

Year 6 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	Lady Jane Grey:	Is discovering the	Why was the Battle	of Britain a turning	What makes Sout	h America a unique
	Protestant, Martyr,	world worth the side-	point in Britain and did WWII bring about		location?	
	Victim or Ambitious	effects?	any positiv	e changes?		
Focus Text	Tudor?	Ally Sharrick	The Powin the Strip	and Duiamas John	The Cirl of Ink and S	tars Viran Milwood
rocus Text	Black Powder – Ally Sherrick		The Boy in the Striped Pyjamas – John Boyne		The Girl of Ink and Stars – Kiran Milwood Hargrave	
Supporting	Non-Fiction	<u>Poetry</u>		– Ian McEwan		
Texts	The Gunpowder Plot	The Listeners –		– Michael Foreman		
	Catholics and	Walter De La Mere		me Baker Smith		
	Protestants	The Raven – Edgar Allan Poe		– Tony Johnston		
	Elizabeth I V Mary Stuart	Allan Poe A Smuggler's Song –	Non-Fiction Anne Frank's Diary	<u>Poetry</u> 'Granny' (SATs		
	An Interview with	Rudyard Kipling	(Extracts)	Paper)		
	Ally Sherrick		Survivor Stories	The Blind Men and		
	Historical			The Elephant – Jon		
	Punishments			Godfrey-Sax		
	The Great Plague			Auschwitz –		
	Plague Remedies			Charles N		
	The Pope			Whittaker		
	The Hangman's Account			Tale of a Sprinter in		
	Tyburn			the Winter of 1938 (SharePoint)		
	The Monteagle Letter			(Silaterollit)		
	(SharePoint)					
Story Time,		here I Am) – Jennifer	A Kind of Spark (Top	30 There I Am) – Elle	Windrush Child (T	op 30 There I Am) –
Lights Down	Kil	lick	Mcf	Nicol	Benjamin Zephaniah	
Immersive	Anta	rctica	Anderson Shelter,	Union Jack, Spitfire,	South Americ	can Landscape
Environment				, Letters, Poppies		
			CORE SUBJECTS			0
English (Talk	Fantastic Beasts and	Fantastic Beasts and	WWII		shorter fiction and non	-fiction units to
4 Writing)	<u>Adventures</u> The Tibicena	Adventures Non-Fiction	Non-Fiction Text: The Tyre	ensure a range of evi	ı	1 - 44 - 4
	Creative	Text: A Wild	Swing	<u>Dracula</u>	Doomed!	Building the
	Text: Doctor Who –	Discovery	Text Type:	Opening Doors Unit: Dracula /	Fiction Opening Doors	Evidence Exciting Writing
	The Empty Child	Text Type:	Formality /	Jane Eyre	Unit: Descent into	Festival
	Focus: Dialogue	Information Text	Differing	Focus: Detailed	the Maelstrom	Guidebook to
			Perspective	Character	Focus: Describing	Migration Springs
	Fiction	Fiction	Fishian	Descriptions,	the Unknown,	
	Text: The Tibicena Story Pattern:	Text: Fantastic Beasts Focus: Action /	Fiction Text: The Piano	Atmospheric	Building Tension,	<u>Fiction</u>
	Defeating the	Dialogue	Text Type:	Settings, Portrayal	Communicating	Text: Jaws
	Monster	2.0.0800	Narrative Recount	of Impending Menace	Fear	Text Type: Narrative Dual
	Focus: Suspense	Non-Fiction		ivienace	Non-Fiction	Narrative Dual
		Text: Shackleton's	Opening Doors	Non-Fiction	Text: Jumanji	- Narrative
	Non-Fiction	Diaries	Poetry Unit: The	Text: The	Text Type: Formal	Invention Week
	Text: Should the	Text Type: Journal	Call by Charlotte	Mysterious	Complaint	Consolidate Basic
	species of Tibicena	Writing	Mew	Disappearance of		Skills
	be spared from eradication?	Creative Writing		Jonathon Harker		
	Text Type: Discussion	Black Powder		Text Type:		
	rester yper Discussion	Didok i owder		Newspaper Report		
	Publishing Week			Shakespeare Week		
				Text: Lady		
				Macbeth's Letters		
				Text Type:		
			5	Persuasion	0 111	
Maths	Number and Place Valu		Ratio and Algebra		Consolidation, Projec	ts and Transition
	Addition, Subtraction, N	viuitipiication and	Statistics Converting Units			
	Division Fractions, Decimals and Percentages		Area, Perimeter and	Volume		
			Shape			
			Position and Directio	n		
			FOUNDATION SUBJECT	TS		
Science	Animals including Hum	ians (1):	Electricity:	<u>Light:</u>	Living Things and	Evolution and
	Koy Ougations		Koy Oyestia	Koy Overtiens	their Habitats:	Inheritance:
	Key Questions:		Key Questions:	Key Questions:		



What is the circulatory system? What are blood vessels and why are they important?

What are the key components of the blood and why are they important? How are water and nutrients transported through the body?

Animals including Humans (2):

Kev Questions:

How does diet affect the body? How does exercise affect the body? How do drugs effect the body?

Key Vocabulary:

atrium, artery, blood vessel, capillary, liver, nutrients, vein, ventricle, villi

Important People:

William Harvey

What does electricity make components and appliances do? How does the structure of a circuit affect the components? Does the voltage in a circuit affect the components? What is the most important component when making an alarm?

Key Vocabulary:

appliance, cell, component. filament, function, resistance, series circuit, voltage

Book Link:

The Story of the Second World War for Children

Important People:

Alessandro Volta

travel? How do we see the world around us?

How do materials reflect in different wavs? How does the position of a light source affect a

shadow? Key Vocabulary:

How does light

concave lens. convex lens, light source, reflection, ray diagram,

Book Link:

The Story of the Second World War for Children

Important People:

Alhazen

Key Questions:

What is classification? How are plants classified? How have theories of classification changed over time? What are microorganisms and how are they classified?

Key Vocabulary: biology,

classification, extinct, invalidate, micro-organism. mutation, sample, species, taxonomy

Important People:

Carl Linnaeus

Key Questions:

How has the Earth changed over millions of years? Who is Charles Darwin? How do animals change to survive in their habitat? How do plants change to survive in their habitat? What is palaeontology? How have humans evolved? What can living things inherit from their parents?

Key Vocabulary:

adaptation, characteristics, DNA, evolution, extinct, inheritance, mutation, palaeontologist

Book Link:

On The Origin of Species

Important People:

Charles Darwin Jack Horner

History **Tudor and Stuarts:**

NC Links:

The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Questions:

Who were the monarchs during the Tudor period? How did the events in Edward VI's childhood influence the line of succession? What happened in the nine-day reign of Lady Jane Grev? How do the historical sources differ on the presentation of Lady Jane Grev? Lady Jane Grey: Protestant, Martyr, Innocent Victim or Ambitious Tudor?

Key Vocabulary:

Omission, Pious,

Coronated, Martyr,

World War Two and The Battle of Britain:

NC Links:

The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Questions:

Why do conflicts occur?

Why did World War Two begin? Who were the axis and allies and what was the home front like? What was the Battle of Britain and why was it a turning point? What do veteran recounts tell us about the Battle of Britain?

How did the Luftwaffe affect where we live?

How did technological change in World War II benefit Britain?

Why was the Battle of Britain a turning point in Britain and did WWII bring about any positive changes?

Key Vocabulary:

allies, axis, conflict, Luftwaffe, radar, RAF, swastika, Treaty of Versailles, veteran

Book Link:

The Story of the Second World War for Children

Important People:

Adolf Hitler

Arthur Neville Chamberlain



	Proclaimed,		
	Succession		
	5455555011		
	Increase at Decades		
	Important People:		
	Lady Jane Grey		
Geography	Climate Zones and Biomes of Antarctica		Contrasting Location of South America –
	(Non-European Country):		Trade Links and Distribution of Natural
	Human-Environment Interaction: Regions		Resources:
	,		Trade, Regions, Human-Environment
	Key Questions:		Interaction
			interaction
	How do places differ?		
	How do map symbols help us make deductions		Key Questions:
	about Antarctica?		Where are the Americas?
	Is there a relationship between climate zones		What are the environmental regions of
	and time zones?		South America?
	What are the features of Antarctica's biome?		How do the environmental regions
	How do these pose challenges?		determine the resources South America
	What is a research station and how do they		produces and trade around the world?
			'
	affect Antarctica?		What are the primary, secondary, and
	What impact are humans having on		tertiary processes of a supply chain?
	Antarctica?		How does trade in South America
	Is the human impact on Antarctica worth it?		compare to our local area and the UK?
	Is discovering the world worth the side		What is a marine biome?
	effects?		What are mangroves and where are they
			located in South America?
	Key Vocabulary:		How are humans having an impact on
	deduction, expedition, glacier, global warming,		marine biomes?
	human intervention, research station		What makes South America a unique
			location?
	Book Link:		
	Shackleton's Journey		Key Vocabulary:
			biome, climate, economy, export, import,
	Important People:		mangroves, marine biologist, supply chain,
	Ernest Shackleton		trade
	Linest Shackleton		trade
			Important People:
			<u>Important People:</u> Sylvia Earle
RE	Is it better to express your beliefs in art and	How might some religious practices	
RE	Is it better to express your beliefs in art and architecture or charity and generosity?	How might some religious practices influence our lives?	Sylvia Earle
RE	architecture or charity and generosity?	influence our lives?	Sylvia Earle How did the universe begin? What can we do to make the world a
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Music	Autumn Term 1 – Singing and Performing: "Eye of the Tiger"		Spring Term 1 – Rhythm and Composing: "Trashin' the Camp"		Summer Term 1 – Instrument and Composing: Band Lab Project - Tech	contamination? How can we safely prepare a nutritious, savoury meal? Key Vocabulary: cross-contamination, nutrition, pescatarian, seasonality, vegetarian Important People: Rachel Green
Computing		Data and Information Introduction to Spreadsheets Create a data set in a spreadsheet. Build a data set in a spreadsheet. Explain that formulas can be used to produce calculated data. Apply formulas to data. Create a spreadsheet to plan an event. Choose suitable ways to present data. Project Evolve Self-Image and Identity Online Relationships Online Reputation Online Bullying		Programming A Variables in Games Define a 'variable' as something that is changing. Explain why a variable is used in a program. Choose how to improve a game by using variables. Design a project that builds on a given example. Use a design to create a project. Evaluate a project. Project Evolve Managing Online Information		Programming B Sensing Create a program to run a controllable device. Explain that selection can control the flow of a program. Update a variable with a user input. Use a conditional statement to compare a variable to a value. Design a project that uses inputs and outputs on a controllable device. Develop a program to use inputs and outputs on a controllable device. Project Evolve Health, Wellbeing and Lifestyle Privacy and Security Copyright and Ownership
French	Teaching Unit: Phonics 4 / At School Recognise, recall and spell ten different school subjects with the correct definite article/determiner. Learn how to conjugate the verb 'to study' in 1st person singular so they can say which subjects they study at school. Learn how to give an opinion about each school subject.	Teaching Unit: Planets Learn ten key elements of the Solar System, along with their spellings and genders. Consolidate all the Solar System elements. Learn nine adjectives to describe each element. Learn how to extend sentences using a conjunction and intensifiers.	Teaching Unit: The Weekend Learn how to tell the time in increments of five. Learn new phrases to describe the activities that they may do at the weekend. Learn how to extend sentences by integrating a time phrase and connectives with the phrases for weekend activities.	Teaching Unit: World War II Learn how to decode and break down longer texts. Recognise, recall and spell the key countries involved in World War II, as well as the languages spoken in these countries. Recognise, recall and spell key vocabulary related to the war. Learn how to conjugate the verb	Teaching Unit: Vikings Learn how to describe themselves physically in terms of height and character using the 1st person conjugation of the high frequency irregular verb 'to be'. Learn how to describe themselves physically, describing hair	Teaching Unit: Me in the World Consolidate cultural understanding, giving detailed information on two different religious celebrations. Compare where two fictional characters live. Discuss how they are going to be more responsible global citizens by doing more to protect our planet.



	Consolidate numbers 1-12 and learn how to say what the time is by the hour. Learn how to say at what time they study each subject.	Learn six key questions under the guise of an astrophysicist preparing for an interview with an astronaut.	Learn how to say what time they do each activity on the weekend, as well as give their opinions on these activities as well.	'to see' in the 1st person singular in the past tense. Use adjectives to compare city and country life.	colour, length and type using the 1st person conjugation of the high frequency irregular verb 'to have'. Learn how to describe eye colour. Explore the daily routine of typical		
					Vikings.		
PE	Netball: To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy in the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	Gymnastics: To develop the straddle, forward and backward roll. To develop counterbalance and counter tension. To develop jumps and explore the effect of height. To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a group sequence using formation and apparatus.	Dance: Stamp, Clap: To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. Tos Disco: To copy and repeat a phrase of movement in the 1970s disco style. To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance.	Tennis: To develop placement of the ball using a forehand. To develop placement using a backhand. To develop the volley and understand when to use it. To employ tactics when playing with a partner. To develop accuracy and consistency when using the underarm serve. To apply rules, skills, and principles to play against an opponent.	Athletics: To develop my own and others' sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	Rounders: To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament.	
PSHE / SRE	JIGSAW PSHE		JIGSAW PSHE		JIGSAW PSHE		
,	Autumn Term 1: Being		Spring Term 1: Dream		Summer Term 1: Rela		
	I can identify my goals f	•	I know my learning st	•	I know that it is impor	rtant to take care of	
	understand my fears an future and know how to		challenging but realis (e.g., one in-school go		my mental health. I know how to take ca	are of my mental	
	I know how to use my J	•	school goal).		health.	are or my memear	
	I know that there are universal rights for all		Ŭ i		I understand that the		
	children but for many children these rights are		take to reach my goal and understand how to motivate myself to work on these.		stages of grief and that there are different types of loss that cause people to grieve.		
	not met. I understand that my actions affect other					I recognise when people are trying to gain	
	people locally and globally.		concern me and talk to other people		power or control.		
	I can make choices about my own behaviour because I understand how rewards and		about them. I can work with other people to help make		I can judge whether something online is safe and helpful for me.		
	consequences feel and I understand how		the world a better place.		I can use technology positively and safely		
	these relate to my rights and responsibilities.		I can describe some ways in which I work		to communicate with my friends and family.		
	I understand how an individual's behaviour can impact on a group.		with other people to help make the world a better place.		ianniy.		
	I understand how democracy and having a		I know what some people in my class like		Summer Term 2: Changing Me		
	voice benefits the school community.		or admire about me and can accept their		I am aware of my own self-image and how my body image fits into that.		
	Autumn Term 2: Celebrating Difference		praise.		I can explain how girls' and boys' bodies		
	I understand that there are different		Spring Term 2: Healt		change during puberty and understand		
	perceptions about what normal means. I understand how being different could affect		I can take responsibility for my health and make choices that benefit my health and		the importance of looking after yourself physically and emotionally.		
	someone's life.		well-being.		I can describe how a baby develops from		
	I can explain some of the ways in which one		I know about the different types of drugs and their uses and their effects on the		conception through the nine months of pregnancy and how it is born.		
	person or a group can h	ave power over	body, particularly the		I understand how bei		
	another. I know some of the reasons why people use		I understand that son		attracted to someone	_	
	bullying behaviours.		exploited and made t against the law.	o do things that are	of the relationship an mean about having a	_	
			-Dames are 10 M.			1	



	I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.		I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I can recognise stress and the triggers that cause this, and I understand how stress can cause drug and alcohol misuse.		I know myself well enough to maintain positive relationships with others whilst keeping my own identify. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class.	
			WIDER OPPORTUNITIE	ES		
SMSC / British Values	Election Day! — Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week Safer Internet Day Valentine's Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Linked Trips		Year 6 Residential Visit		The Holocaust Centre – History Link		