



Year 6 Long Term Plan

2022 - 2023

Beechwood Primary School

	Autumn 1 Where does chocolate originate from?	Autumn 2 Sweet like Chocolate	Spring 1 Save our Planet	Spring 1 & 2 Battle for Britain	Summer 1 Your Mountain is waiting	Summer 2 Take a bow																						
English	Year 6 writing statements. Cold write – High flying giraffes Narrative – Suspense writing (red scarf man) Journalistic – Newspaper article on the current events	Narrative – To write a Charlie and the chocolate factory chapter Non-chronological report – Pandora’s Planet	Poetry – The Dreadful Menace Persuasive – World pollution (turtles) including debates and discussion	Narrative – Beyond the Lines Diary - Refugee	Narrative Letter Biographical – The Obamas	Instructional Play script Transition work																						
Reading	The Goldsmith’s Daughter Tanya Landman OR Neil Flambe and the Aztec Abduction	The Dragon with the Chocolate Heart	Blue Planet (3 week unit alongside Geography and English)	The Midnight Guardians Ross Montgomery (WWII)	Everest: A remarkable Story	All the things that could go wrong Stewart Foster																						
Maths Link	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Place Value</td></tr> <tr><td>Addition</td></tr> <tr><td>subtraction</td></tr> <tr><td>Multiplication</td></tr> <tr><td>and division</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Place Value	Addition	subtraction	Multiplication	and division	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Fractions</td></tr> <tr><td>Measurement – converting units</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Fractions	Measurement – converting units	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Ratio</td></tr> <tr><td>Algebra</td></tr> <tr><td>Decimals</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Ratio	Algebra	Decimals	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Fractions, decimals and percentages</td></tr> <tr><td>Area, perimeter and volume</td></tr> <tr><td>Statistics</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Fractions, decimals and percentages	Area, perimeter and volume	Statistics	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Shape</td></tr> <tr><td>Position and direction</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Shape	Position and direction	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Themed projects, consolidation and problem solving.</td></tr> </table> <p>Any gaps in their learning</p>	Year 6	Themed projects, consolidation and problem solving.
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Science	Living things and their habitat Describe how living things are classified into broad groups according to common observable characteristics and based	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of	Light Recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components	Scientists and Inventions They will learn about the life and work of Stephen Hawking, and carry out an investigation into Hawking’s theories on black holes. The children will learn about Libbie Hyman, a zoologist whose work on invertebrates informs much of what we																						

	<p>on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>know about the characteristics and classification of these creatures. Children will look at the effects of cholesterol on the heart and blood vessels in the footsteps of Marie Maynard Daly. Your children will find out about Alexander Fleming and his discovery of penicillin, and will interpret data in a scatter graph to come to a conclusion about the effects of penicillin. They will look at the evidence for human evolution, and will learn about Mary Leakey and her role in finding significant fossil evidence, and what her fossils prove about evolution. Children will explore the circulatory system and find out about the medical, and social, advancements made by Dr Daniel Hale Williams. Finally, children will find out about the life and work of Steve Jobs, and his development of new electronics and technologies.</p>
Computing	<p>Creating Media – 3D modelling</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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.</p> <p>use technology safely, respectfully, and</p>	<p>Programming A – Variables in games</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet</p>	<p>Data and information – spreadsheets</p> <p>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</p> <p>Project Evolve – managing online information</p>	<p>Creating media – webpage creation</p> <p>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</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Programming B – sensing movement</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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,</p>	<p>Computing systems and networks – communication and collaboration</p> <p>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</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project Evolve – Self-image and identity</p>

	responsibly; recognise acceptable/unacceptable behaviour. Project Evolve – Online relationships and online reputation	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 Project Evolve – online bullying		Project Evolve – Health, well-being and lifestyles	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Project Evolve – copyright and ownership	
History		A non-European society that provides contrast with British history – Mayan and Aztec Civilisation 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.		Battle for Britain: A significant turning point in British history, for example, the first railways or the Battle of Britain (8 week unit starting in Spring 1)		Transitions: the changing power of monarchs Using case studies such as John, Anne and Victoria
Geography	Locational Knowledge Locate the worlds countries, using maps to focus on environmental regions identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle		Understand what the greenhouse effect and climate change are. Identify natural and human causes of climate change. Locational Knowledge Locate countries on a world map; use a key to compare average carbon emissions per person. To identify some of the impacts of climate change.		Human and Physical Geography - Mountains What is a mountain? How are they formed? What is the climate on a mountain? Seven summits Plan an expedition	

	<p>Human and Physical Geography physical geography, including: climate zones, biomes and vegetation belts, Geography skills and field work</p>		<p>To describe in detail how a plant or animal species is being impacted by climate change. To identify ways in which children’s rights are being affected by climate change. To explain some different ways in which people are taking climate action. To invent something that could help in the ‘fight’ against climate change. To identify and compare ways in which schools can take climate action. To select from and use a wide range of tools and materials to construct a model of a climate-friendly school. (3 week intensive unit)</p>			
<p>Art and design</p>	<p>Design and Technology – Make an Aztec temple Research - use research and develop design criteria to inform the design of a functional, appealing products that are fit for purpose – 3D structures</p> <p>Design apply their understanding of computing to program, monitor and control their products and computer aided design Make – develop prototypes</p> <p>Evaluate –</p>	<p>Art Project - observational art.</p> <p>Skill - Sketching and shading (Sketch techniques, different sketch pencil effects from B to 6B)</p> <p>Medium – Pencil</p> <p>Artist – Vincent Van Gogh Leonardo Da Vinci Peter Paul Rubens Andrew Mason</p>	<p>Art - Project -Impressionism Turtles</p> <p>Skill - Teaching the history of Impressionism. -Colour blocking -Thickened paint -Mixing colours and shades -Sketching and painting techniques</p> <p>Medium - Paint</p> <p>Artists - Main focus: Mary Cassatt Secondary focus: Renoir, Monet, Von Gogh</p>	<p>Design and Technology - Project – Designing an Anderson shelter Research - use research and develop design criteria to inform the design of functional, products that are fit for purpose Design generate, develop, model and communicate their ideas through discussion, annotated sketches Make – select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,</p>	<p>Art project Mountains</p> <p>Skill- Print Making</p> <p>Medium- Oil pastels and paint</p> <p>Artist- Hokusai</p>	<p>To design and make a stage set. Lighting Music Atmosphere</p>

	<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Cross-Curricular with ICT</p>			<p>shaping, joining and finishing], accurately Evaluate – evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world (History lessons)</p>																										
PE	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td>Badminton</td> <td>Football</td> </tr> </table>	Indoor	Outdoor	Badminton	Football	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td>Gymnastics</td> <td>Handball</td> </tr> </table>	Indoor	Outdoor	Gymnastics	Handball	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td>Volleyball</td> <td>Basket Ball</td> </tr> </table>	Indoor	Outdoor	Volleyball	Basket Ball	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td>Dance</td> <td>Hockey</td> </tr> </table>	Indoor	Outdoor	Dance	Hockey	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td></td> <td>Rounder's OAA (Residential)</td> </tr> </table>	Indoor	Outdoor		Rounder's OAA (Residential)	<table border="1"> <tr> <td>Indoor</td> <td>Outdoor</td> </tr> <tr> <td></td> <td>Athletics Tennis</td> </tr> </table>	Indoor	Outdoor		Athletics Tennis
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PSHE	<p>Being me in my world</p> <p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Celebrating Differences</p> <p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Dreams and Goals</p> <p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Healthy me</p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Relationships</p> <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Changing Me (sex ed)</p> <p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>																								
Music	<p>Artic</p> <p>In this unit pupils take inspiration from the musical devices used in Vivaldi's 'The Four Seasons, Winter', to explore how contrasts in</p>	<p>Reggae</p> <p>In this unit pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical</p>	<p>Garage band</p> <p>In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord</p>	<p>WW2</p> <p>This unit provides opportunities for pupils to listen to and appraise the music that was performed during World War 2. Pupils will also</p>	<p>Electricity</p> <p>Taking inspiration from electrical circuits and symbols, pupils explore pulse, beat, rhythm and notation, writing and performing their own rhythm grid music. Pupils listen</p>	<p>Celebrations</p> <p>Using four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture,</p>																								

	music can be used to create programmatic soundscapes.	features and will listen to and appraise music by important reggae artists.	sequences, melody writing, structure (binary and ternary form), texture and instrumentation.	listen to some national anthems from the leading countries of World War 2 and learn to sing 'God save the Queen'.	to some of the ways music was created using electricity during the first half of the 20th century.	bringing communities together through dance and music.
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: How significant is it that Mary was Jesus' mother? 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 Theme: NB: This enquiry is taught in 2 sections over the term	
MFL	Cultural Unit – French History <ul style="list-style-type: none"> • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations – formal and informal. French Maths <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction My Community <ul style="list-style-type: none"> • Initial recap of family and friends Children will learn: <ul style="list-style-type: none"> • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery 	My Home <ul style="list-style-type: none"> • Comparing houses in my street and town • Comparing houses between countries. • Designing a home Colours <ul style="list-style-type: none"> • Revision of work on colours Children will learn: <ul style="list-style-type: none"> • Describing physical appearances; 'blonde haired' • Applying grammatical rules correctly 	Animals <ul style="list-style-type: none"> • Revision of animals Children will learn: <ul style="list-style-type: none"> • Describing animal body Food <ul style="list-style-type: none"> • Revise previous work on food Children will learn: <ul style="list-style-type: none"> • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop Calendar <ul style="list-style-type: none"> • Revise previous work on time and calendars • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station 	Clothing <ul style="list-style-type: none"> Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc Shopping <ul style="list-style-type: none"> • Revision of previous years. • At the market • Weights • Holding a conversation 	Holidays and Celebrations <ul style="list-style-type: none"> • Revision of previous year groups • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after Easter) • Future holiday plans. Towns and Cities <ul style="list-style-type: none"> • Revision from previous year groups Children will learn: <ul style="list-style-type: none"> • Describing cities around the world and comparing them. • Describing Seasons and the Planets • Revision of weather Children will learn: <ul style="list-style-type: none"> • Describing the seasons • Activities and the weather • Planets in our solar system 	Sport and Hobbies <ul style="list-style-type: none"> • Revise work from previous year • Describing and planning a sporting event. This could link to the Olympics or Sports Day School and The Future <ul style="list-style-type: none"> • Revision of school Children will learn: <ul style="list-style-type: none"> • What I want to study at school/university • Building sentences
Trips		Cadburys world or Chocolate theatre company in Windsor				Ferny Croft Residential Dinton Pastures