



**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: Protestant, Martyr, Victim or Ambitious Tudor?	Is discovering the world worth the side-effects?	Why was the Battle of Britain a turning point in Britain and did WWII bring about any positive changes?		What makes South America a unique location?	
Focus Text	Black Powder – Ally Sherrick		The Boy in the Striped Pyjamas – John Boyne		The Girl of Ink and Stars – Kiran Milwood Hargrave	
Supporting Texts	<p><b>Non-Fiction</b></p> <p>The Gunpowder Plot Catholics and Protestants Elizabeth I V Mary Stuart An Interview with Ally Sherrick Historical Punishments The Great Plague Plague Remedies The Pope The Hangman’s Account Tyburn The Monteagle Letter (SharePoint)</p>	<p><b>Poetry</b></p> <p>The Listeners – Walter De La Mere The Raven – Edgar Allan Poe A Smuggler’s Song – Rudyard Kipling</p>	<p>Rose Blanche – Ian McEwan A Children’s Garden – Michael Foreman Farther – Graeme Baker Smith The Harmonica – Tony Johnston</p>	<p><b>Non-Fiction</b></p> <p>Anne Frank’s Diary (Extracts) Survivor Stories</p>	<p><b>Poetry</b></p> <p>‘Granny’ (SATS Paper) The Blind Men and The Elephant – Jon Godfrey-Sax Auschwitz – Charles N Whittaker Tale of a Sprinter in the Winter of 1938 (SharePoint)</p>	
Story Time, Lights Down	Crater Lake (Top 30 There I Am) – Jennifer Killick		A Kind of Spark (Top 30 There I Am) – Elle McNicol		Windrush Child (Top 30 There I Am) – Benjamin Zephaniah	
Immersive Environment	Antarctica		Anderson Shelter, Union Jack, Spitfire, Evacuee Suitcase, Letters, Poppies		South American Landscape	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<p><b><u>Fantastic Beasts and Adventures</u></b></p> <p><b>Fiction</b> Text: Doctor Who – The Empty Child Focus: Dialogue Narrative</p>	<p><b><u>Fantastic Beasts and Adventures</u></b></p> <p><b>Non-Fiction</b> Text: Animals of Pandora Text Type: Information Text</p>	<p><b><u>WWII Fiction</u></b> Text: Flashback to Action: The Piano Text Type: Narrative Recount</p>	Teacher selection of shorter fiction and non-fiction units to ensure a range of evidence.		
	<p><b>Fiction</b> Text: The Tibicena Story Pattern: Defeating the Monster Focus: Suspense</p> <p><b>Non-Fiction</b> Text: Should the species of Tibicena be spared from eradication? Text Type: Discussion</p> <p><b>Publishing Week</b></p>	<p><b>Fiction</b> Text: Fantastic Beasts Focus: Action / Dialogue Narrative</p> <p><b>Non-Fiction</b> Text: Shackleton’s Diaries Text Type: Journal Writing</p> <p><b>Creative Writing</b> Black Powder</p>	<p><b>Non-Fiction</b> Text: The Tyre Swing Text Type: Formality / Incident Reports – Differing Perspectives</p> <p>Opening Doors Poetry Unit: The Call by Charlotte Mew</p>	<p><b><u>Dracula</u></b> Opening Doors Unit: Dracula / Jane Eyre Focus: Detailed Character Descriptions, Atmospheric Impending Menace</p> <p><b>Non-Fiction</b> Text: The Mysterious Disappearance of Jonathon Harker Text Type: Newspaper Report</p> <p><b>Shakespeare Week</b> Text: Lady Macbeth’s Letters Text Type: Persuasion</p>	<p><b><u>Doomed! Fiction</u></b> Opening Doors Unit: Descent into the Maelstrom Focus: Describing the Unknown, Building Tension, Communicating Fear</p> <p><b>Non-Fiction</b> Text: Jumanji Text Type: Formal Complaint</p>	<p><b><u>Building the Evidence</u></b> <b>Exciting Writing Festival</b> Guidebook to Migration Springs</p> <p><b>Fiction</b> Text: Jaws Text Type: Narrative Dual Narrative</p> <p><b>Invention Week</b> SBW: Consolidate Basic Skills</p>
Maths	Number and Place Value Addition, Subtraction, Multiplication and Division Fractions, Decimals and Percentages		Ratio and Algebra Statistics Converting Units Area, Perimeter and Volume Shape Position and Direction		Consolidation, Projects and Transition	
<b>FOUNDATION SUBJECTS</b>						
Science	<b><u>Animals including Humans (1):</u></b> <b>Key Questions:</b>		<b><u>Electricity:</u></b> <b>Key Questions:</b>	<b><u>Light:</u></b> <b>Key Questions:</b>	<b><u>Living Things and their Habitats:</u></b>	<b><u>Evolution and Inheritance:</u></b>



	<p>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?</p> <p><b><u>Animals including Humans (2):</u></b></p> <p><b><u>Key Questions:</u></b>                  How does diet affect the body?                  How does exercise affect the body?                  How do drugs effect the body?</p> <p><b><u>Key Vocabulary:</u></b>                  atrium, artery, blood vessel, capillary, liver, nutrients, vein, ventricle, villi</p> <p><b><u>Important People:</u></b>                  William Harvey</p>	<p>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?</p> <p><b><u>Key Vocabulary:</u></b>                  appliance, cell, component, filament, function, resistance, series circuit, voltage</p> <p><b><u>Book Link:</u></b>                  The Story of the Second World War for Children</p> <p><b><u>Important People:</u></b>                  Alessandro Volta</p>	<p>How does light travel?                  How do we see the world around us?                  How do materials reflect in different ways?                  How does the position of a light source affect a shadow?</p> <p><b><u>Key Vocabulary:</u></b>                  concave lens, convex lens, light source, reflection, ray diagram,</p> <p><b><u>Book Link:</u></b>                  The Story of the Second World War for Children</p> <p><b><u>Important People:</u></b>                  Alhazen</p>	<p><b><u>Key Questions:</u></b>                  What is classification?                  How are plants classified?                  How have theories of classification changed over time?                  What are microorganisms and how are they classified?</p> <p><b><u>Key Vocabulary:</u></b>                  biology, classification, extinct, invalidate, micro-organism, mutation, sample, species, taxonomy</p> <p><b><u>Important People:</u></b>                  Carl Linnaeus</p>	<p><b><u>Key Questions:</u></b>                  What is inheritance and how do offspring differ from their parents?                  Why are fossils an important scientific source?                  What is evolution and how have humans evolved?                  What is natural selection and adaptation?                  How are plants adapted to survive in their habitat?</p> <p><b><u>Key Vocabulary:</u></b>                  adaptation, characteristics, DNA, evolution, extinct, inheritance, mutation, palaeontologist</p> <p><b><u>Book Link:</u></b>                  On The Origin of Species</p> <p><b><u>Important People:</u></b>                  Charles Darwin                  Jack Horner</p>
<p>History</p>	<p><b><u>Tudor and Stuarts:</u></b></p> <p><b><u>NC Links:</u></b>  <i>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b><u>Key Questions:</u></b>                  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 Grey?                  How do the historical sources differ on the presentation of Lady Jane Grey?                  Lady Jane Grey: Protestant, Martyr, Innocent Victim or Ambitious Tudor?</p> <p><b><u>Key Vocabulary:</u></b>                  Coronated, Martyr, Omission, Pious, Proclaimed, Succession</p>	<p><b><u>World War Two and The Battle of Britain:</u></b></p> <p><b><u>NC Links:</u></b>  <i>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b><u>Key Questions:</u></b>                  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?</p> <p><b><u>Key Vocabulary:</u></b>                  allies, axis, conflict, Luftwaffe, radar, RAF, swastika, Treaty of Versailles, veteran</p> <p><b><u>Book Link:</u></b>                  The Story of the Second World War for Children</p> <p><b><u>Important People:</u></b>                  Adolf Hitler                  Arthur Neville Chamberlain</p>			



	<p><b>Important People:</b> Lady Jane Grey</p>			
Geography	<p><b>Climate Zones and Biomes of Antarctica (Non-European Country):</b> <i>Human-Environment Interaction: Regions</i></p> <p><b>Key Questions:</b> How do places differ? How do map symbols help us make deductions about Antarctica? Is there a relationship between climate zones and time zones? What are the features of Antarctica's biome? How do these pose challenges? What is a research station and how do they affect Antarctica? What impact are humans having on Antarctica? Is the human impact on Antarctica worth it? Is discovering the world worth the side effects?</p> <p><b>Key Vocabulary:</b> deduction, expedition, glacier, global warming, human intervention, research station</p> <p><b>Book Link:</b> Shackleton's Journey</p> <p><b>Important People:</b> Ernest Shackleton</p>			<p><b>Contrasting Location of South America – Trade Links and Distribution of Natural Resources:</b> <i>Trade, Regions, Human-Environment Interaction</i></p> <p><b>Key Questions:</b> Where are the Americas? What are the environmental regions of South America? How do the environmental regions determine the resources South America produces and trade around the world? What are the primary, secondary, and tertiary processes of a supply chain? How does trade in South America compare to our local area and the UK? What is a marine biome? What are mangroves and where are they located in South America? How are humans having an impact on marine biomes? What makes South America a unique location?</p> <p><b>Key Vocabulary:</b> biome, climate, economy, export, import, mangroves, marine biologist, supply chain, trade</p> <p><b>Important People:</b> Sylvia Earle</p>
RE	<p><b>Is it better to express your beliefs in art and architecture or charity and generosity?</b> What makes a place sacred rather than special? What is the purpose of art and architecture in certain religions? What are the similarities and differences in how art is used across Christianity? How does art support the act of worship in the Hindu faith? What does a mandala represent and how is it used? How does Dana benefit others? How do Humanists use charity and generosity to make the world a better place? How is charity and generosity important in everyday life? Is it better to express your beliefs in art and architecture or charity and generosity?</p> <p><b>Important People:</b> Lorenzo Ghiberti</p> <p><b>Key Vocabulary:</b> architecture, Dana, depict, five elements, generosity, statue</p>	<p><b>How might some religious practices influence our lives?</b> How do the beliefs of others encourage similar values? How does encouragement and celebrating achievements influences people's lives? Is curiosity one of life's great pleasures? How do religious beliefs teach harmony and charitable behaviour? Do actions speak louder than words? What can we learn from Sikhism about equality? Why do people of the Buddhist faith believe that medication is beneficial? Why do certain religions believe that mantras are beneficial? How might some religious practices influence our lives?</p> <p><b>Important People:</b> Alice Roberts</p> <p><b>Key Vocabulary:</b> curiosity, equality, harmony, influence, Sewa</p>	<p><b>How did the universe begin?</b> How do people think the universe began? What do people of the Jewish, Christian and Islamic faiths believe about how the universe began? How do people of the Hindu faith believe the universe began? How do atheists believe the universe began? How do people of the Sikh faith believe the universe began? How did the universe begin?</p> <p><b>Important People:</b> George Lemaitre</p> <p><b>Key Vocabulary:</b> creation, interpretation, moulded, universe, Waheguru</p>	<p><b>What can we do to make the world a better place?</b> How do people gain guidance on how to live their lives? How can the teachings of a certain religion provide guidance to other faiths and beliefs? What does it mean to be an active citizen and why is it important to a community? How can we make the world a better place?</p> <p><b>Key Vocabulary:</b> active citizen, citizen, guidance</p>
Art & Design		<p><b>Artist Focus:</b> George Edward Marston</p>		<p><b>Artist Focus:</b> Henri Rousseau</p>



		<p><b>Painting:</b>                  What techniques did George Edward Marston use to depict the landscape of Antarctica?                  How can watercolours be used to create different tones, textures, and moods?                  How can different paintbrushes create detail and shadow?                  How can we take inspiration from George Edward Marston to create a landscape painting of Antarctica?</p> <p><b>Key Vocabulary:</b>                  focal point, landscape, underdrawing, wash</p> <p><b>Book Link:</b>                  Shackleton's Journey</p>			<p><b>Drawing:</b>                  What is Henri Rousseau's artistic style and what inspired his paintings?                  How is perspective created?                  How is tone altered using layering and hatching?                  What drawing techniques can we use to create texture?                  How do light sources create perspective and depth?                  How can we draw a composition from imagination in the style of Henri Rousseau?</p> <p><b>Key Vocabulary:</b>                  composition, contour line, hatching, horizon, light source, perspective, scumbling, stippling, vanishing point</p> <p><b>Book Link:</b>                  On the Origin of Species</p>	
DT			<p><b>Electrical Components and Computer-Aided Modelling – Air Raid Sirens:</b></p> <p><b>Key Questions:</b>                  How have changes in computing technology affected the world?                  How do designers draw to scale?                  How can computers control a product?                  How can electrical components in a product be designed to meet the specific needs of an intended user?                  How can the functionality of electrical components be improved?                  How can we design a modern alert system and draw it to scale?</p> <p><b>Key Vocabulary:</b>                  coding, components, drawn to scale, functionality, input, output</p> <p><b>Book Link:</b>                  The Story of the Second World War for Children</p> <p><b>Important People:</b>                  Sir Tim Berners-Lee</p>		<p><b>Cooking and Nutrition – A Nutritious Meal:</b></p> <p><b>Key Questions:</b>                  How does seasonality affect our food choices?                  Where are different food items sourced from and why?                  Are all eggs the same?                  How does nutritional content affect our food choices?                  How does cost and personal preference affect our food choices?                  How can we adapt recipes to suit seasonality and people's preferences?                  How can we safely prepare ingredients to prevent cross-contamination?</p>	



						<p>How can we safely prepare a nutritious, savoury meal?</p> <p><b>Key Vocabulary:</b> cross-contamination, nutrition, pescatarian, seasonality, vegetarian</p> <p><b>Important People:</b> Rachel Green</p>
Music	<b>Autumn Term 1 – Singing and Performing:</b> “Eye of the Tiger”		<b>Spring Term 1 – Rhythm and Composing:</b> “Trashin’ the Camp”		<b>Summer Term 1 – Instrument and Composing:</b> Band Lab Project - Tech	
Computing		<p><b>Data and Information</b> <i>Introduction to Spreadsheets</i> 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.</p> <p><b>Project Evolve</b> Self-Image and Identity Online Relationships Online Reputation Online Bullying</p>		<p><b>Programming A</b> <i>Variables in Games</i> 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.</p> <p><b>Project Evolve</b> Managing Online Information</p>		<p><b>Programming B</b> <i>Sensing</i> 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.</p> <p><b>Project Evolve</b> Health, Wellbeing and Lifestyle Privacy and Security Copyright and Ownership</p>
French	<p><b>Teaching Unit: Phonics 4 / At School</b> Recognise, recall and spell ten different school subjects with the correct definite article/determiner. Learn how to conjugate the verb ‘to study’ in 1<sup>st</sup> person singular so they can say which subjects they study at school. Learn how to give an opinion about each school subject. Consolidate numbers 1-12 and learn how</p>	<p><b>Teaching Unit: Planets</b> 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. Learn six key questions under the guise of an</p>	<p><b>Teaching Unit: The Weekend</b> 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. Learn how to say what time they do each activity on the</p>	<p><b>Teaching Unit: World War II</b> 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 ‘to see’ in the 1<sup>st</sup></p>	<p><b>Teaching Unit: Vikings</b> Learn how to describe themselves physically in terms of height and character using the 1<sup>st</sup> person conjugation of the high frequency irregular verb ‘to be’. Learn how to describe themselves physically, describing hair colour, length and type using the 1<sup>st</sup></p>	<p><b>Teaching Unit: Me in the World</b> 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.</p>



	to say what the time is by the hour. Learn how to say at what time they study each subject.	astrophysicist preparing for an interview with an astronaut.	weekend, as well as give their opinions on these activities as well.	person singular in the past tense. Use adjectives to compare city and country life.	person conjugation of the high frequency irregular verb 'to have'. Learn how to describe eye colour. Explore the daily routine of typical Vikings.	
PE	<b>Netball:</b> 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.	<b>Gymnastics:</b> 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.	<b>Dance:</b> <b>Stamp, Clap:</b> 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. <b>70s Disco:</b> 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.	<b>Tennis:</b> 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.	<b>Athletics:</b> 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.	<b>Rounders:</b> 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	<b>JIGSAW PSHE</b> <u><b>Autumn Term 1: Being Me In My World</b></u> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.  <u><b>Autumn Term 2: Celebrating Difference</b></u> I understand that there are different perceptions about what normal means. I understand how being different could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives.		<b>JIGSAW PSHE</b> <u><b>Spring Term 1: Dreams and Goals</b></u> I know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal). I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise.  <u><b>Spring Term 2: Healthy Me</b></u> I can take responsibility for my health and make choices that benefit my health and well-being. I know about the different types of drugs and their uses and their effects on the body, particularly the liver and heart. I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves.		<b>JIGSAW PSHE</b> <u><b>Summer Term 1: Relationships</b></u> I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family.  <u><b>Summer Term 2: Changing Me</b></u> I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.	

