

Year Six long term plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Class Texts: Night of The Gargoyles – Eve Bunting Coraline – Neil Gaiman (Link to Opening Doors Unit – Gothic Literature) Themes: Coming of Age/Home/Acceptance Literary Ideas: Gothic Literature/Poetry/Portal Stories/Poems</p>	<p>Class Texts: Skellig – David Almond (Songs of Innocence and Experience – William Blake) Themes: From Innocence to Experience H G Wells - Men on the Moon - Ships log - awe and wonder</p>	<p>Class Texts: Holes – Louis Sachar Themes: Heroes and Villains/Migrants/Travellers Literary Ideas: Other Cultures</p>	<p>Class Texts: The Arrival – Shaun Tan The Island – Armin Greder The Weight of Water – Sarah Crossnan Themes: Migrants/Travellers/Reunions/ Being different Literary Ideas: Wordless Picture Books/Narrative poetry</p>	<p>Class Texts: Rose Blanche (TOB) – Ian McEwan War Poetry (Additional Reading: The Boy in The Striped Pyjamas – John Boyne) Themes: From Innocence to Experience/Propaganda/Holocaust Literary Ideas: Classic Literature/Poetic Forms</p>	<p>Class Texts: Macbeth – William Shakespeare (Extracts) (William Shakespeare (TOB) - Mick Manning and Brita Granstrom) Instructions (Poem) – Neil Gaiman (Transition Unit) Themes: Ambition/Masculinity/Guilt Literary Ideas: Historical Fiction/Plays/Poetry</p>
Maths	<p>Number and place value Addition and subtraction Measures – Length incl. perimeter Geometry – Pos & Dir</p>	<p>Multiplication and division Four operations problem solving Fractions including ratio & proportion Measures – Mass and capacity Geometry – Shape</p>	<p>Number and place value Addition and subtraction Statistics Multiplication and division</p>	<p>Four operations problem solving Fractions including ratio & proportion Algebra Geometry – Shape</p>	<p>Revision of all areas</p>	<p>Four operations in context Fractions including ratio & proportion Geometry (Circles)</p>

History/Geography	<p>History Tudor Life – A local study Chronology</p> <ul style="list-style-type: none"> •Can accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them. characteristic features •Can contrast and make some significant links between civilizations/ periods studied. <p>Continuity and Change</p> <ul style="list-style-type: none"> •Understands that changes in different places and periods can be connected. of things impacting change significantly Historical significance •Can make judgements about historical significance against criteria. (how important is the coast to Portsmouth compared to now and to another time eg Tudors). 	<p>Geography: Natural resources</p> <p>Locate the world’s countries, using maps to focus on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Physical geography, including: biomes and vegetation belts Human geography, including: the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping.</p>	<p>Geography: North America</p> <p>Locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human geography, including: types of settlement and land use. Human geography, including: economic activity including trade links.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries Use fieldwork to observe, measure, record and Present.</p> <p>Identify the position and significance of the Tropics of</p>			<p>History: Islamic Civilization Chronology</p> <ul style="list-style-type: none"> •Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods Studied <p>Cause and consequence</p> <ul style="list-style-type: none"> •Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. (Islamic civilisation preserved classical learning). <p>Historical Interpretation</p> <ul style="list-style-type: none"> •Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. •Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance). <p>Continuity and Change</p> <ul style="list-style-type: none"> •Understands that changes in different places and
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			<p>Cancer and Capricorn</p> <p>Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge</p>			<p>periods can be connected.</p> <ul style="list-style-type: none"> •Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
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<p>Science</p>	<p><u>Light (How the eye works)</u> Recognise that light appears to travel in straight line, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, 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, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p>	<p><u>Fuel for life</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans. Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research.</p>	<p><u>Changing circuits</u> Progression: 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 function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, use recognised symbols when representing a simple circuit in a diagram. Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p>		<p><u>Living things and their habitats</u> Progression: describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro organisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics. Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p>	<p><u>Evolution and inheritance</u> Progression: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research</p>
<p>Art/DT</p>	<p>Artist study: Hans Holbein Links with: History - Tudors Main Skill: Drawing - Work in a sustained and independent way to develop their own style of drawing. Developing use of pencils to sketch and use of a sketchbook. Observation and Redrafting This style may be through the development of: line, tone, pattern, texture. <ul style="list-style-type: none"> ● Draw for a sustained period of time. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. ● Develop their own style using tonal contrast and mixed media. ● Develop an awareness of composition, scale and proportion in their paintings. </p>	<p>DT: Brazilian Fiesta! Main Skill: Food and Nutrition</p>	<p>Landscapes Main Skill: Painting- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Developing use of watercolours to paint and use of a sketchbook. <ul style="list-style-type: none"> ● Work in a sustained and independent way to develop their own style of painting. ● Purposely control the types of marks made and experiment with different effects and textures. ● Mix colour, shades and tones with confidence building on previous knowledge. </p>	<p>Model lizards Main Skill: 3D art (clay) - Artist study: Damien Hurst</p>	<p><u>WW2 badges</u> Main Skill: textiles - Use a number of different stitches creatively to produce different patterns and textures. Design, plan and decorate a fabric piece. <ul style="list-style-type: none"> ● Experiment with a variety of techniques exploiting ideas from sketchbook. ● Use a number of different stitches creatively to produce different patterns and textures. ● Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. </p>	<p>Pop ART Masks 3D Main Skill: To use paper mache To use 3d design to create a mask in the style of a pop artist. Research the Pop art movement and develop work in the style of the work.</p>

			<ul style="list-style-type: none"> ● Discuss and review own and others work. ● Identify artists who have worked in a similar way to their own work. 		<ul style="list-style-type: none"> ● Use language appropriate to skill and technique. ● Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work 	
PSHE	<p>Visions and Values Online Relationships E-Safety:</p>	<p>Anti-Bullying – caring friendships/respectful relationships Road Safety Old and new: links with caring</p>	Our Community	Keeping Ourselves Safe	Earth Day Similarities and Differences	Keeping Healthy
RE	<p>Theme: Beliefs and Practices Key question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Theme: Christmas Concept: incarnation Key question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity</p>	<p>Theme: Beliefs and Meaning Concept: Salvation Key question: Is anything ever eternal? Religion: Christianity</p>	<p>Theme: Easter Concept: Gospel Key question: Is Christianity still as strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam</p>	
PE	Invasion games	Gothic Dance	Team Building games	Fitness tests – creating personal bests and logging scores.	Sending and receiving – Net and wall games.	Athletic – Javelin, shot put, running and jumping techniques.

Computing	<p><u>Computing Topic: E-safety</u> <u>Main Focus: E-safety</u></p> <ul style="list-style-type: none"> ● I protect my password and other personal information. ● I can explain the consequences of sharing too much about myself online. ● I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. ● I can explain the consequences of spending too much time online or on a game. ● I can explain the consequences to myself and others of not communicating kindly and respectfully. ● I protect my computer or device from harm on the Internet. 	<p><u>Computing Topic: Communication</u> <u>Main Focus: Technology around us</u></p> <ul style="list-style-type: none"> ● I can tell you the Internet services I need to use for different purposes. ● I can describe how information is transported on the Internet. ● I can select an appropriate tool to communicate and collaborate online. ● I can talk about the way search results are selected and ranked. ● I can check the reliability of a website. 	<p><u>Web page creation</u> <u>Main Focus: Creating Media</u></p> <ul style="list-style-type: none"> ● I can talk about audience, atmosphere and structure when planning a particular outcome. ● I can confidently identify the potential of unfamiliar technology to increase my creativity. ● I can combine a range of media, recognising the contribution of each to achieve a particular outcome. ● I can tell you why I select a particular online tool for a specific purpose. 		<p>3D Modelling <u>Main Focus: Creating Media</u></p> <ul style="list-style-type: none"> ● I can talk about audience, atmosphere and structure when planning a particular outcome. ● I can confidently identify the potential of unfamiliar technology to increase my creativity. ● I can combine a range of media, recognising the contribution of each to achieve a particular outcome. ● I can tell you why I select a particular online tool for a specific purpose. ● I can be digitally discerning when evaluating the 	<p>Microbits</p> <p>New unit to be developed</p>
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	<ul style="list-style-type: none"> ● I understand why it is important for me to use and view only the apps, websites or films that are appropriate to my age. 		<ul style="list-style-type: none"> ● I can be digitally discerning when evaluating the effectiveness 		<p>effectiveness of my own work and the work of others.</p>	
Music	<p><u>Music Topic: Dynamics, pitch and texture</u></p> <p>The children will take the role of conductor or follow the conductor to show changes in pitch, dynamics and texture</p>	<p><u>Music Topic: Themes and Variations</u> Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. -Draw the rhythms accurately and show / know a difference between each of their variations.</p>	<p><u>Music Topic: Baroque</u> Perform a fugue. -Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</p>			<p><u>Music Topic: Composing and performing a Leavers' song</u> Contribute ideas to their group chorus and verse, suggesting how different lines could rhyme. -Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. -Discuss and be able to recognise different chord progressions.</p>