

Year 6 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<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>
Literacy	<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. Information Text 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>
Missed NC Objectives not covered in Pathways to Write						
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 style="text-align: center;">Poetry (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;">Poetry (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;">Poetry (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;"><u>Number: Place Value</u></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;"><u>Number: Addition, Subtraction, Multiplication and Division</u></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;"><u>Number: Fractions</u></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. $\frac{3}{4} \times \frac{1}{2} = \frac{1}{8}$</p> <p>Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction $\frac{1}{8}$.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p style="text-align: center;"><u>Measurement: Converting Units</u></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;"><u>Number: Ratio</u></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;"><u>Number: Algebra</u></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;"><u>Number: Decimals</u></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;"><u>Number: Fractions, Decimals and Percentages</u></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;"><u>Measurement: Perimeter, Area and Volume</u></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 cm^3, m^3 and extending to other units (mm^3, km^3)</p> <p style="text-align: center;"><u>Statistics</u></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;"><u>Geometry: Properties of Shape</u></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>
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Geography/History	<p style="text-align: center;">Slavery</p> <p>1.Can I make comparisons between developed countries and third world countries?</p> <p>2.Can I explore evidence and explain what the Transatlantic slave trade was?</p> <p>3.Can I write a diary entry about an enslaved person's journey on a slave ship?</p> <p>4.Can I describe and explain the abolishment of slavery?</p> <p>5.Can I research and explain the importance of propaganda?</p> <p><small>English Link – Non-Fiction Writing (based on a slave's diary aboard a slave ship)</small></p> <p><small>PSHE – Discrimination, teasing and aggressive behaviours R14</small></p> <p>PRIOR LEARNING What does the term slavery mean? What is trading? What does comparing mean? Slavery in other civilisations?</p> <p>POST LEARNING Discussion around developed and under developed countries. Give examples of infrastructure comparisons. Describe conditions on board a slave ship. Name Olaudah Equiano as a famous enslaved person who wrote a diary. What jobs were enslaved people expected to do? What encouraged the abolition of slavery? List 3 significant dates related to the transatlantic slave trade.</p>	<p style="text-align: center;">Industrial Areas and Ports</p> <p>Can I explain the UK's trade links with other countries in the context of UK imports and exports? L2, P1</p> <p>Can I analyse statistics to identify the largest ports within the UK? SF3 P1</p> <p>Can I understand geographical similarities and differences between the ports in the UK and China? P1, HP1</p> <p>Can I explain the key aspects of human Geography in the context of fair trade? HP2</p> <p>Can I describe and explain the global supply chain? P1,</p> <p>Can I explain how trading has changed over the years? L2, HP1 SP5</p> <p>Trip to the Slavery museum in Liverpool.</p> <p><small>Maths link – Map work of times and distance</small></p> <p>TRIP TO THE INTERNATIONAL SLAVERY MUSEUM (link to previous and next topics)</p> <p>PRIOR - Recap from Slavery - how was trade used then? How does this compare to today? What are shipping docks? OS symbol for docks.</p> <p>POST - Name some significant UK and Chinese ports, know the difference between import and export.</p>	<p style="text-align: center;">Slavery in Liverpool</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><small>PSHE Link – That differences and similarities between people arise from several factors, including family, cultural, ethnic and racial R13</small></p> <p>PRIOR LEARNING Discussion around developed and under developed countries. Describe conditions on board a slave ship. What jobs were enslaved people expected to do? What encouraged the abolition of slavery? What were enslaved people traded for? Reference to Y5 WW2 topic - trip to Liverpool command centre and location of the Albert Dock.</p> <p>POST LEARNING Poster - What evidence of the slave trade still exists</p>	<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 previous units on Industrial ports and Slavery ports. Liverpool's docks Find directions between Rainford and Liverpool's Albert Dock.</p> <p><small>Maths Link – Co-ordinates</small></p> <p>PRIOR - When do we use maps? How has technology developed in terms of mapping? What's a compass? Name some symbols from a map. Have they ever used a map?</p> <p>POST - Name map symbols, explain how to plan a route using a map.</p>	<p style="text-align: center;">Anglo Saxons and Vikings</p> <p>1.Can I explain what evidence is available to show where the Vikings originated from?</p> <p>2.Can I use research to explain why there was resistance by Alfred the Great and Athelstan, first king of England?</p> <p>3.Can I evaluate the accuracy of evidence about Viking raids and invasion?</p> <p>4.Can I explain the cause and consequence of Danelaw? (Danegeld)</p> <p>5.Can I describe and explain key changes during the Viking era between 787AD and 1066AD?</p> <p>6.Can I explore evidence to form opinion on whether Edward the Confessor was to blame for the Battle of Hastings?</p> <p><small>English Link – Non-fiction Writing (based on the journey from Denmark to Britain)</small> <small>Maths link – Distances in metres and km.</small></p> <p>PRIOR Why do people invade? (WW2/ Romans), What is a settlement? What do you know about the Vikings? Where were the Vikings from?</p> <p>POST Kahoot - Where did the Vikings originate from? How did they travel to England? What was Danegeld?</p>	<p style="text-align: center;">World's Deserts</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 (Antartica, Namib (Africa), Arctic, Atacama, Sahara, Gobi, Australian Outback, Arabian)</p> <p>Know why deserts are important to wildlife across the world (eco-systems)</p> <p><small>English Link – Non-fiction Writing (non-chronological report)</small></p> <p>PRIOR - What is a desert? Name some well known deserts. What is the climate like in a desert?</p> <p>POST - What is a biome and vegetation belt? What's an eco system? Use an atlas to identify deserts.</p>
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Science	<p>Electricity Describe the parts of an electrical circuit. Explain voltage and its effect on an electrical circuit. Apply knowledge to identify and correct problems in a circuit. Investigate what affects the output of a circuit. Build a set of traffic lights. Apply knowledge of conductors and insulators.</p>	<p>Animals Including Humans – The Heart and Health Understand the function of the heart and its role in the circulatory system. Identify and compare blood vessels. Explore blood. Learn how the body transports water and nutrients. Investigate what affects your heart rate. Learn about the impact of drugs and alcohol on the body.</p> <p>H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these 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. 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 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 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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>Animals Including Humans – Looking after the environment Learn about climate change Explore ways to reduce how much rubbish is sent to landfill. Explore ways to reduce energy consumption. Explore what happens when fuels are burnt Explore the outcomes of COP26 Compare data associated with the weather</p>	<p>Evolution & Inheritance Explain how adaptations help animals and plants survive Describe the process of natural selection. Explain why animals can look different to their parents. Describe the process of genetic modification. Explain what fossils can tell us. Explore the work of palaeontologist Mary Anning</p> <p>English link – link to Pathway To Writing book about the Galapagos Islands</p>	<p>Light Explore how light travels Explore reflection Explore reflection and explain how it can be used to help us see Investigate how shadows can change. Investigate how we can show why shadows have the same shape as the object that casts them Investigate how we see objects</p> <p>English Link – Explanation Text about light and how it travels Writing Criteria – structure, range of purposes, headings and sub-headings.</p>	<p>Living Things & Their Habitats 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>PSHE Link – SRE and knowing your body – H8 & H19</p> <p>Writing Link – Biography on Carl Linnaeus</p>
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Computing (Twinkl Scheme)	<p>Online Safety Identify a dangerous spam email Explain what to do with spam email Understand why they should cite a source—link to plagiarism Explain rules and algorithms for creating a strong password Know that not everything that is online is necessarily true Explain how to stay safe online and how to identify unsafe behaviour Create multiple strong passwords for use across different platforms and know why this is important Alter a photograph Identify citations online Explain steps to take to avoid receiving spam emails.</p> <p>ECW - Self-image and identity/online bullying</p> <p>L11 – Recognise ways on which the internet and social media can be used both positively and negatively. L12 – How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if</p>	<p>3D Modelling</p> <p>Draw 2d shapes or lines</p> <p>Manipulate 2D shapes into 3D shapes</p> <p>Use a range of tools including: shape, push, pull, orbit, pan, zoom, erase and fill</p> <p>Draw and manipulate 3D models independently</p> <p>Use inference points to draw lines and shapes</p> <p>Begin to use complex tools including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse</p> <p>ECW- Online relationships</p>	<p>Internet research and website</p> <p>Comment on the features and layout of a webpage</p> <p>Create a new webpage with a chosen layout and format text in the webpage</p> <p>Independently search for images that can be used in documents</p> <p>Insert and format an image in a webpage</p> <p>Independently create a hyperlink</p> <p>Learn how to share a webpage so it can be viewed by anyone</p> <p>Use the advanced features of Google’s web search</p> <p>Understand and explain bias and authority in webpages</p> <p>Know how to use the different share settings in Google Sites</p> <p>ECW- Managing online information</p>	<p>Programming</p> <p>Build on previous understanding of programming</p> <p>Move and edit blocks as part of an algorithm</p> <p>Program an algorithm as a sequence of game instructions with actions and consequences</p> <p>Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game</p> <p>ECW - Copyright and ownership</p>	<p>Radio Station</p> <p>Record and play own sounds in recording software</p> <p>Import an existing sound file into recording software to play</p> <p>Choose appropriate software for sound to play</p> <p>Choose appropriate software for sound recording</p> <p>Plan and record a radio advert</p> <p>Evaluate own performance and others’ performance during sound recording</p> <p>Re-record if necessary</p> <p>Combine two or more tracks to make a new, original recording</p> <p>Plan and record appropriate audio content for a podcast whilst understanding what listeners would appreciate</p> <p>Evaluate what features make good quality audio content</p> <p>ECW - Privacy and security</p>	<p>Using and Applying</p> <p>Use search engines safely and effectively to research new ideas</p> <p>Use and combine appropriate software to draw and design room plans and other features</p> <p>Use and combine software to present information in different ways</p> <p>Implement learning from the year into a real life situation</p> <p>ECW - Online relationships Online reputation</p>
Spanish	<p style="text-align: center;">Revise Phonetics *</p> <p style="text-align: center;">Verbs & Grammar (Present tense verbs)</p>	<p style="text-align: center;">At School (Times, present tense, justify opinions, adj agreement)</p>	<p style="text-align: center;">The Weekend Future tense introduced here.</p>	<p style="text-align: center;">Las Fallas (Burning figures)</p> <p style="text-align: center;">El día de los Muertos (Day of the Dead)</p>	<p style="text-align: center;">Healthy Lifestyle</p>	<p style="text-align: center;">Holidays (Revisit countries, transport, accommodation, Could introduce past tense here also)</p>

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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.sthelensmusicsserviceinteractive.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.sthelensmusicsserviceinteractive.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.sthelensmusicsserviceinteractive.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.sthelensmusicsserviceinteractive.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.sthelensmusicsserviceinteractive.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.sthelensmusicsserviceinteractive.org.uk/scheme/1312148-year-6/1314328-reflect-rewind-and-replay</p>
Art/DT (KAPOW)	<p style="text-align: center;">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 style="text-align: center;">Artist – Roy Lichtenstein</p>	<p style="text-align: center;">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> <ul style="list-style-type: none"> 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>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 style="text-align: center;">Designer –TBC</p>	<p style="text-align: center;">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 style="text-align: center;">Artist – David Drake</p>	<p style="text-align: center;">TEXTILES</p> <p>Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme • Annotating designs.</p> <p>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.</p> <p>Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stitches</p> <p style="text-align: center;">Designer -TBC</p>	<p style="text-align: center;">Vikings (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 style="text-align: center;">Artist - TBC</p>	<p style="text-align: center;">Food</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>2.Following a recipe, including using the correct quantities of each ingredient. Writing a recipe: explaining the process taken. Explaining where certain key foods come from before they appear on the supermarket shelf</p> <p style="text-align: center;">Designer – Chef James Holden</p>
PSHE	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>		<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money; money and financial risks</p>		<p>What affects mental health and ways to take care of it; managing change, loss and bereavement, managing time online</p> <p>Human reproduction and birth; increasing independence, managing transitions.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.</p>	

Year 6 Long Term Planning

RE (St. Helens Scheme)	romantic relation-	<p style="text-align: center;">Hindu Dharma</p> <p>Is there one journey or many?</p> <ul style="list-style-type: none"> · Reincarnation · Karma · The 4 ashramas <p style="color: red;">L3 – About the relationship between rights and responsibilities</p>	take care of it; managing change, loss and bereavement; managing time online	<p style="text-align: center;">Christianity – Jesus</p> <p>Why do Christians believe Good Friday is ‘good’?</p> <ul style="list-style-type: none"> · Holy Week · The Eucharist · Denominational differences 	<p style="text-align: center;">Buddhism</p> <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 style="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;">Christianity – God</p> <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)	ships; civil partner-	<p style="text-align: center;">Hockey</p> <p>Develop dribbling and passing to beat defenders Practise passing under pressure of various distances Receive passing under pressure (back to goal) Experience defence vs attack situations under pressure Learn and understand patterns of play between passing and shooting</p>	<p style="text-align: center;">Gymnastics</p> <p>Identify and perform shapes and balances using apparatus Display symmetrical and asymmetrical body shapes Use counterbalances within sequences Perform movements in canon and unison Perform and evaluate own and other’s performances</p>	<p style="text-align: center;">Tennis</p> <p>Introduce lobs and the smash shot techniques Apply service in gameplay Display playing shots on the move, including recently learnt shots Demonstrate volleying the ball in game situations Play tournament tennis (solo or doubles)</p>	<p style="text-align: center;">Cricket</p> <p>Vary batting styles (back foot drive, defensive block) Develop throwing and catching while under pressure Score runs accurately (call when running to record) Vary styles of bowling and tactical gameplay Accurately, when fielding, run, collect and throw to halt scoring of batting team Develop fielding strategies</p>	<p style="text-align: center;">Athletics</p> <p>Practise sprints in a competition— using a strategy during relays Distance running competitions with strategic planning beforehand Long jump and sergeant jump competition Varied throwing techniques adding discuss to prior throws (shot put, javelin) Practise hurdling in a competition, using sprinting and jumping techniques to increase speed.</p>
	ship and marriage	<p style="text-align: center;">Swimming</p> <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 style="text-align: center;">Tag Rugby</p> <p>Beat opponents with feints and dummies Experience and develop passing whilst under pressure Keep count of tagging count during game Choice of kicking strategies within the game to progress Ensure patterns of play are understand and used accurately to progress team</p>	<p style="text-align: center;">Netball</p>	<p style="text-align: center;">Outdoor Activities</p> <p>Demonstrate strong listening skills Use and interpret simple maps Think activities through and problem solve using general knowledge Choose and apply strategies to solve problems with support Discuss and work with others in a group Demonstrate an understanding of how to stay safe</p>	<p style="text-align: center;">Rounders</p> <p>Throwing and catching under pressure Back Foot first base (Tactical shot) Scoring runs safely (calling when running) Different styles of bowling and strategies Running, collecting, Fielding techniques (L Barrier) Fielding strategies</p>