



Long Term Planning Overview Year 6

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	Wartime Britain – Term 1 & Term 2	Adventurers – Term 3 & Term 4	Our Local Area – Term 5 Moving Up and Moving On! – Term 6
Cultural Capital: trips, visits and experiences	Visit: Soldiers of Oxfordshire Museum	Visit: Kew Gardens	Residential Visit Workshop: Clay (Mayan inspired)
Cultural Days – SMSC & British Values	Black History Month: Martin Luther King and his ‘I have a dream ...’ speech (1 day in October) Christmas unwrapped – T2	Easter unwrapped – T4	
English texts	Term 1 Emergency Zoo  Term 2 Rose Blanche 	Term 3 The Vanishing Rainforest  Term 4 The Explorer 	Term 5 The Highwayman  Term 6 Wonder Alma 
Art & Design	Surface & Colour: War Artist – Paul Nash (T1)		Surface & Colour: Portraits (observation skills, tone and colour) – link to Wonder – Picasso (T6)
Design Technology	Structures: WWII bomb shelter (T2)	Mechanical toy: Cam mechanisms & automata toys (T3 & 4)	Cooking & Nutrition (T5)

History	A study of an aspect or theme of British history that extends pupils' learning beyond 1066, including a significant turning point in history – World War II Home Front (T1 & T2)	Non-European society: Mayan Civilisation (T4)	A local history study: Swindon (T5)
Geography	Geography link: <i>World War II will be a unit for two terms. Link to geography will be that pupils utilise maps.</i>	South America, the Rainforest, biomes and climates (T3)	Fieldwork study of the local area: Gorse Hill & Swindon (T6)
Science Working Scientifically MUST be taught using the Science Skills document. A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.	Working Scientifically T1 – Asking a question (Scientific Enquiry) T1 – Decide which type of enquiry is needed (Practical Investigation) T1 – Collecting data – what is being measured/observed? (Practical Investigation) T1 – Collecting data (variables) – what might affect what is being measured/observed? T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation) Light (T1) As scientists, we will: <ul style="list-style-type: none"> • Draw diagrams to illustrate that light travels in straight lines from a light source • Explain how light is reflected • Explain the parts of the human eye that allow us to see, relating to light (retina) • Plan a fair test to discover why shadows changing size throughout the day, making predictions, changing only one variable and recording observations to form conclusions • Research rainbows: how are these formed? How are we able to see them? What happens to the light? 	Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Recognises 'spooky' results (errors and anomalies) T4 – Suggest Improvements (Interpreting Evidence) Living things and their habitats (T3) As scientists, we will: <ul style="list-style-type: none"> • Classify and group animals into groups based on observed characteristics, similarities and differences using Venn diagrams • Classify plants into groups based on observed characteristics, similarities and differences using Venn diagrams • Create classification keys to identify plants/animals through appropriate questions using scientific language (e.g. vertebrate, herbivore, mammal) • Classify animals into vertebrate and invertebrates and explain the differences between these groups 	Working Scientifically Re-visit skills from Terms 3 & 4 and introduce: T5 - Record Findings (Communicating) T5 - Report Findings (Communicating) T5&6 – Revisit all previous skills Use skills (as appropriate) to perform simple tests Electricity (T5) As scientists, we will: <ul style="list-style-type: none"> • Use symbols accurately when drawing circuit diagrams • Construct circuits based on circuit diagrams consisting of symbols • Test for the effect that changing the voltage of a cell within a circuit has on the brightness of a bulb/volume of a buzzer • Explain how to work and behave safely around electrical items around the home • Work systematically to design and create a burglar alarm through changing a component within a series circuit and using electrical conductors as switches. Famous scientists, their findings and impact – Charles Darwin (T6) As scientists, we will:

	<p>Evolution and inheritance (T2)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Research how humans evolved into what we are today, exploring pre-homo sapiens and early humans • Investigate what fossils show us about extinct/dead living things • Discover how characteristics are passed from parents to their offspring, causing a likeness but differences too (genes/DNA) • Describe how animals have evolved to survive in their environment (e.g. insulating fur on polar bear) • Investigate animals/plants in the local area and explain how these have adapted to their environment 	<ul style="list-style-type: none"> • Explain the differences between groups of animals: fish, amphibians, reptiles, mammals, birds – know why species are placed in one group and not another <p>Outcomes could include:</p> <ul style="list-style-type: none"> ➢ Researching and creating a fact file on Carl Linnaeus and his work as a pioneer of classification <p>Animals including humans (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Identify and label the main parts of the human circulatory system and explain the role of each part (heart, blood vessels, veins) • Label the parts of the human heart (e.g. chambers and valves) • Research and investigate links between exercise and heart beat, planning a fair test • Record findings on line graphs • Describe the effects that drugs, alcohol, smoking and poor lifestyle choices can have on the body • Draw diagrams and explain how water and nutrients are transported within animals and humans <p>Outcomes could include:</p> <ul style="list-style-type: none"> ➢ Creating an information leaflet detailing how to best care for our body (exercise, diet, healthy life style) 	<ul style="list-style-type: none"> • Research the findings and achievements of Charles Darwin • Write about the scientific achievements of Darwin
<p>Computing</p>	<p>Online Safety: Self-image and Identity (T1)</p> <ul style="list-style-type: none"> • Describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups. • Identify messages about stereotyped roles and make judgements based on them. • Challenge and explain why it is important to reject inappropriate representations online. <p>Online Relationships (T1)</p>	<p>Online Safety: Online Bullying: (T3)</p> <ul style="list-style-type: none"> • Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. • Explain how someone would report online bullying in different contexts. <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> • Explain how search engines work and how results are selected and ranked. • Explain how to use search technologies effectively. 	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <ul style="list-style-type: none"> • Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • Recognise features of persuasive design and how they are used to keep users engaged (current and future use).

	<ul style="list-style-type: none"> • Explain how sharing something online may have an impact either positively or negatively • Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. • Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. <p>Online Reputation (T2)</p> <ul style="list-style-type: none"> • Understand what an online reputation is • Understand that people may do an online search to find out information about me • Understand that the information that people find about me will allow them to form an opinion about me • Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. <p>Computing Systems and Networks – Communication. (T1)</p> <ul style="list-style-type: none"> • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom • To recognise how we communicate using technology • To evaluate different methods of online communication <p>Creating Media – 3D Modelling (T2)</p> <ul style="list-style-type: none"> • To use a computer to create and manipulate three-dimensional (3D) digital objects 	<ul style="list-style-type: none"> • Describe how some online information can be opinion and can offer examples. • Explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • Understand the concept of persuasive design and how it can be used to influence peoples' choices. • Demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. • Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • Describe the difference between online misinformation and dis-information • Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). • Identify, flag and report inappropriate content. <p>Creating Media – Web Page Creation (T3)</p> <ul style="list-style-type: none"> • To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people 	<ul style="list-style-type: none"> • Assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> • Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • Explain what to do if a password is shared, lost or stolen. • Describe how and why people should keep their software and apps up to date, e.g. auto updates. • Describe simple ways to increase privacy on apps and services that provide privacy settings. • Describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). • Know that online services have terms and conditions that govern their use. <p>Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> • Demonstrate the use of search tools to find and access online content which can be reused by others. • Demonstrate how to make references to and acknowledge sources I have used from the internet. <p>Programming A – Variables in Games (T5)</p> <ul style="list-style-type: none"> • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project
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	<ul style="list-style-type: none"> To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects To develop and improve a digital 3D model 	Data and Information – Introduction to Spreadsheets (T4) <ul style="list-style-type: none"> To identify questions which can be answered using data To explain that objects can be described using data To explain that formulas can be used to produce calculated data To apply formulas to data, including duplicating To create a spreadsheet to plan an event To choose suitable ways to present data 	Programming B – Sensing (T6) <ul style="list-style-type: none"> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device
Religious Education <i>Discovery RE</i>	Islam – Beliefs and practices (T1) What is the best way for a Muslim to show commitment to God? Christianity – Christmas(T2) Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity – Beliefs and meaning (T3) Is anything ever eternal? Christianity – Easter: Salvation and Gospel (T4) Is Christianity still a string religion 2000 years after Jesus was on Earth?	Islam – Beliefs and moral values (T5) Does belief in Akhirah (life after death) help Muslims lead good lives? Islam – Beliefs and moral values (T6) Does belief in Akhirah (life after death) help Muslims lead good lives?
PSHE <i>Jigsaw</i>	Being Me in My World (T1) In PSHE, we will: <ul style="list-style-type: none"> Identify our goals for this year, discuss our fears and worries about the future and understand how to express them Understand how to make others feel welcome and valued Understand that there are universal rights for all children but for many children these rights are not met Understand our own wants and needs and can compare these with children in different communities Understand that our actions affect other people locally and globally Identify how to make choices about our own behaviour based on our understanding of rewards and consequences, and understand how these relate to our rights and responsibilities Identify how an individual’s behaviour can impact on a group 	Dreams and Goals (T3) In PSHE, we will: <ul style="list-style-type: none"> Identify our learning strengths and set challenging but realistic goals for ourselves Understand why it is important to stretch the boundaries of our current learning Work out the learning steps we need to take to reach our goals and understand how to motivate ourselves to work on these, including setting success criteria so that we will know whether we have reached our goals Identify problems in the world that concern me and identify who to talk to about them Discuss the emotions we experience when we consider people in the world who are suffering or living in difficult situations, and empathise with them Discuss some ways in which we can work with other people to help make the world a better place 	Relationships (T5) In PSHE, we will: <ul style="list-style-type: none"> Recognise that it is important to take care of our mental health Understand that people can get problems with their mental health and that it is nothing to be ashamed of Identify how to take care of our mental health and how to help ourselves and others when worried about a mental health problem Understand that there are different stages of grief and that there are different types of loss that cause people to grieve Recognise when we are feeling those emotions and have strategies to manage them Recognise when people are trying to gain power or control Identify ways we could stand up for ourselves and our friends in situations

- Understand how democracy and having a voice benefits our school community
- Understand why we benefit from a learning charter and how to help others follow it

Celebrating Difference (T2)

In PSHE, we will:

- Understand there are different perceptions about what normal means
- Empathise with people who are different from us
- Discuss how being different could affect someone's life
- Become aware of our attitudes towards people who are different
- Identify some of the ways in which one person or a group can have power over another
- Discuss how it can feel to be excluded or treated badly by being different in some way
- Identify some of the reasons why people use bullying behaviours
- Identify a range of strategies for managing our feelings in bullying situations and for problem-solving when we are part of one
- Give examples of people with disabilities who lead amazing lives
- Discuss ways in which difference can be a source of conflict and a cause for celebration

- Identify what some people in my class like or admire about me and how to accept their praise
- Learn how to give praise and compliments to other people when I recognise their contributions and achievements

Healthy Me (T4)

In PSHE, we will:

- Identify how to take responsibility for our health and make choices that benefit our health and well-being
- Recognise different types of drugs and their uses, and their effects on the body (particularly the liver and heart)
- Discuss ways to be motivated to find ways to be happy and cope with life's situations without using drugs
- Understand that some people can be exploited and made to do things that are against the law
- Discuss ways that someone who is being exploited can help themselves
- Identify why some people join gangs and the risks this involves
- Discuss strategies someone could use to avoid being pressurised
- Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- Understand how to help ourselves feel emotionally healthy and recognise when we need help with this
- Recognise stress and the triggers that cause this, and understand how stress can cause drug and alcohol misuse

- where others are trying to gain power or control
- Understand how to judge whether something online is safe and helpful for us
- Identify how to use technology positively and safely to communicate with our friends and family
- Discuss how to responsibility for our own safety and well-being

Changing Me (T6)

In PSHE, we will:

- Discuss our own self-image and how our body image fits into that
- Understand how to develop our self-esteem
- Identify how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally
- Discuss how we might feel about the changes that will happen to us during puberty
- Identify how a baby develops from conception through the nine months of pregnancy, and how it is born
- Discuss how we feel when we reflect on the development and birth of a baby
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that we should not feel pressured into doing something we don't want to
- Discuss the importance of positive self-esteem and identify what we can do to develop it
- Discuss how we feel about our self-image and know how to challenge negative 'body-talk'

			<ul style="list-style-type: none"> Identify what we are looking forward to and what worries us about the transition to secondary school Discuss how to prepare ourselves emotionally for the changes next year
Music <i>Charanga</i>	Happy (T1) Classroom Jazz 2 (T2)	A New Year Carol (T3) You've got a friend (T4)	Music and Me (T5) Reflect, rewind and replay (T6)
PE	Real PE (Cognitive) Games & Football (T1) Real PE (Creative) Games & Dance (T2)	Real PE (Physical) Games & Hockey (T3) Real PE (Health & Fitness) & Netball (T4)	Real PE (Social) Games & Gymnastics (T5) Real PE (Personal) Games/orienteering & Athletics (T6)
MFL (French)	Presenting myself (T1) Phonetics 1-4 As language learners, we will: <ul style="list-style-type: none"> Consolidate how to introduce ourselves and roleplay meeting someone new, numbers and colours In the classroom (T2) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for classroom artefacts 	Family (T3) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for family members What is the date? (T4) As language learners, we will: <ul style="list-style-type: none"> Learn the vocabulary for months, days of the week 	Do you have a pet? (T5) As language learners, we will: <ul style="list-style-type: none"> Learn the vocabulary for pets School (T6) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for school