















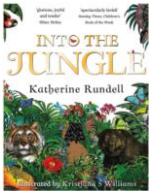
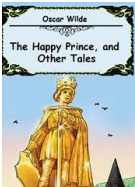


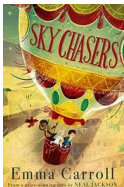




Year 6 Long Term Plan 2024 – 2025

Year group: Six	Autumn 1 6 weeks 2 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
High Performance Learning VAAs (Values, attitudes and attributes)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)
High Performance Learning ACPs (Advanced cognitive performance characteristics)	Metathinking  <ul style="list-style-type: none"> Evaluate the full range of thinking skills to solve a problem Select the most appropriate thinking skill to improve efficiency Evaluate to improve personal best Independently use strategy-planning Evaluate the views of others by constructing persuasive arguments Make a compelling and coherent personal argument 	Linking  <ul style="list-style-type: none"> Analyse similarities and differences between connections Understand the complexity of generalisations Apply generalisations to complex situations Make connections within and between subjects Transfer ideas and principles Explore complexities and limitations within big ideas 	Analysing  <ul style="list-style-type: none"> Ask insightful questions Develop hypotheses Analyse evidence and assess for validity Evaluate evidence and use to develop new ideas Select appropriate skills and use effectively to strengthen outcome Effectively use a broad range of approaches and select the most appropriate 	Creating  <ul style="list-style-type: none"> Adapt the rules of a domain for a purpose Create fun or interesting outcomes Think beyond the accepted approach Create best-fit solutions Explore possibilities before posing a solution Create original ideas Create and model new unique ideas by building on existing ideas or diverting from them 	Realising  <ul style="list-style-type: none"> Effortlessly use key facts, concepts and ideas relevant to learning stage Acquire new rules Use a range of skills without thinking Seek accuracy in work Achieve excellent levels of accuracy Plan and pace speed needed to achieve Work rapidly without errors 	Review of Metathinking, Linking, Analysing, Creating and Realising. 

		<ul style="list-style-type: none"> • Work with and evaluate a range of ideas to explain abstract, theoretical situations or models • Explore alternative solutions using interconnected prior knowledge • Recognise alternative, valid viewpoints • Question assumptions 		<ul style="list-style-type: none"> • Evaluate new ideas • Create, model and evaluate innovative ideas 		
Maths	<p>Place Value – include decimals (4 weeks)</p> <p>Addition and Subtraction-include decimals (2 weeks and 3 days)</p>	<p>Multiplication and division – include decimals (4 weeks)</p> <p>Fractions (3 weeks 4 days)</p>	<p>Fractions – include decimals (2 weeks)</p> <p>Percentages (2 weeks)</p> <p>Area and Perimeter –recap on shape names and properties (1 week and 4 days)</p>	<p>Measure – Converting units (2 weeks)</p> <p>Time (2 weeks)</p> <p>Shape - include position and direction - (2 weeks)</p>	<p>Statistics - Year 5 and 6 (2 weeks)</p> <p>Ratio and Proportion (2 weeks)</p> <p>Algebra – where appropriate before SATS</p>	<p>Algebra (2 weeks)</p> <p>Consolidation - embed non number topics further.</p>
Poetry		<p>A Tiger in the Zoo by Leslie Norris</p>  <p>Outcome: Free verse which conveys a message</p>	<p>Guarding Secrets by The Literacy Company</p> <p>The Secret Garden by Francis Hodgson Burnett</p> <p>ADD PICTURE</p> <p>Outcome: Free verse poem</p>	<p>The Sea by James Reeves</p>  <p>Outcome: Narrative poem</p>	<p>For Forest by Grace Nichols</p> <p>Outcome: Free verse</p>	<p>Sonnet Written at the Close of Spring by Charlotte Smith</p>  <p>Outcome: Narrative poem in the style of a sonnet</p>
Driver text	<p>Star of Fear, Star of Hope by Jo Hoestlandt</p> <p>Outcome – fiction: flashback story</p> <p>Incidental: Setting description, recount, diary, letter</p>	<p>Can we save the tiger? by Martin Jenkins</p> <p>Outcome –non-fiction: Information/persuasion/explanation: hybrid text & Recount: diary</p> <p>Incidental: Recount, information text, diary</p>	<p>Selfish Giant by Oscar Wilde and Ritva Voutila</p> <p>Outcome – fiction: classic narrative</p> <p>Incidental: Monologue, Letter to persuade, recount</p>	<p>The Island by Jason Chin</p> <p>Outcome –non-fiction: Recount: journalistic writing</p> <p>Incidental: Field logs, explanation, report,</p>	<p>Sky Chasers by Emma Carroll</p> <p>Outcome – fiction: adventure story with multiple narrators</p> <p>Incidental: Diary letter, explanation, autobiography</p> <p>Revisit outcome:</p>	<p>On a beam of light by Jennifer Berne</p> <p>Outcome –non- fiction: Recount: biography</p> <p>Incidental: School report, recount, letter</p> <p>Great adventurers by Alistair Humphreys</p>

	<p>Additional text: The boy in the striped pyjamas (read aloud) and Erica's Story</p> <p><u>Revisit outcome:</u> Information (report)</p>	<p>Lion King Into the Jungle by Katherine Rundell</p> <p>Outcome – fiction: Character description, persuasion (introducing an element of other viewpoint)</p> <p><u>Revisit outcome:</u> a diary entry</p>	<p><u>Revisit outcome:</u> setting description</p>	<p>persuasion (1 paragraph of what others think)</p> <p>The Explorer by Katherine Rundell</p> <p>Outcome –non-fiction: Procedural writing in the form of a survival guide</p> <p><u>Revisit outcome:</u> Setting description</p>	<p>Section of narrative (Y6, Sp1 revisit)</p>	<p>(used as a model for writing) Outcome –non- fiction: biography</p> <p><u>Revisit outcome:</u></p>
Celebratin of diversity and inclusion text	<p>Celebration of Diversity and Inclusion Text</p>	<p>What is the true power of books? Nour's Secret Library by Wafa' Tarnowska</p> <p>Outcome – fiction: recount in the form of a letters</p>	<p>How can I find my place in the world? A Flash of Fireflies by Aisha Bushby</p> <p>Outcome – fiction: section of narrative in the form of flashback that includes description</p>	<p>Should you ever judge a book by its cover? The Legend of the Dream Giants by Dustin Hansen</p>	<p>Why is it important to follow your dreams? The Legend of the Dream Giants by Dustin Hansen</p> <p>Outcome –non- fiction: monologue from Anna/Giant's point of view</p>	<p>What inspires you to achieve your goals? Shackleton's Journey by William Grill</p> <p>Outcome –non- fiction: Recount in the form of an autobiography</p>
Pathways to Read	<p>When we were warriors by Emma Carroll</p> 	<p>Into the jungle by Katherine Rundell</p> 	<p>The Happy Prince and Other Tales by Oscar Wilde</p> 	<p>The Explorer: Katherine Rundell</p> 	<p>Great Adventurers Alastair Humphreys</p> 	<p>Sky Chasers by Emma Carroll</p> 
Class Author Study	Shaun Tan	John Boyle	RJ Palacio	Nicola Davis	Frank Cottrell Boyce	Anthony Horowitz

<p>Science</p>	<p>Animals including humans</p> <p>How do our bodies work?</p> <p>I can identify and name the main parts of the human circulatory system.</p> <p>I can describe the functions of the heart, blood vessels and blood.</p> <p>I know the importance of the heart, blood vessels and blood in the circulatory system.</p> <p>I know how nutrients and water are transported within animals, including humans.</p> <p>I know the impact diet has on the way bodies function.</p> <p>I know the impact exercise has on the way bodies function.</p> <p>I know the impact drugs have on the way bodies function.</p>	<p>Living Things</p> <p>How are living things classified?</p> <p>I know how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals.</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Physics – Light</p> <p>Revisit objectives from Light Y3</p> <p>Biology - Living things and their habitats. Revisit living things and their habitat Y5</p>
<p>History</p>	<p>How has the power of the monarchy changed over time?</p> <p>Study into significant monarchs over time including William I, Henry VIII and Queen Victoria.</p> <p>Explore how the power of the monarchy has changed from being an absolute monarchy to a constitutional monarchy.</p>	<p>How did conflict change Warrington in World War 2?</p> <ul style="list-style-type: none"> Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites. 	

				<ul style="list-style-type: none">Examine causes and consequences of World War 2 the impact these had on people.Understand the significance of the Burtonwood Airbase within our local area. Show an awareness of the concept of propaganda.		
Geography	Why do people live near volcanoes? <ul style="list-style-type: none">Know that the Earth is made up of several layersDefine a volcano and earthquake and know where some are locatedExplain how natural disasters affect the surrounding areaExplain the process of how a volcano is formed and why it eruptsDescribe how human and physical features can be impacted		How can we protect our world? <ul style="list-style-type: none">Know what climate change and its impactName different energy sources and which are renewable and non-renewableDiscuss the benefits and drawbacks of an energy sourceCompare and contrast different countries approaches to climate change and evaluate impact		What can I learn about the local area through fieldwork and investigations? <ul style="list-style-type: none">Give examples of issues in the local areaIdentify questions to be asked to find the relevant data and justify which data collection method is most suitable.Plan and carry out fieldwork, mediating potential risksIdentify any outcomes from data collected	
Art and Design	<u>Drawing:</u> How can we use surrealism and symbolism in portraits? Know what surrealism and symbolism are. Create a symmetrical portrait to include finer detail and textures.	<u>Textiles:</u> How can repurpose materials be used to create art? <ul style="list-style-type: none">Practise skills such as embroidery, applique and weavingExplore cultural identity through artUse textiles and materials to tell stories	<u>Creative response using drawing and textiles (PAN):</u> PAN Art theme – Seasons Complete a final piece focusing on finer detail and textures in sketching and embroidering on fabric. <ul style="list-style-type: none">Sketch symmetrical flower shapes and shade to add textureCreate a coloured background using dye sprays representing a spring sceneUse embroidery skills from autumn 2 to create flowers onto fabric	<u>Painting:</u> Which art media should we choose in our artwork to reflect a period of time in history? <ul style="list-style-type: none">Make individual choices regarding the choice of media and state why in their workResearch artwork from different periods of time in historyExplain the style of work used and how a famous artist has influenced it<ul style="list-style-type: none">Create silhouettes and washes	<u>Digital art/photography:</u> How can we enhance digital media through editing? <ul style="list-style-type: none">Create artwork involving images, sound and videoEnhance digital media by editing, use of animation and installations	<u>Painting and digital art:</u> <ul style="list-style-type: none">Create artwork which combines painting with digital art/photographyEdit images and videos considering the purpose and outcome of the art pieceUse animations to represent mood and feeling

				<ul style="list-style-type: none">Create a painting piece in the style of an artist		
Design Technology	Mechanical Systems- Automata toys		Electrical Systems		Food	
	Enterprising and inspiring- Can the children create a toy which to retell a story to younger children in school? How will I create a moving toy for younger children?		How will I apply my knowledge of circuits and motors to create my own motorised car? <ul style="list-style-type: none">Know that, in a series circuit, electricity only flows in one direction.Know when there is a break in a series circuit, all components turn off.Know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.Explain a motorised product is one which uses a motor to function.Develop and awareness of the purpose and importance of a design brief		Nutrition - What will my recipe include and how will I prepare it safely? <ul style="list-style-type: none">Research existing recipes.Suggest alternative ingredients.Analyse nutritional content.Understand cross-contamination and discuss how chopping boards prevent it.Identify specific preparation skills.Make a developed recipe.	
Music	How do pulse, rhythm, pitch, tempo, dynamics, structure and texture work together to make a song sound interesting? Happy Style: Pop/Mowtown	How can I incorporate Jazz music into my compositions and improvisations? Classroom Jazz 2 Style: Jazz, Latin, Blues	How do styles of music differ? A look into Benjamin Britten's music and cover versions. A New Year Carol Style: Western Classical Music, Gospel, Bhangra	How do styles of music differ? A look into the music of Carole King. You've Got A Friend Style: The Music of Carole King	How can my identity inspire my own personal style of music? Music and Me Celebrating the role of woman in the music industry.	How has music developed overtime? Reflect, rewind and replay Consolidate our learning from the year. Take a look at the history of music. Learn some of the language of music. Explore the style of Classical music.
Listening Whole School		Music for Film Collection of Works by John Williams	Classical Collection of Works by Mozart, Beethoven and Bach	Music Through the Ages Live and Recorded Music from 1950s – 1980s.	Music Through the Ages Live and Recorded Music from 1990s – Present Day.	Music from Other Cultures Listening to traditional music of tribes and cultures across the globe.
Computing	Information Technology: How do people communicate over the internet?		Computer Science: How do I create my own computer game?		Digital Literacy: How might I create my own product?	

Physical Education	<p>Why are pace and stamina important?</p> <p>I can select and apply skills to meet the needs of the situation – combining and performing each skill with control at speed.</p> <p>I can work effectively as part of a team.</p> <p>I can run, jump and throw in isolation and in combination.</p> <p>Fundamental Movement</p> <p>Skill 4: I can catch a large ball thrown away from the body.</p> <p>Skill 4: I can catch a small ball thrown close to and away from the body.</p> <p>Skill 10: I can move in a 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction</p>	<p>Why is it important to move with speed and agility to escape from a defender?</p> <p>I can identify and evaluate parts of my own game and others, providing feedback.</p> <p>I can develop control whilst performing skills at speed.</p> <p>I can apply the attacking and defending principles in game situations.</p> <p>I can use different skills to keep possession of a ball as part of a team.</p> <p>I can change speed and direction to get away from a defender.</p> <p>Fundamental Movement</p> <p>Skill 9: I can move a ball around my waist and then around alternate legs 12 times.</p> <p>Skill 9: I can stand with legs apart and perform 24 criss-crosses with and without a bounce.</p> <p>Skill 12: I can react and step across body, bringing hand across body and catch a tennis ball after 1 bounce. [From 1, 2 and 3m]</p>	<p>How do I create a street dance?</p> <p>Fundamental Movement</p> <p>Skill 2: I can reach and pick up a cone an arm's distance away and place it on the other side using the same hand.</p> <p>Skill 2: I can hold a v-shape with straight arms and straight legs for 10 seconds</p> <p>Skill 5: I can march, lifting knees and elbows up to a 90° angle with my eyes closed.</p> <p>Skill 5: I can walk fluidly with heel and toe landing with my eyes closed.</p> <p>Skill 5: I can walk fluidly, lifting knees and using heel to toe landing with my eyes closed.</p>	<p>How do I participate in outdoor and adventurous activities with confidence?</p> <p>I can build confidence during team activities.</p> <p>I can take part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>I can use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.</p> <p>I can develop map reading and map building skills.</p> <p>I can develop physical fitness and be able to describe its importance in orienteering.</p> <p>Fundamental Movement</p> <p>Skill 7: I can stand on 1 leg while holding on to my partner's opposite leg.</p> <p>Skill 8: I can throw two tennis balls against a wall and catch them with the opposite hand (cross over).</p> <p>Skill 8: I can throw two tennis balls against a wall in a circuit in both directions.</p>	<p>How do I hit a shuttle with control and at pace?</p> <p>I can experiment with the racket using different skills.</p> <p>I can play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving.</p> <p>I can use different skills and tactics learnt to try win games.</p> <p>I can improve consistency of shots, directing them to help win competitions.</p> <p>I can hit a continuous within a rally and regularly play consistent shots.</p> <p>I can use tactical serves to deceive an opponent</p> <p>Fundamental Movement</p> <p>Skill 1: I can stand still on one leg on an uneven surface for 30 seconds with eyes closed.</p> <p>Skill 11: I can roll and chase a large ball, stopping it with head in front support position facing the opposite Direction.</p>	<p>How do I perform with flexibility, creativity and rhythm?</p> <p>I can explore, improvise and combine movement ideas fluently and effectively.</p> <p>I can link skills to make actions and longer sequences of movement.</p> <p>I can create large group balances up to 8 people.</p> <p>I can develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas.</p> <p>I can develop jumping as a progressive activity.</p> <p>I can begin to understand what vaulting is in gymnastics.</p> <p>I can work in a group to build sequences using apparatusSkill 8:.</p> <p>I can perform in front of an audience showing confidence, rhythm and fluency of movement.</p> <p>Fundamental Movement</p> <p>Skill 3: I can transfer cone on and off tummy in back support.</p> <p>Skill 3: I can transfer a tennis ball on and off tummy in back support.</p>
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MFL	My everyday life/your everyday life	Where I live/where you live	New Year celebrations Playing sport and enjoying sport	This is me!	Going to the restaurant and café culture	Revision unit in preparation for transition to KS3.
Religious Education Is Life a Journey? (Life as a journey)	Christianity (God) How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good' life?	Christianity (Church) If life is like a journey, what's the destination?
PHSCE	Being Me in My World	Celebrating Difference	Relationships	Changing Me	Healthy Me	Dreams and Goals
	Independence; increased opportunities and taking more responsibility. Managing changing friendships. Media; people's wellbeing. Social media and images. Online content. Appropriate content. Risks online linked to gambling.	Different relationships; Gender, ethnicity and faith. Decision influences.	Adult relationships; marriage and civil partnerships. Marriage consent. Range of relationships; romantic, intimate.	Changing and growing; mental and physical health. Making healthy choices. Staying safe in the sun. Activities; online and physical. Influence of friends and family on health choices. Sleep quality and effects. Drugs. Mental health and support.	Moving to secondary school; managing change and seeking advice,	Independence; increased opportunities and taking more responsibility. Managing changing friendships. Media; people's wellbeing. Social media and images. Online content. Appropriate content. Risks online linked to gambling.
Character Education	Nancy Wake – The White Mouse WW2 British Special Operations Executive		Ibn Battuta – Eastern Odyssey Moroccan Muslim Scholar and Traveller		Amelia Earhart – Final Flight First female to fly over the Atlantic	

