <p>Identify the characteristics of different types of microorganisms</p> <p>Investigate asexual reproduction through spore dispersal</p> <p>Classify and describe a living organism</p> <p style="background-color: red; color: black; padding: 2px;">PSHE Link – SRE and knowing your body – H8 &amp; H19</p>	<p>Understand how offspring vary and are not identical to their parents</p> <p>Learn about animal adaptations</p> <p>Learn about plant adaptations</p> <p>Explore what we can learn from fossils</p> <p>Explain the theory of evolution</p> <p>Explore human evolution</p>

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Computing (Twinkl Scheme)	<p><b>Unit 1: Computing Systems and Networks (Communication and Collaboration)</b></p> <p>In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p><b>Unit 2: Creating Media (Webpage Creation)</b></p> <p>Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p><b>Unit 3: Programming A (Variables in Games)</b></p> <p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p>	<p><b>Unit 4: Data and Information (Introduction to Spreadsheets)</b></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>	<p><b>Unit 5: Creating Media (3D Modelling)</b></p> <p>Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p><b>Unit 6: Programming B (Sensing Movement)</b></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device – the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>
Spanish (Language Angels)	<p><b>Revise Phonetics *</b></p> <p><b>Verbs &amp; Grammar (Present tense verbs) (Language Angels)</b></p> <p>Present tense conjugation of regular AR, ER and IR verbs. Learning 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, singular and plural and their pronouns in English. Learn the endings in Spanish and being able to conjugate common regular verbs (hablar, cantar, bailar, visitar, escuchar, comer, beber, leer, escribir, vivir). Revisiting time phrases and days of the week in order to extend sentences.</p>	<p><b>At School (Times, present tense, justify opinions, adj agreement) (Language Angels)</b></p> <p>Introduce the unit En El Colegio recapping key vocabulary for school subjects from Year 4</p> <p>Consolidate the vocabulary for school subjects and to extend by introducing an opinion.</p> <p>introduce the concept of time in Spanish.</p> <p>Consolidate the language covered so far using a listening activity and introducing the irregular verb IR ('to go').</p> <p>consolidate the language covered so far in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</p> <p>A lesson on Christmas in Spain (Feliz Navidad unit on Language Angels)</p>	<p><b>The Weekend (Language Angels)</b></p> <p>Future tense introduced here. Saying what you are going to do at the weekend using the near future tense.</p> <p><i>Este fin de semana voy a – this weekend I am going to...</i></p> <p><i>Jugar al fútbol, ver la tele, estudiar, leer, ir al cine, ir a un restaurante, ir de compras, bailar, jugar a los videojuegos, ver una película</i></p> <p>Near future tense for all 6 persons. Revisit order of pronouns /persons Voy, vas, va, vamos, vais, van + a + infinitive</p>	<p><b>Spanish Festivals (Core Vocabulary and Extras on Language Angels)</b></p> <p><b>Las Fallas (Burning figures)</b></p> <p><b>El día de los Muertos (Day of the Dead)</b></p> <p>Learning about what happens at each festival and being able to talk about it.</p>	<p><b>Healthy Lifestyle (Language Angels)</b></p> <p>Introduce the unit La Comida Sana and to improve their range of vocabulary by recapping words for healthy foods and drinks from Year 4.</p> <p>Learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills.</p> <p>Consolidate their learning of the new vocabulary using PowerPoint activities and snap cards. Introduce the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.</p> <p>Improve their range of vocabulary by learning key language for activities they do and do not do to keep fit and using this new language to interview each other in a class survey.</p> <p>Improve their reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish.</p>	<p><b>Holidays (Revisit countries, transport, accommodation, Could introduce past tense here also)</b></p> <p>Introduction to past tense to say where you went</p> <p><i>Fui a ...</i></p> <p><i>España, Grecia, Turquía, Gales, Escocia, Irlanda, Estados Unidos, México, Francia, Italia.</i></p> <p>Learning means of transport</p> <p><i>En barco, en coche, en avión, en tren, en autobús</i></p> <p>Saying where you stayed – different types of accommodation</p> <p><i>Me alojé un hotel, en un camping, en un apartamento, en la casa de mis abuelos</i></p> <p>Learning the preterite tense for some holiday activities in the “I” form</p> <p><i>Fui a la playa</i> <i>Tomé el sol</i> <i>Nadé</i> <i>Comí pizza</i> <i>Comí un helado</i> <i>Visité monumentos</i> <i>Compré recuerdos</i></p> <p>Giving opinions in the past using “fue + adjective” – it was + adjective)</p>

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Music (Charanga Scheme)	<p style="text-align: center;"><b>Happy</b></p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1313588-happy">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1313588-happy</a></p>	<p style="text-align: center;"><b>Classroom Jazz 2</b></p> <p>All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1312163-classroom-jazz-2">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1312163-classroom-jazz-2</a></p>	<p style="text-align: center;"><b>A New Year Carol</b></p> <p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1312156-a-new-year-carol">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1312156-a-new-year-carol</a></p>	<p style="text-align: center;"><b>You've got a friend</b></p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1314279-you-ve-got-a-friend">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1314279-you-ve-got-a-friend</a></p>	<p style="text-align: center;"><b>Music and Me</b></p> <p>Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1328848-music-and-me">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1328848-music-and-me</a></p>	<p style="text-align: center;"><b>Reflect, Review and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  <a href="https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1314328-reflect-rewind-and-replay">https://www.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1314328-reflect-rewind-and-replay</a></p>
Art/DT	<p style="text-align: center;"><b>Star of fear, star of hope (Art) (Artist: Roy Lichtenstein)</b></p> <p>Draw for a sustained period over several sessions working on one piece</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Show evidence of tints, tone and shading in their painting</p> <p>Combine different types of paint into the same painting to create different effects, i.e. acrylic, water, poster, ink.</p>	<p style="text-align: center;"><b>Automata Animal Mechanisms (D&amp;T – Twinkl) (Explore use of cam mechanisms in everyday use)</b></p> <p>After experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement</p> <p>Understanding how linkages change the direction of a force</p> <p>Making things move at the same time.</p> <p>Measuring, marking and checking the accuracy of the jelutong and dowel pieces required</p> <p>Measuring, marking and cutting components accurately using a ruler and scissors</p> <p>Assembling components accurately to make a stable frame</p> <p>Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles</p> <p>Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.</p> <p>Evaluating the work of others and receiving feedback on own work</p> <p>Applying points of improvements</p> <p>Describing changes they would make/ do if they were to do the project again.</p> <p>Using a bench hook to saw safely and effectively</p> <p>Exploring cams, learning that different shaped cams produce different follower movements</p> <p>Exploring types of motions and direction of a motion</p>	<p style="text-align: center;"><b>Slavery (Art) (Artist: David Drake)</b></p> <p>Use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Show evidence of tints, tone and shading in their painting</p> <p>Combine different types of paint into the same painting to create different effects, i.e., acrylic, water, poster, ink.</p> <p>Make a two-colour lino, relief print</p> <p>Choose the printing method appropriate to task</p> <p>Build up layers and colours/textures</p> <p>Organise their work in terms of pattern, repetition, symmetry, or random printing styles.</p>	<p style="text-align: center;"><b>Textiles (D&amp;T) Felt Phone Case (Designer:</b></p> <p>Designing a phone case in accordance to specification linked to set of design criteria to fit a specific theme</p> <p>Annotating designs.</p> <p>Using template pinning panels onto fabric</p> <p>Marking and cutting fabric accurately, in accordance with a design</p> <p>Sewing a strong running stitch, making small, neat stitches and following the edge</p> <p>Tying strong knots</p> <p>Decorating a felt phone case - attaching objects using thread and adding a secure fastening</p> <p>Evaluating work continually as it is created</p> <p>Learning different decorative stitches</p> <p>Application and outcome of the individual technique</p> <p>Sewing accurately with even regularity of stiches</p>	<p style="text-align: center;"><b>Vikings (Art) (Artist:</b></p> <p>Describe the different qualities involved in modelling, sculpture, and construction</p> <p>Use wood to create a structure for model</p> <p>Create homemade sculpting materials such as paper clay or cold porcelain</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p style="text-align: center;"><b>Food (D&amp;T) (Focus: Chef James Holden)</b></p> <p>Finding a suitable recipe for a given course and ingredient and recording the relevant ingredients and equipment needed to make it</p> <p>Following a recipe, including using the correct quantities of each ingredient.</p> <p>Writing a recipe: explaining the process taken.</p> <p>Explaining where certain key foods come from before they appear on the supermarket shelf</p>

## Year 6 Long Term Planning

<b>PSHE</b>	Attraction to others; romantic relationships; civil partnership and marriage  Recognising and managing pressure; consent in different situations  Expressing opinions and respecting other points of view, including discussing topical issues		Valuing diversity; challenging discrimination and stereotypes  Evaluating media sources; sharing things online  Influences and attitudes to money  Money and financial risks		What affects mental health and ways to take care of it, managing change, loss, and bereavement, managing time online  Human reproduction and birth; increasing independence, managing transitions.  Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	
<b>RE (St. Helens Scheme)</b>	<p style="text-align: center;"><u>Christianity – Church</u></p> <p>If life is like a journey, what's the destination?</p> <ul style="list-style-type: none"> <li>· Death and resurrection of Jesus</li> <li>· Life after death</li> <li>· Importance of forgiveness, confession, and reconciliation</li> </ul>	<p style="text-align: center;"><u>Hindu Dharma</u></p> <p>Do we have to live our lives in a certain way?</p> <ul style="list-style-type: none"> <li>· Explore Hindu stages of life                             <ul style="list-style-type: none"> <li>· Ashrama</li> <li>· Mocksha</li> <li>· Samskaras</li> </ul> </li> </ul> <p style="text-align: center; color: red;">L3 – About the relationship between rights and responsibilities</p>	<p style="text-align: center;"><u>Islam</u></p> <p>What is Hajj and why is it important to Muslims?</p> <ul style="list-style-type: none"> <li>· Five Pillars of Islam</li> <li>· Ummah</li> <li>· Hajj</li> </ul> <p style="text-align: center; color: red;">English link – Recount of the pilgrimage of Hajj</p>	<p style="text-align: center;"><u>Christianity – Jesus</u></p> <p>Why do Christians believe Good Friday is 'good'?</p> <ul style="list-style-type: none"> <li>· Holy Week/Easter Sunday</li> <li>· The Eucharist</li> <li>· Denominational differences</li> </ul>	<p style="text-align: center;"><u>Buddhism</u></p> <p>What do we mean by a 'good life'?</p> <ul style="list-style-type: none"> <li>· Prince Siddhartha</li> <li>· The Four Noble Truths</li> <li>· The Eight-Fold Path</li> </ul> <p style="text-align: center; color: red;">L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p style="text-align: center;"><u>Christianity – God</u></p> <p>How do Christians mark 'turning points' on the journey of life?</p> <ul style="list-style-type: none"> <li>· Christian rituals</li> <li>· Rites of Passage</li> <li>· Symbolism</li> </ul>
<b>PE (Sports 4 Kids)</b>	Football	Hockey	Gymnastics	Tennis	Cricket	Athletics
	Swimming	Dance - Haka	Tag Rugby	Netball	Outdoor Activities	Rounders