

Year 6 Long-Term Plan Big Hub – 2021-2022

<u>Year 6</u> <u>2022-2023</u> <u>LTP</u>	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2	
Key Question	What makes the Earth angry?		<u>Why were the Romans so powerful and what did we learn from them?</u>		Why do so many people go to the Mediterranean for their holiday? Has Greece always been in the news?		How can Usain Bolt move so quickly? Science Revision			Do opposites attract? (Magnets)			
Babcock English Text	Volcanoes (non-chronological report) <u>Narrative</u> Varjak Paw		Varjak Paw cont <u>Narrative Poem</u> Bethlehem		<u>Biography</u> Women in science <u>Essay/Explanation</u> Everest		<u>Poem/Recount</u> Where me wellies take me. <u>Description</u> Chronicles of Harris Burdick- settings, character description			<u>Argument</u> Balanced Arguments - 'Are Humans Damaging the Atmosphere?' – Catherine Chambers from the Earth Debates Series <u>Narrative</u> Paraphernalia video			
Other Writing Task s			Speech- RE		Advertisement – DT		<u>Review- Science</u>			<u>Campaign- TBC</u>			
Guided Reading	Guided Group Reading				Guided Group Reading					Guided Group Reading			
White Rose Maths	Place Value	Addition, subtraction, multiplication and division	Fractions A	Fraction B Converting units	Ratio	Algebra	Decimals	Fractions, decimals and percentages	Area, perimeter and volume Statistics	Shape	Position and direction	Problem-solving	Investigations

Year 6 Long-Term Plan Big Hub – 2021-2022

<p>Maths investigation</p>		<p>How many Jelly Beans? By Andrea Menotti</p> <p>Can I explore how many different fractions, decimals and percentages I can make using 100 Jelly beans?</p>		<p>Spring 2 (week 1) Bean Thirteen by Matthew McEllicott</p>		<p>Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre</p>
<p>Science</p>	<p><u>1– Plants</u></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Living Things Revision</p> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic 		<p><u>1 - Animals, including humans:</u></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>2– Forces and Magnets</u></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing 		

Year 6 Long-Term Plan Big Hub – 2021-2022

	<p>needs of different kinds of animals and plants, and how they depend on each other</p>		
	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 		
<p>Geography</p>		<p><u>2</u> - <u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes. <p><u>3</u> - <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • 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 <p><u>3-</u> <u>Place knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>4-</u> <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure, record and present the human and physical features in the 	

Year 6 Long-Term Plan Big Hub – 2021-2022

		<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>2.Locational knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>2- Human geography</u></p> <p>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
History	<p>Romans The Roman Empire and its impact on Britain</p>	<p><u>Ancient Greece</u> A study of Greek life and achievements and their influence on the western world</p>	
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
Computing (Purple Mash)	<p><u>Internet Safety</u> – Purple Mash and Google Curriculum. Revisited every term.</p> <p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 		

Year 6 Long-Term Plan Big Hub – 2021-2022

	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
	5.2 Online Safety	5.1 coding	5.3 Spreadsheets	5.4 Databases 5.8 Word Processing	5.6 3D Modelling 3.7 Concept Maps	5.5 Game creator
PSHE (Jigsaw)	<u>4</u> BM (Being Me in My World) 'Who am I and how do I fit?'	<u>5</u> CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	<u>6</u> DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	<u>7</u> RL (Relationships) Building positive, healthy relationships	<u>8</u> CM (Changing Me) Coping positively with change
Art	Self-portrait – <u>Drawing</u> <ul style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? Sculpture- Models of volcanoes		Sculpture Artist: Henry Moore <u>3D/ Textiles</u> Can they create models on a range of scales? <ul style="list-style-type: none"> Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? 		Landscape Artist: John Constable (sketching and experimenting with watercolour/oil) <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	

Year 6 Long-Term Plan Big Hub – 2021-2022

	<p>In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Other</u></p> <p><u>Sketch Books</u></p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <ul style="list-style-type: none"> • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? <p><u>Knowledge</u></p> <p>Can they make a record about the styles and qualities in their work?</p> <ul style="list-style-type: none"> • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design
DT	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • Can they investigate and analyse a range of existing products? • Can they understand and apply the principles of a healthy and varied diet? • Can they prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? • Can they understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed? <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Year 6 Long-Term Plan Big Hub – 2021-2022

	<ul style="list-style-type: none"> 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 		
DT	<p>Woodwork Picture Frame</p> <p><i>Purpose – to frame a piece of artwork for a gallery.</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 	<p>Cooking and nutrition Mediterranean Meal (Food Technology)</p> <p><i>Purpose – to experience the culture of Mediterranean Food</i></p> <ul style="list-style-type: none"> Can they investigate and analyse a range of existing products? Can they understand and apply the principles of a healthy and varied diet? Can they prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? Can they understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed? 	<p>(Textiles)</p> <p><i>Purpose – to create a pencil case to use in the new school year.</i></p> <p>Can they 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?</p> <ul style="list-style-type: none"> Can they understand how key events and individuals in design and technology have helped shape the world? Can they evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?
Spanish	<p>Autumn 1- Spanish greetings and Introduction to the language Autumn 2 – Seasons Spring 1- I can (talking about hobbies and interests) Spring 2- Fruit and Vegetables Summer 1- Pets and animals Summer 2- Café</p>		

Year 6 Long-Term Plan Big Hub – 2021-2022

Spanish	<p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					
Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay
<p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music § listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 						
RE	2.1 What does it mean if Christians believe God is holy and loving? [God]	[Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]	[Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	U2.11 Why do some people believe in God and some people not?

Year 6 Long-Term Plan Big Hub – 2021-2022

	U2.2 Creation and science: conflicting or complementary?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	U2.10 What matters most to Humanists and Christians?	U2.12 How does faith help when life gets hard?
PE	<u>Games</u> <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? 		<u>Dance</u> <ul style="list-style-type: none"> • Can they develop imaginative dances in a specific style? • Can they choose their own music, style and dance? 		<u>Athletics</u> <ul style="list-style-type: none"> • Can they demonstrate stamina? • Can they use their skills in different situations? 	
	<u>Gymnastics</u> <ul style="list-style-type: none"> • Can they lead others in a game situation? • Do they combine their own work with that of others? • Can they link their sequences to specific timings? 				<u>Outdoor/Adventurous</u> <p>Can they plan a route and series of clues for someone else?</p> <ul style="list-style-type: none"> • Can they plan with others taking account of safety and danger? 	
	<p>In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 					
<u>Swimming:</u> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 						