

Year 6 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy	<p style="text-align: center;">Star of Fear, Star of Hope</p> <p>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 style="text-align: center;">Can We Save the Tiger?</p> <p>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 style="text-align: center;">The Selfish Giant</p> <p>Themes: Weather, religion, giant closes his garden off to the children until he realises winter will not leave without them.</p>	<p style="text-align: center;">Island: A Story of the Galapagos</p> <p>Themes: Science, animals, habitats, threats to nature, formation of volcanic islands.</p>	<p style="text-align: center;">Manfish</p> <p>Themes: biography of Jacques Cousteau, the sea, oceanography, paintings.</p>	<p style="text-align: center;">Sky Chasers</p> <p>Themes: adventure, pickpocketing, France, flying, ambition, perseverance, family.</p>	
	<p>Outcome: Flashback story information text. Greater Depth: To write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account.</p>	<p>Outcome: Information/explanation/ persuasion: hybrid text. Recount: diary. Greater Depth: Write a Newsround TV style story.</p>	<p>Outcome: classic narrative. Explanation. Greater Depth: Write a narrative from a different viewpoint.</p>	<p>Outcome: Recount: journalistic report (hybrid text) Greater Depth: Write a magazine article/hybrid text.</p>	<p>Outcome: Recount: biography. Fiction. Greater Depth: Add in a script commentary about role in conservation debate.</p>	<p>Outcome: Fiction: adventure story. Recount: autobiography. Greater Depth: Include a section written from the viewpoint of another person.</p>	
	<p style="text-align: center;">Mastery Keys</p> <p>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. <u>Information Text</u> Use a colon to introduce a list. Punctuate bullet points consistently.</p>	<p style="text-align: center;">Mastery Keys</p> <p>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 style="text-align: center;">Mastery Keys</p> <p>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 style="text-align: center;">Mastery Keys</p> <p>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 style="text-align: center;">Mastery Keys</p> <p>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 style="text-align: center;">Mastery Keys</p> <p>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>Missed NC Objectives not covered in Pathways to Write</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 style="text-align: center;"><u>Poetry</u> (To be completed during Assessment Week)</p> <p>Poem: A Tiger in the Zoo Outcome: 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. Greater Depth: Poem contrasting the creature in its natural habitat and in captivity. Poetry Keys: 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 style="text-align: center;"><u>Poetry</u> (To be completed during Assessment Week)</p> <p>Poem: The Sea Outcome: To write a narrative poem about a journey across the sea, including personification of the waves. Greater Depth: Written in first person as the sea. Poetry Keys: Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>		<p style="text-align: center;"><u>Poetry</u> (To be completed during Assessment Week)</p> <p>Poem: Sonnet Written at the Close of Spring Outcome: To write a poem in the style of a sonnet to describe the view of a countryside from a hot air balloon. Greater Depth: To write a sonnet to describe the view of a countryside from a hot air balloon. Poetry Keys: Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>	

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Mathematics	<p style="text-align: center;">Number: Place Value</p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across 0. Solve number and practical problems that involve all of the above.</p> <p style="text-align: center;">Number: Addition, Subtraction, Multiplication and Division</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication. 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. 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. Perform mental calculations, including with mixed operation and larger numbers. Identify common factors, multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. 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;">Number: Fractions</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions including fractions greater than 1. Generate and describe linear number sequences (with fractions). Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$. Divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$. Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction $1/8$. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p style="text-align: center;">Geometry: Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p>		<p style="text-align: center;">Number: Decimals</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. Multiply 1-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p style="text-align: center;">Number: Percentages</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. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p style="text-align: center;">Number: Algebra</p> <p>Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p style="text-align: center;">Measurement: Converting Units</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 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. Convert between miles and kilometres.</p> <p style="text-align: center;">Measurement: Perimeter, Area and Volume</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids, using standard units including cm³, m³ and extending to other units (mm³, km³)</p> <p style="text-align: center;">Number: Ratio</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>		<p style="text-align: center;">Geometry: Properties of Shape</p> <p>Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. 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;">Statistics</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p>	
	Geography/History	<p style="text-align: center;">Ordnance Survey Symbols and six figure grid references</p> <p>Review a range of maps. Recap maps of Merseyside and compare old and new maps. Create a route using an IOS map and allow children to follow with a compass. Link to Liverpool's docks for next topic. Find directions between Rainford and Liverpool's Albert Dock.</p> <p style="text-align: center;">Maths Link – Co-ordinates</p>	<p style="text-align: center;">Anglo Saxons and Vikings</p> <p>To know where the Vikings originated and show this on a map. Use knowledge of maps from Geography in Aut 1. Description of the Viking's journey to Britain. Maths link (distance). Show YouTube videos to demonstrate how hard the journey was. Discuss when this occurred and tech available. Know why the Vikings and the Anglo-Saxons battled constantly and how they lived together. Discuss value of territory and how this enabled bargaining – explore reasons why they fought/invaded each other. Know how the Vikings come to rule over Britain. Review why fighting occurred and how they defeated the Anglo-Saxons – refer to Hastings and Norman Conquest</p> <p style="text-align: center;">English Link – Non-fiction Writing (based on the journey from Denmark to Britain) Maths link – Distances in metres and km.</p>	<p style="text-align: center;">Slavery</p> <p>Know how Britain has had a major influence on the world. Review British Empire and the spread of this and the dominance that Britain had. Review slavery and its impact across the world. Review gains and losses from a range of countries (Britain, America, Western Africa, Caribbean Islands) Slave Trade Triangle. Know how the slave trade impacted both rich and poor members of the public. Specific to Liverpool – based on our trip to Maritime Museum. Know the journey of a slave and map out a journey of their life. Diary Entry based from a slave onboard a ship - English link. View examples of slave ships and how passengers were made to feel. Know how slavery was abolished. Understand process and rejection originally. Know key figures in the abolishment of slavery. Wilberforce's involvement.</p> <p style="text-align: center;">English Link – Non-Fiction Writing (based on a slave's diary aboard a slave ship)</p> <p style="text-align: center;">PSHE – Discrimination, teasing and aggressive behaviours R14</p>	<p style="text-align: center;">Slavery in Liverpool</p> <p>Know the influence of Liverpool's port and significance of it for Europe. Refer to traffic of port and compare to other ports in UK (Bristol, Glasgow). Know the routes in and out of Liverpool for slaves. Map work to show shipping lanes. Use shipping forecasts for today to compare to past (refer to Triangular Slave Trade). Know the historical importance of slavery and its legacy in Liverpool. Refer to primary resources across the city (i.e. finding ports, holding gates under L1). Find why Liverpool's streets are named after slave owners. Know the reason why Liverpool had such a vast number of slaves pass through the city and the reliance Commonwealth Act after 1950s – jobs needed and were invited - Diverse culture and mix amongst communities (China town) Windrush generation and scandal – 2018 scandal</p> <p style="text-align: center;">PSHE Link - That differences and similarities between people arise from several factors, including family, cultural, ethnic and racial R13</p>	<p style="text-align: center;">Industrial Areas and Ports</p> <p>Know about time zones and work out differences – maths link (addition and subtraction) Introduce what trade is - Recap from Slavery - comparisons · Describe why industrial areas and ports are important – Compare between slavery and modern day · Describe and understand key aspects of trade, and the distribution of resources (most common using up to date data) · Know where important ports are in the UK and in the World. Largest natural harbour in the world. · Make links to China and their large ports (7 out of 10 are in China – including Singapore)</p> <p style="text-align: center;">Maths link – Map work of times and distance</p>

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Science	<p style="text-align: center;">Electricity</p> <p>Explain how objects become charged. Describe the parts of an electrical circuit. Explain how voltage affects a bulb's brightness. Compare electrical conductors and insulators. Build a set of traffic lights. Explain how variable resistors can work like a switch.</p>	<p style="text-align: center;">Animals Including Humans – The Heart and Health</p> <p>Describe the function of blood. Describe the function of blood vessels. Describe how your heart moves blood around the body. Describe what affects your heart rate. Explore the different food groups and identify ways to eat a balanced diet. Describe the consequences of an unhealthy lifestyle.</p>	<p style="text-align: center;">Animals Including Humans – Blood and Transportation</p> <p>Explain what happens when blood vessels constrict. Describe how your heart moves blood around the body. Describe how oxygen is moved around the body. Describe the composition of blood. Describe what affects your heart rate. Explain how blood is filtered.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">English link – Non-fiction Writing (non-chronological report based on transport of blood)</p>	<p style="text-align: center;">Living Things & Their Habitats</p> <p>Classify living things. Explore the kingdoms of life. Describe the work of Carl Linnaeus. Identify different classes of vertebrates. Explore soil habitats. Describe different types of fungi and yeasts.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">PSHE Link – SRE and knowing your body – H8 & H19</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Writing Link – Biography on Carl Linnaeus</p>	<p style="text-align: center;">Light</p> <p>Compare materials of different transparencies. Describe how lenses can be used. Explore water lenses. Describe the reflection of light. Investigate light colour mixing. Explain how shadows form.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">English Link – Explanation Text about light and how it travels</p> <p style="background-color: #ff0000; color: white; padding: 2px;">Writing Criteria – structure, range of purposes, headings and sub-headings.</p>	<p style="text-align: center;">Evolution & Inheritance</p> <p>Explain how animals can look different to their parents. Describe the process of natural selection. Explain what fossils can tell us. Explore the work of palaeontologist Mary Anning. Describe the process of genetic modification. Explain how animals can be bred for a specific purpose.</p> <p style="background-color: #ff0000; color: white; padding: 2px;">English link – link to Pathway To Writing book about the Galapagos Islands</p>
Computing (Twinkl Scheme)	<p style="text-align: center;">Online Safety</p> <p><i>Identify a dangerous spam email</i></p> <p><i>Explain what to do with spam email</i></p> <p><i>Understand why they should cite a source—link to plagiarism</i></p> <p><i>Explain rules and algorithms for creating a strong password</i></p> <p><i>Know that not everything that is online is necessarily true</i></p> <p><i>Explain how to stay safe online and how to identify unsafe behaviour</i></p> <p><i>Create multiple strong passwords for use across different platforms and know why this is important</i></p> <p><i>Alter a photograph</i></p> <p><i>Identify citations online</i></p> <p><i>Explain steps to take to avoid receiving spam emails.</i></p>	<p style="text-align: center;">3D Modelling</p> <p><i>Draw 2d shapes or lines</i></p> <p><i>Manipulate 2D shapes into 3D shapes</i></p> <p><i>Use a range of tools including: shape, push, pull, orbit, pan, zoom, erase and fill</i></p> <p><i>Draw and manipulate 3D models independently</i></p> <p><i>Use inference points to draw lines and shapes</i></p> <p><i>Begin to use complex tools including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse</i></p>	<p style="text-align: center;">Internet research and website</p> <p><i>Comment on the features and layout of a webpage</i></p> <p><i>Create a new webpage with a chosen layout and format text in the webpage</i></p> <p><i>Independently search for images that can be used in documents</i></p> <p><i>Insert and format an image in a webpage</i></p> <p><i>Independently create a hyperlink</i></p> <p><i>Learn how to share a webpage so it can be viewed by anyone</i></p> <p><i>Use the advanced features of Google's web search</i></p> <p><i>Understand and explain bias and authority in webpages</i></p> <p><i>Know how to use the different share settings in Google Sites</i></p>	<p style="text-align: center;">Programming</p> <p><i>Build on previous understanding of programming</i></p> <p><i>Move and edit blocks as part of an algorithm</i></p> <p><i>Program an algorithm as a sequence of game instructions with actions and consequences</i></p> <p><i>Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game</i></p>	<p style="text-align: center;">Radio Station</p> <p><i>Record and play own sounds in recording software</i></p> <p><i>Import an existing sound file into recording software to play</i></p> <p><i>Choose appropriate software for sound to play</i></p> <p><i>Choose appropriate software for sound recording</i></p> <p><i>Plan and record a radio advert</i></p> <p><i>Evaluate own performance and others' performance during sound recording</i></p> <p><i>Re-record if necessary</i></p> <p><i>Combine two or more tracks to make a new, original recording</i></p> <p><i>Plan and record appropriate audio content for a podcast whilst understanding what listeners would appreciate</i></p> <p><i>Evaluate what features make good quality audio content</i></p>	<p style="text-align: center;">Using and Applying</p> <p><i>Use search engines safely and effectively to research new ideas</i></p> <p><i>Use and combine appropriate software to draw and design room plans and other features</i></p> <p><i>Use and combine software to present information in different ways</i></p> <p><i>Implement learning from the year into a real life situation</i></p>

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Spanish (Language Angels)	<p style="text-align: center;">Verbs and Grammar</p> <p>Introduce the unit Los Verbos Regulares. Learn/revise in English what a pronoun is. Learn what these look like in Spanish. Learn about the three different types of infinitive verb categories in Spanish. –ER, -IR and –AR. Learn about verb stems and endings. Learn about regular Spanish -ER verbs. Learn about regular Spanish -IR verbs. Learn about regular Spanish -AR verbs. Use the Regular Verbs Booklet to prepare a PowerPoint or oral/written presentation all about Spanish regular verbs to present back to the class. (End of unit assessment)</p>	<p style="text-align: center;">At School</p> <p>Introduce the unit En El Colegio with key vocabulary for school subjects. Consolidate the vocabulary for school subjects and to extend by introducing an opinion. Introduce the concept of time in Spanish. Consolidate the language covered so far using a listening activity and introducing the irregular verb IR ('to go'). Consolidate the language covered so far in the unit by preparing a PowerPoint presentation including school subjects, opinions and time. Complete end of unit assessment</p>	<p style="text-align: center;">The Weekend</p> <p>Introduce the aim of the unit El fin de semana and consolidate with more sophisticated language for telling the time accurately. Consolidate the vocabulary for time and introduce the new phrases for the activities for weekend. Consolidate the new language for weekend activities with a variety of reading and listening work. Consolidate language for weekend activities and integrate a time into the new phrases, learning how to use connectives. To consolidate all the language covered so far and introduce three positive and three negative opinion phrases. Complete end of unit assessment</p>	<p style="text-align: center;">World War 2</p> <p>Introduce the unit La Segunda Guerra Mundial and improve reading and listening skills by learning how to decode unknown language in longer Spanish text. Learn some of the countries and languages involved in World War II in Spanish. Improve their listening and reading skills by listening to the story of Ralph (an evacuee) in Spanish and then answering true or false statements in Spanish on what his experiences were during WWII. Improve their range of vocabulary by learning key words from the story. Improve their language skills by using adjectives to compare city and country life, taught through the story of Daisy (Ralph's sister and also an evacuee). Complete end of unit assessment</p>	<p style="text-align: center;">Healthy Lifestyles</p> <p>Introduce the unit La Comida Sana and to improve their range of vocabulary by introducing ten new words for healthy foods and drinks. Learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills. 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. 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. Improve their reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish. Complete end of unit assessment</p>	<p style="text-align: center;">The Planets</p> <p>Introduce the unit Los Planetas and expand their range of vocabulary by introducing the planets in Spanish. Consolidate the new vocabulary) and work on more complex sentence structure in Spanish by describing each planet in more detail. Consolidate the new vocabulary from last week (if applicable) and work on more complex sentence structure in Spanish by describing each planet in more detail. Consolidate their knowledge of the planets and use these complex sentences to highlight some specific adjectives, looking at the rules of adjectival agreement in Spanish consolidate their knowledge of adjectival agreement in Spanish. Consolidate their knowledge of adjectival agreement in Spanish. Complete end of unit assessment</p>
Music (Charanga Scheme)	<p style="text-align: center;">Happy</p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1313588-happy</p>	<p style="text-align: center;">Classroom Jazz 2</p> <p>All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1312163-classroom-jazz-2</p>	<p style="text-align: center;">A New Year carol</p> <p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1312156-a-new-year-carol</p>	<p style="text-align: center;">You've got a friend</p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1314279-you-ve-got-a-friend</p>	<p style="text-align: center;">Music and Me</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. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1328848-music-and-me</p>	<p style="text-align: center;">Reflect, Review and Replay</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. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1312148-year-6/1314328-reflect-rewind-and-replay</p>

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Art/DT (KAPOW)	<p>Star of fear, star of hope (ART)</p> <ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece, • Develop their own style of drawing through: line, tone, pattern, texture. • Use sketchbooks to collect, record and plan for future works. • Adapt their work according to their views and describe how they might develop it further. • Show evidence of tints, tone and shading in their painting, • Combine different types of paint into the same painting to create different effects, i.e. acrylic, water, poster, ink. 	<p>MECHANISMS</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 • Understanding how linkages change the direction of a force • Making things move at the same time.</p> <p>• Measuring, marking and checking the accuracy of the jelutong and dowel pieces required • Measuring, marking and cutting components accurately using a ruler and scissors • Assembling components accurately to make a stable frame • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles • 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 • Applying points of improvements • 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 • Exploring cams, learning that different shaped cams produce different follower movements • Exploring types of motions and direction of a motion</p> <p>STRUCTURES (Home Learning Project)</p> <p>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures • Measuring, marking and cutting wood to create a range of structures • Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation • Testing and adapting a design to improve it as it is developed • Identifying what makes a successful structure.</p> <p>Knowing that structures can be strengthened by manipulating materials and shapes • Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans) • Understanding man made and natural structures</p>	<p>Slavery (Art)</p> <ul style="list-style-type: none"> • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Show evidence of tints, tone and shading in their painting, • Combine different types of paint into the same painting to create different effects, i.e. acrylic, water, poster, ink. • Make a two colour lino, relief print, • Choose the printing method appropriate to task, • Build up layers and colours/textures, • Organise their work in terms of pattern, repetition, symmetry or random printing styles. 	<p>TEXTILES</p> <p>Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme • Annotating designs. Using template pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat - attaching objects using thread and adding a secure fastening</p> <p>Evaluating work continually as it is created. Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stitches</p>	<p>Light (Art)</p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction, • Use wood to create a structure for model, • Create homemade sculpting materials such as paper clay or cold porcelain, • Plan a sculpture through drawing and other preparatory work. 	<p>FOOD</p> <p>Writig a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken.</p> <p>Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence.</p> <p>Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to minimise cross contamination.</p> <p>Learning how to research a recipe by ingredient • Recording the relevant ingredients and equipment needed for a recipe</p> <ul style="list-style-type: none"> • Understanding the combinations of food that will complement one another • Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient
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PSHE	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. H11</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. H7</p>	<p>To recognise and respond appropriately to a wider range of feelings in others. R1</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary who are of the legal age to make that commitment. constructively challenge others' points of view. R10</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability R13</p>	<p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. H17</p> <p>To know what is and is not appropriate images to ask for or to share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To realise the nature and consequences of discrimination, teasing and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R14</p>	<p>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>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (their contribution to society through the payment of VAT) L14 (Money Matters)</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. L15 (Money Matters)</p>	<p>What is meant by enterprise and begin to develop enterprise skills. (Look with FOBL at a fundraising event at some point during the school year in all KS2 classes) – Link to DT/upcoming Summer Fayre L16</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresented or mislead; the importance of being careful what they forward to others. L18</p>	<p>About change including transitions (prepare for Secondary school), loss, separation and bereavements. H8</p> <p>About human reproduction. H19</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>Understanding that actions such as female genital mutilation (FGM) constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. L5</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. R20</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation. R17</p> <p>RSE: Puberty: Recap and Review Puberty: Change and Becoming Independent Positive, Healthy Relationships How Babies are Made</p>
RE (St. Helens)	<p><u>Christianity – Church</u></p>	<p><u>Hindu Dharma</u></p>	<p><u>Islam</u></p>	<p><u>Christianity – Jesus</u></p>	<p><u>Buddhism</u></p>	<p><u>Christianity – God</u></p>
	<p>How do Christians mark the 'turning points' on the journey of life?</p> <ul style="list-style-type: none"> · Christian rites of passage · Denominational differences 	<p>Is there one journey or many?</p> <ul style="list-style-type: none"> · Reincarnation · Karma · The 4 ashramas 	<p>What is the Hajj and why is it important to Muslims?</p> <ul style="list-style-type: none"> · The Ummah · Hajj <p style="color: red;">English link – Recount of the pilgrimage of Hajj</p>	<p>Why do Christians believe Good Friday is 'good'?</p> <ul style="list-style-type: none"> · Holy Week · The Eucharist · Denominational differences 	<p>What do we mean by a 'good life'?</p> <ul style="list-style-type: none"> · The Buddha · The Four Noble Truths · The Eightfold path 	<p>If life is like a journey, what's the destination?</p> <ul style="list-style-type: none"> · Parables · Love for all
PE (Sports 4 Kids)	<p><u>Football</u></p>	<p><u>Hockey</u></p>	<p><u>Gymnastics</u></p>	<p><u>Tennis</u></p>	<p><u>Cricket</u></p>	<p><u>Athletics</u></p>
	<p>Develop dribbling and passing to beat defenders as an attacking team</p> <p>Practise passing under pressure of various distances</p> <p>Receive passing under pressure (back to goal)</p> <p>Experience defence vs attack situations under pressure</p> <p>Learn and understand patterns of play between passing and shooting</p>	<p>Develop dribbling and passing to beat defenders</p> <p>Practise passing under pressure of various distances</p> <p>Receive passing under pressure (back to goal)</p> <p>Experience defence vs attack situations under pressure</p> <p>Learn and understand patterns of play between passing and shooting</p>	<p>Identify and perform shapes and balances using apparatus</p> <p>Display symmetrical and asymmetrical body shapes</p> <p>Use counterbalances within sequences</p> <p>Perform movements in canon and unison</p> <p>Perform and evaluate own and other's performances</p>	<p>Introduce lobs and the smash shot techniques</p> <p>Apply service in gameplay</p> <p>Display playing shots on the move, including recently learnt shots</p> <p>Demonstrate volleying the ball in game situations</p> <p>Play tournament tennis (solo or doubles)</p>	<p>Vary batting styles (back foot drive, defensive block)</p> <p>Develop throwing and catching while under pressure</p> <p>Score runs accurately (call when running to record)</p> <p>Vary styles of bowling and tactical gameplay</p> <p>Accurately, when fielding, run, collect and throw to halt scoring of batting team</p> <p>Develop fielding strategies</p>	<p>Practise sprints in a competition—using a strategy during relays</p> <p>Distance running competitions with strategic planning beforehand</p> <p>Long jump and sergeant jump competition</p> <p>Varied throwing techniques adding discuss to prior throws (shot put, javelin)</p> <p>Practise hurdling in a competition, using sprinting and jumping techniques to increase speed.</p>

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<u>Swimming</u>	<u>Dance (Haka)</u>	<u>Tag Rugby</u>	<u>Volleyball</u>	<u>Outdoor Activities</u>	<u>Rounders</u>
<p><i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke)</i></p> <p><i>Performs safe self-rescue in different water-based situations</i></p>	<p>Exaggerate movements for effect</p> <p>Perform moves confidently and with variety</p> <p>Demonstrate imagination and creativity to create a sequence</p> <p>Move appropriately to stimuli</p> <p>Show accurate pace and timing</p> <p>Improvise with confidence during dances</p>	<p>Beat opponents with feints and dummies</p> <p>Experience and develop passing whilst under pressure</p> <p>Keep count of tagging count during game</p> <p>Choice of kicking strategies within the game to progress</p> <p>Ensure patterns of play are understand and used accurately to progress team</p>	<p>Introduce digs and blocks to defend then progress to attack using set and spike</p> <p>Apply service in gameplay</p> <p>Display playing shots on the move, including recently learnt shots</p> <p>Demonstrate decision making under pressure in game situations</p> <p>Play tournament tennis (solo, doubles or groups)</p>	<p>Demonstrate strong listening skills</p> <p>Use and interpret simple maps</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrate an understanding of how to stay safe</p>	<p>Throwing and catching under pressure</p> <p>Back Foot first base (Tactical shot)</p> <p>Scoring runs safely (calling when running)</p> <p>Different styles of bowling and strategies</p> <p>Running, collecting, Fielding techniques (L Barrier)</p> <p>Fielding strategies</p>