



## Year 6 Long Term Plan

| Year 6 Long Term Plan |  |  |   |   |   |   |
|-----------------------|--|--|---|---|---|---|
|                       | Autumn 1 <sup>st</sup> half  | Autumn 2 <sup>nd</sup> half  | Spring 1 <sup>st</sup> half   | Spring 2 <sup>nd</sup> half   | Summer 1 <sup>st</sup> half   | Summer 2 <sup>nd</sup> half   |
| <b>English</b>        | <p>Writing to Entertain:<br/>Dream giver (Fiction)</p> <p>Writing to Entertain:<br/>Keep off the Tracks. (Fiction)</p> | <p>Writing to Inform:<br/>Unicornology – The Ultimate Guide to Unicorns. (Non-fiction)</p> | <p>Writing to Entertain:<br/>Shadow Cage (Fiction)</p> <p>Writing to Discuss:<br/>Are we damaging our planet? (Non-fiction)</p> | <p>Writing to Persuade:<br/>Spy Gadget. (Non-fiction)</p>   | <p>Writing to Entertain:<br/>The Mask (Fiction)</p>                             | <p>Writing to Discuss:<br/>The Impact of War vs Climate Change on Exeter. (Non-fiction)</p> <p>Writing to inform:<br/>Letter to Year 7 tutor. (Non-fiction)</p> |
| <b>Maths</b>          | <p>Place Value</p> <p>Four operations</p>  | <p>Fractions</p> <p>Measure</p>  | <p>Ratio</p> <p>Decimals</p> <p>Algebra</p>   | <p>Fractions, decimals and percentages</p> <p>Area, perimeter and volume</p>  | <p>Statistics.</p>  | <p>Shape Geometry</p> <p>Themed projects, consolidation and problem solving.</p>  |
| <b>Science</b>        | <p>Living things and their habitats</p> <p>-Classifying living things</p> <p>-Making classification keys</p>           | <p>Electricity</p> <p>-Making working circuits</p> <p>-Identifying circuit symbols</p>     | <p>Light</p> <p>-How light travels</p> <p>-How we see</p>   | <p>Circulatory System</p> <p>-How nutrients and water are transported around the body</p> <p>-Impact of drugs, diet &amp; exercise on the body.</p> | <p>Evolution</p> <p>-How life has changed over time</p> <p>-Fossil evidence</p> | <p>Variation and adaptations</p> <p>-How plants and animals are suited to their environment</p>   |



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| <p><b>PSHE</b></p>          | <p>A world without judgement<br/><i>British values</i></p> <p>Being responsible<br/><i>Stealing</i></p> <p><b><u>Internet Safety and Digital Literacy</u></b><br/><b><u>Unit: Natterhub Teaching Unit</u></b></p> <p>Introduction to Natterhub – Key Stage 2</p> <p>Chat It – Teaching Strand<br/>3 Lessons</p> |  | <p>Keeping and staying healthy<br/><i>Alcohol</i></p> <p>Feelings and emotions<br/><i>Worry</i></p> <p>Computer safety<br/><i>Making friends online</i></p> <p><b><u>Internet Safety and Digital Literacy</u></b><br/><b><u>Unit: Natterhub Teaching Unit</u></b></p> <p>Feel It – Teaching Strand<br/>3 Lessons</p> |   | <p>Keeping and staying safe<br/><i>Water safety</i></p> <p>The working world – (additional cover through an Enterprise week)<br/><i>In-App Purchases</i></p> <p>Growing and changing<br/><i>Conception</i></p> <p><b><u>Internet Safety and Digital Literacy</u></b><br/><b><u>Unit: Natterhub Teaching Unit</u></b></p> <p>Mind It – Teaching Strand<br/>3 Lessons</p> <p>Balance It – Teaching Strand<br/>3 Lessons</p> |  |
| <p><b>PE</b></p>            | <p>Problem Solving/<br/>Teambuilding &amp;<br/>Capture the Flag</p>   | <p>Dance &amp;<br/>Orienteering</p>  | <p>Dodgeball &amp;<br/>Netball</p>   | <p>Fitness &amp;<br/>Freerunning</p>  | <p>Athletics &amp; Tag<br/>Rugby</p>  | <p>Pickleball &amp;<br/>Striking and<br/>Fielding (Cricket)</p>                        |
| <p><b>MFL (Spanish)</b></p> | <p>School subjects,<br/>likes and dislikes.</p>   | <p>Spanish Speaking<br/>countries<br/>The Maya<br/>A Christmas carol:<br/>Blanca Navidad</p> | <p>At the café -<br/>ordering food</p>   | <p>Culture – La<br/>Tomatina festival</p>   | <p>Culture - Castells</p>   | <p>My Spanish<br/>journey project</p>  |
| <p><b>History</b></p>       |   | <p><b><u>The Maya civilisation</u></b><br/><i>Why should we<br/>remember the Maya?</i></p>   |  | <p><b><u>The Ancient Greeks</u></b><br/><i>What did the Greeks<br/>do for us?</i></p> |   | <p><b><u>The impact of War</u></b><br/><i>Did WWI or WWII<br/>have the biggest</i></p> |



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|                  |   |  |   |  | <i>impact on our locality?</i>   |
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| <b>Geography</b> | Why does population change?<br>-Birth and death rates<br>-Migration<br>-Climate change  |  | Where does our energy come from?<br>-renewable energy<br>-Compare US & UK<br>-Solar panels  |  | Can I carry out and independent field work enquiry?<br>-Collecting & analysing data data<br>-Mapping a route   |
| <b>Computing</b> | <u><b>Computer Science</b></u><br><br><u><b>Data and Information Introduction to Spreadsheets</b></u><br><br>1) Collecting Data<br><br>2) Formatting a spreadsheet<br><br>3) What's the formula?<br><br>4) Calculate and Duplicate<br><br>5) Event Planning<br><br>6) Presenting Data |  | All Year Groups<br>Pre Coding Unit<br>What is Computer Science?<br><br><u><b>Computer Science</b></u><br><br><u><b>Software – Scratch Full</b></u><br><br>I can build an algorithm that incorporates a sequence, conditional statement and a loop to achieve an outcome |  | <u><b>Computer Science</b></u><br><br><u><b>Software – MBot</b></u><br><br>I can revise and understand the definitions of programmer, algorithm, code, and debug.<br><br>I can revise what a motor is, how it works and how to connect one.<br><br>I can revise what a Sensor is, how it works and how to connect one.<br><br>I can revise what a Motherboard is, how it |



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|              |  |   |  |  | works and how to connect one.<br><br>I can solve different STEM challenges with my robot to demonstrate the coding I have learned across Montgomery's Computing curriculum. |  |
| <b>Music</b> |  | <p><b><u>Theme: Songs of World War 2</u></b><br/><b><u>(NEW) Assessment focus: Understanding songs of World War 2</u></b></p> <p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the Solfa syllables represent the pitches in an octave.<br/>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is</p> |  | <p><b><u>Theme: Fingal's Cave</u></b><br/><b><u>(NEW)</u></b><br/><b><u>Assessment Focus: Dynamics, pitch and Texture</u></b></p> <p>To know that the conductor beats time to help the performers work well together.<br/>To understand that improvisation means making up music 'on the spot'.<br/>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.<br/>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p> |   | <p><b><u>Film Music</u></b></p> <p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> |



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|            |  | different to harmony because it uses a different rhythm as well as complementary notes. |   |  |  |  |
| <b>DT</b>  |  | Electrical systems & CAD Design and make a steady hand game                             |   | Structures- Playgrounds. I can design and make a model playground. |  | Cooking and nutrition - Developing a recipe  |
| <b>Art</b> | Drawing and painting. Creating paintings inspired by the art of Tarsila do Amaral. Visit from travelling zoo, to create observational drawings of animals. |   | Printmaking, using a range of printmaking techniques. Inspired by the artwork of Andy Warhol. |  | Artist study. Children to create an artwork inspired by an artist of their choice. children include a sculptural element in their composition. |  |
| <b>RE</b>  | Creation and science: conflicting or complimentary?  |   | Why is the Torah so important to Jewish people?   |  |  | Green religion: What do religious and non-religious worldviews teach about caring for the earth? |



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| <p><b>Visits and visitors</b></p> | <p>Science &amp; art:<br/>Animals experience.<br/><br/>Geography field trip</p> | <p>RE: Narnia Visit<br/><br/>Theatre<br/><br/>Digital literacy:<br/>Cinema</p>  | <p>Geography /<br/>Science: Exeter<br/>energy from<br/>Waste Trip.<br/><br/>PSHE: Bikeability<br/><br/>Art: Printing<br/>workshop</p> | <p>History: Greek day<br/><br/>Geography: Tree<br/>planting</p> | <p>Geography field<br/>work.</p> | <p>PSHE: Residential<br/>experience.<br/><br/>Geography &amp; DT:<br/>Farm trip to look at<br/>sustainable food.<br/><br/>PSHE: Road<br/>Safety<br/>(Walkability)<br/><br/>Y7 transition visits</p> |
| <p><b>Parental engagement</b></p> |   | <p>Art: Open gallery<br/>for parents to<br/>come and see<br/>children's learning.<br/><br/>KS2 Christmas<br/>play</p> |   |   |                                  | <p>Sports Day<br/><br/>Year 6 leavers<br/>assembly and<br/>BBQ</p>  |