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	Ufton Court – T2		Residential Visit
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 *The Journey* Term 2 Rose Blanche	Term 3 The Great Kapok Tree Term 4 The Explorer	Term 5 The Highway Man Term 6 Wonder Alma
Art & Design	Drawing, Painting & Printing: War Artist – Paul Nash (T1) As an artist, we will: • Look at the artwork of Paul Nash and comment on the observations we make, his style and what we infer from paintings • Plan and design our own artwork inspired by WWII and the work of Paul Nash, first sketching our painting • Carry out preliminary studies to test media and materials and mix appropriate colours, including creating tints using black and white • Refine our sketching skills by focusing on shape, form and size	Painting - Artist study: Henri Rousseau (T3) As an artist, we will: • Use inspiration from Henri Rousseau to replicate a piece of work. • Reflect upon their work inspired by a famous notable artist and the development of their art skills; • Express an opinion on the work of Henri Rousseau and refer to techniques and effect. • Use varied brush techniques to create shapes, textures, patterns and lines; • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Create different textures and effects with	Drawing, Sketching & Painting: Portraits (observation skills, tone and colour) – link to Wonder – Picasso (T6) As an artist, we will: • Create a colour palette, demonstrating mixing techniques linking to Wonder-Picasso. • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, cubism, abstraction

	• Experiment with the space available (background and foreground) when sketching • Create artwork inspired by Paul Nash • Evaluate the work of ourselves and others	paint.	
Design Technology _Lesson sequence:_ 1. Background research 2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation _Links to Design and Technology Guidance – use unit plans to inform MTP_	**Structures: WWII bomb shelter (T2)** As designers and engineers, we will: • Describe different styles of wartime shelters (eg Anderson) and how they operate and work • Review engineers' designs of air raid shelters • Design, create and evaluate our creation • Choose suitable materials • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Choose and apply suitable joining techniques • Explore how mechanical systems can be incorporated (e.g. gears or pulleys) • Evaluate the work of ourselves and others	**Mechanical toy: Cam mechanisms & automata toys (T4)** _Outcome: Chn produce a cam mechanism moving toy on the theme of the rainforest._ As designers and engineers, we will: • Design, create and evaluate our creation • Choose suitable materials based on their properties • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Explore how mechanical systems can be incorporated • Choose and apply suitable joining techniques • Evaluate the work of ourselves and others	**Digital World – Navigating the World (T5)** As designers and engineers, we will: • Design, create and evaluate our creation • Choose suitable materials based on their properties • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Explore how electrical systems can be incorporated (e.g. bulb/buzzer) • Choose and apply suitable joining techniques • Evaluate the work of ourselves and others
History	**A study of an aspect or theme of British history that extends pupils' learning beyond 1066, including a significant turning point in history – Battle of Britain: World War II Home Front (T1 & T2)** As historians, we will: • Know key events and reasons that led to Britain going to war in 1939, sequencing events from 1918 • Locate and name the Allies and Axis Powers on a map of Europe and the wider world • Know why it was necessary to evacuate children during the war and where they were evacuated to • To explore the experiences of evacuated children using sources of information • Know about the Blitz and identify key features of resistance to German invasion	**Non-European society: Mayan Civilisation (T4)** As historians, we will: • Understand where and when the Mayan empire thrived in comparison with other areas of study • Develop an understanding of the achievements by the Mayans, including their large structures, writing and mathematics • Speculate reasons for the Mayans growth, making links with the growth of other Empires • Understand the structure of Mayan society, including its heirarchy • Interpret different sources to make deductions and suggestions on the past	**A local history study: Swindon (T5)** As historians, we will: • Create a timeline to indicate where key events in Swindon and the locality sit against other nationally/internationally significant events • Use secondary sources to research how Swindon got its name and how it grew from an early setllement • Explain how transport in Swindon has developed and changed over time • Explore the impact of the GWR on the town and the importance of the Victorian Railway to the growth of Swindon • Utilise maps and secondary sources to make observations about how Swindon has changed over time, particularly post war

	- and government preparation (e.g. Home Guard, Fire service, air raid shelters) - Describe the need for rationing (imports) to support the war effort and the role of women in supporting farming - Understand the different roles within the Home Front and how each group developed the 'Blitz Spirit' - Identify reasons for censorship and propoganda to raise morale during wartime Britain - Explain the Battle of Britain and the role of the RAF in defending Britain's skies as a turning point in the war - Know that the war was won by the Allies and VE day marks victory in Europe, considering how this was celebrated and the emotions of families in Britain https://www.keystagehistory.co.uk/Resources/P2-2r33.pdf	- Identify reasons Mayans believed in human sacrifice, exploring their belief system with links to moral values - Explore the various explanations as to the decline of the Mayans using evidence to make a plausible explanation https://www.keystagehistory.co.uk/Resources/P2-2r24.pdf	Use census information & War websites to research people from Swindon during wartime
Geography	**Geography link:** *World War II will be a unit for two terms. Link to geography will be that pupils utilise maps.*	**South America, the Rainforest, biomes and climates (T3)** As geographers, we will: - Locate South America on a world map and identify a range of it's physical and human features, including the Amazon Rainforest - Locate the countries and capital cities of South America on a map, in order to compare the time difference between them and the UK - Compare key facts about Brazil with facts about the UK - Recognise what a rainforest is and locate the world's rainforests on a map, observing its relation to the equator and climate zones - Recognise the different layers of life in a rainforest - Recognise the features that make up a rainforest and how this it is important to the rest of the world - Explain the importance of the AAmazon rainforest	**Fieldwork study of the local area: Swindon (T6)** As geographers, we will: - Locate local landmarks using a range of maps - Discuss the points of a compass - Make observations of the human and physical features of the locality (e.g. parks, town centre) - Explain what physical and human processes may have occurred in the area by studying maps and aerial photographs - Create our own sketch map of the local area Outcomes could include: ➢ Creating a tourist information leaflet about the geography of Swindon – human and physical attractions to visit in the locality, including a map

		Combination of Oddizzi South America and Rainforests Scheme of Work/MTP	
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: • 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? **Evolution and inheritance (T2)** As scientists, we will: • 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 characteristcs are passed from parents to their offspring, causing a likeness but differences too (genes/DNA)	**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: • 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 • Explain the differences between groups of animals: fish, amphibians, reptiles, mammals, birds – know why species are placed in one group and not another Outcomes could include: ➢ Researching and creating a fact file on Carl Linnaeus and his work as a pioneer of classification **Animals including humans (T4)** As scientists, we will:	**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: • 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: • Research the findings and achievements of Charles Darwin • Write about the scientific achievements of Darwin

	• 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	• 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 Outcomes could include: ➢ Creating an information leaflet detailing how to best care for our body (exercise, diet, healthy life style)	
Computing	*Online Safety:* **Self-image and Identity (T1)** • 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. **Online Relationships (T1)** • 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	*Online Safety:* **Online Bullying: (T3)** • 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. **Managing Online Information (T4)** • Explain how search engines work and how results are selected and ranked. • Explain how to use search technologies effectively. • 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).	*Online Safety:* **Health, Well-being and Lifestyle (T5)** • 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). • 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). **Privacy and Security (T6)** • 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.

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.

Online Reputation (T2)
- 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.

Computing Systems and Networks – Communication. (T1)
- 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

Creating Media – 3D Modelling (T2)
- To use a computer to create and manipulate three-dimensional (3D) digital objects
- 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

- Understand the concept of persuasive design and how it can be used to influences 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.

Creating Media – Web Page Creation (T3)
- 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

Data and Information – Introduction to Spreadsheets (T4)

- 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

- 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.

Copyright and Ownership (T6)
- 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.

Programming A – Variables in Games (T5)
- 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

Programming B – Sensing (T6)
- 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 *Discovery RE*	**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 *Jigsaw*	**Being Me in My World (T1)** In PSHE, we will: • 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 • 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	**Dreams and Goals (T3)** In PSHE, we will: • Identify our learning strengths and set challenging but realistic goals for ourselves • Inderstand 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 • 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	**Relationships (T5)** In PSHE, we will: • 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 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 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	- 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	- 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' - 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 *Charanga*	**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 (Creatuve) 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: • Consolidate how to introduce ourselves and roleplay meeting someone new, numbers and colours **In the classroom (T2)** As language learners, we will: • Learn vocabulary for classroom artefacts	**Family (T3)** As language learners, we will: • Learn vocabulary for family members **What is the date? (T4)** As language learners, we will: • Learn the vocabulary for months, days of the week	**Do you have a pet? (T5)** As language learners, we will: • Learn the vocabulary for pets **School (T6)** As language learners, we will: • Learn vocabulary for school