

Chesterton Primary School

Theme Long Term Plan (Year 6)

	Autumn 1 The Promise	Autumn 2 Made in China	Spring 1 Keep Calm and Carry On	Spring 2 Keep Calm and Carry On	Summer 1 The Good, the Bad and the Ugly	Summer 2 Survival of the Fittest
WOW Ideas to start theme	<i>Planting seeds</i>	<i>Gaming Morning</i>	<i>Life as an Evacuee</i>		<i>Dissect the heart</i>	<i>Cook-out Setting up camp in school grounds</i>
Visits		<i>Centre for Computing History</i>	<i>Ely Museum visitor – WW2 in Cambridge</i>		<i>Mock Trial at Magistrates Court</i>	<i>Scott Polar Museum Sedgwick Museum - Cambridge</i>
Collapsed Day 1 States of matter	<p>Science - Changing states of matter Which is the odd one out, water, ice or steam? <i>Compare and group materials together, according to whether they are solids, liquids or gases.</i> <i>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</i> <i>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p>					
Collapsed Day 2 Digestion	<p>Science - Digestive system Is it right or wrong to eat meat? <i>Describe the simple functions of the basic parts of the digestive system in humans.</i> <i>Identify the different types of teeth in humans and their simple functions.</i></p>					
Collapsed Day 3 Natural disasters	<p>Geography - Earthquake – disaster day What makes the Earth angry? <i>Describe and understand physical geography, including volcanoes and earthquakes.</i></p>					
Collapsed Day 4 DT Bake Off	<p>DT <i>Understand and apply the principles of a healthy and varied diet.</i> <i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</i> <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p>					
Science	Can you name that plant? <i>Describe 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.</i> <i>Give reasons for classifying plants and animals based on specific characteristics.</i>	How can you control electricity? <i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</i> <i>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</i> <i>Use recognised symbols when representing a simple circuit in a diagram.</i>	Can you ever have a complete blackout? <i>Recognise that light appears to travel in straight lines.</i> <i>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</i> <i>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</i> <i>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>	How loud does the air raid siren need to be? <i>Find patterns between the pitch of a sound and features of the object that produced it.</i> <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</i>	Can a heart be broken? <i>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</i> <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i> <i>Describe the ways in which nutrients and water are transported within animals, including humans.</i>	What makes a successful species, one that has lasted the longest unchanged or evolved the most or the most intellectual or numerous? <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i> <i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i> <i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>

History/Geography	<p align="center"><u>Geography</u></p> <p align="center">Where are the green spaces in Cambridge?</p> <p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i></p>	<p align="center"><u>Geography</u></p> <p align="center">Should we all learn Chinese?</p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p align="center"><u>History</u></p> <p align="center">Should children have been evacuated during the Blitz?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>A significant turning point in British history.</i></p>		<p align="center"><u>History</u></p> <p align="center">Does the punishment always fit the crime?</p> <p><i>Complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>Explore changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</i></p>	<p align="center"><u>Geography</u></p> <p align="center">I'm a Year 6 pupil, can you get me out of here?</p> <p><i>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> <p><i>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>
Art/DT	<p align="center"><u>Art</u></p> <p align="center">Can a sculpture do more than look attractive?</p> <p align="center">Sculpture/collage</p> <p><i>Develop sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>Access Art project</i></p>	<p align="center"><u>DT</u></p> <p align="center">Could machines replace people?</p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p>	<p align="center"><u>Art</u></p> <p align="center">Would you be persuaded?</p> <p align="center">Painting</p> <p><i>Learn about <u>great artists</u>, architects and <u>designers</u> in history.</i></p> <p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</i></p> <p><i>Focus – Propaganda posters</i></p>	<p align="center"><u>DT</u></p> <p align="center">How could you 'Dig for Victory'?</p> <p align="center">WW2 recipes</p> <p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p>	<p align="center"><u>Art</u></p> <p align="center">Can ugly ever be beautiful?</p> <p align="center">Printing</p> <p><i>Images of the human face.</i></p> <p><i>Develop sketchbooks to record their observations and use them to review and revisit ideas.</i></p> <p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</i></p> <p><i>Learn about great artists, architects and designers in history.</i></p>	<p align="center"><u>DT</u></p> <p align="center">Is it better to fly or sail across water?</p> <p><i>Explore air resistance/buoyancy</i></p> <p><i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>
Language Spanish	Phonetics 4 & At School (P)	Regular Verbs (P)	The Weekend (P)	World War II or Habitats (P)	The Planets (P)	Me In The World (P)
Computing	<ul style="list-style-type: none"> • Online Safety • Coding 1 	<ul style="list-style-type: none"> • Coding 2 	<ul style="list-style-type: none"> • Spreadsheets 	<ul style="list-style-type: none"> • Blogging 	<ul style="list-style-type: none"> • Networks 	<ul style="list-style-type: none"> • Quizzes

RE (Discovery RE)	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	
Music Charanga	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
PE	Commando Joe	Commando Joe	Gymnastics - body symmetry	Gymnastics – group work	Dance	Dance
	Invasion Games (Tag Rugby)	Invasion Games (Hockey)	Archery	Fencing	Athletics	Athletics - decathlon
PSHE YEAR A	Beginning and belonging	Family and Friends Anti-bullying	Working together Financial capability	Sex and relationships	Managing risk Safety contexts	Healthy lifestyles