

Long- Term Planning Year 6

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
English-Writing 	Rain Player by David Wisniewski Instructions, poster, missing scene, diary, newspaper, debate <u>Analytical essay about The Maya</u>	The Island by Armin Greder Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation <u>Narrative sequel from another character's perspective</u>	Stonewall by Rob Sanders and Jamey Christoph Adverts, short news reports, protest banners, writing in role. <u>A visitor's guide to a Stonewall Inn</u> <u>National historic Landmark.</u>	Can We Save the Tiger? By Martin Jenkins Persuasive poster, persuasive speech, information index card, poetry <u>Discussion text (own version: Can we Save the...?)</u>	The Three Little Pigs Project by The Guardian Newspaper headlines, news reports, persuasive speeches, diary narrative from a particular point of view, diaries, debate <u>A collection of letters to a newspaper expressing a range of different opinions on the same issue.</u>	Grimm Tales for Old and Young told by Philip Pullman Retelling from a particular viewpoint, analyses, dialogue <u>Own version</u> <u>traditional tale</u>
Reading Comprehension  	Desert Creatures- Non-Chronological Report Desert Biomes- Unseen Text The bully behind the screen- Narrative Medusa's reflection- Unseen Text Katherine Ferrers – Biography Julius Caesar- Unseen Text SATS Smasher Diwali Dreams- Poetry The Bonfire at Night -Unseen Text Characters in Gothic Literature- Non-Chronological report The Maya- Unseen text A Christmas Carol: Marley's ghost- Narrative A Christmas Carol: Bob Cratchit's house -Unseen text SATS Smasher		A Gunner's Day- Poetry The Little Smuggler- Unseen Text Reginald Joseph Mitchell- Non-Chronological Report World War II- Unseen Text SATS Smasher Imports and Exports of the United Kingdom- Non- chronological Report Biomes of the World- Unseen text A day in the life of a cardiologist- Recount-interview A day in the life of a pharaoh- Unseen text SATS Smasher		The Listeners- Poetry The Scarecrow- Unseen Text SATS Smasher SATS Smasher SATS Smasher New species discovered on the Galapagos- Recount: Newspaper Moon landing- Unseen text Newspaper Visit Galapagos Islands- Persuasive leaflet Waste water management- Unseen Text- Persuasive letter Migration to the UK- Non-chronological report Empire Windrush passenger- Letter Hamlet- Playscript Macbeth- Unseen text Review	

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Maths 	Block One- Number and Place Value - Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit - Round any whole number to a required degree of accuracy - Use negative numbers in context, and calculate intervals across zero - Solve number and practical problems that involve the above Block Two – Addition, Subtraction - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - Solve problems involving addition, subtraction, multiplication and division - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy - Identify common factors, common multiples and prime numbers - Solve problems involving addition, subtraction, multiplication and division - Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication - Perform mental calculations, including with mixed operations and large numbers - Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Block One- Ratio - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples - Solve problems involving similar shapes where the scale factor is known or can be found Block Two – Algebra - Use simple formulae - Generate and describe linear number sequences - Find pairs of numbers that satisfy an equation with two unknowns - Enumerate possibilities of combinations of two variables - Express missing number problems algebraically - Find pairs of numbers that satisfy an equation with two unknowns - Enumerate possibilities of combinations of two variables Block Three- Decimals - Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places - Solve problems which require answers to be rounded to specified degrees of accuracy - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - Multiply 1-digit numbers with up to 2 decimal places by whole numbers	Block One- Shape - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles - Draw given angles, and measure them in degrees ($^{\circ}$) (Y5) - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5) - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - Draw 2-D shapes using given dimensions and angles - Recognise, describe and build simple 3-D	White Rose Investigations and Summer Activities. White Rose Tours - Interpreting line graphs and bar charts - Plot climate graph - Unit conversion between miles and km - Solving comparison problems using four operations with money - Interpret information from tables - Percentages - Currency conversions inc multiplying decimals and estimating. - Common real-life time problems White Rose Futures - Important vocabulary linked to money and pay - Tax deductions using percentages and different
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	• Use their knowledge of the order of operations to carry out calculations involving the four operations • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Block Three-Fractions A • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Identify common factors, common multiples and prime numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division Block Four: Fractions B • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5) • Multiply simple pairs of proper fractions, writing the answer in its simplest form • Divide proper fractions by whole numbers • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Solve problems involving addition, subtraction, multiplication and division	• Use written division methods in cases where the answer has up to 2 decimal places • Solve problems involving addition, subtraction, multiplication and division Block Four- Fractions, decimals and percentages • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • Compare and order fractions, including fractions > 1 • Solve problems involving the calculation of percentages and the use of percentages for comparison Block Five- Perimeter, volume and area • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units Block Six- Statistics	shapes, including making nets Block Two- Position and Direction • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	division strategies • Calculate wages from an hourly rate • Budgeting monthly take home pay to ensure expenditure is covered. Use four operations and fractions of an amount. • Mortgages, deposits and repayment • Six digit numbers, multiplication, percentage and fractions • Area and perimeter, four operations, money and algebra • Sketch a floor plan of dream house calculating cost of decorating.
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	- Associate a fraction with division and calculate decimal fraction equivalents Block Five-Converting units - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	- Interpret and construct pie charts and line graphs and use these to solve problems - Calculate and interpret the mean as an average		
R.E 	Branch 1 Creation and Covenant Hear By the end of this unit of study, pupils will hear the following key texts: - The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7, 9-13, 17-19) - Jn 1:1-5, 16-18 - The Nicene Creed - Laudato Si' 66-67 By the end of this unit of study, pupils will know: - The literary forms employed in the Genesis account. - The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159). Believe By the end of this unit of study, pupils will know that the Church teaches that: - The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and	Branch 3- Galilee to Jerusalem Hear By the end of this unit of study, pupils will hear the following key texts: - The Wedding at Cana (Jn 2:1-12) - Healing the official's son (Jn 4:46-54) - Healing the man at Bethesda (Jn 5:1-47) - Feeding the 5000 (Jn 6:1-4) - Walking on water (Jn 6:15-21) - Healing the Blind Man (Jn 9:1-41) - Raising of Lazarus (Jn 11:1-57) 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25) Believe By the end of this unit of study, students will know that the Church teaches that: - God inspired the authors of Sacred Scripture. - Scripture is understood literally and spiritually. - Mary prays and asks Jesus for help at Cana. - The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The	Branch 5 To the Ends of the Earth Hear By the end of this unit of study, pupils will hear the following key texts: - The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) - Appearances to the disciples Jn 20:19-31 • Conclusion (Jn 20: 30-31) - Christians believe in the Resurrection (1 Cor 15:14) - Jesus as the last Adam (1 Cor 15:45-49) • The story of Stephen (Acts 6:8-15, 7:51-60) Believe By the end of this unit of study, pupils will know that the Church teaches that: - Christians believe Jesus rose from the dead. (See Article 5, the Apostles' Creed.) - The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive.	

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	Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. Celebrate By the end of this unit of study, pupils will know: • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. Live By the end of this unit of study, pupils will know: • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). Branch 2 Prophecy and Promise Hear By the end of this unit of study, pupils will hear the following key texts: • Old Testament passages that show the importance of women in salvation history, e.g.:	sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. Celebrate By the end of this unit of study, pupils will know: • The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through they Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105). • Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied. Live By the end of this unit of study, pupils will know: • How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. • How their local parish community (Parish priest and laity) hand on the teaching of Jesus Branch 4 Desert to Garden Hear By the end of this unit of study, pupils will hear the following key texts: • The anointing at Bethany (Jn 12:1-11) • Jesus washes his disciples' feet (Jn 13:1-17) • First farewell discourse (Jn 13:33-38) • The arrest of Jesus (Jn 18:1-11) • Jesus before Pilate (Jn 18:28-40, 19:4-6)	• The Resurrection is the work of the Holy Trinity. • All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation. • Some Christians die for their faith, this is called martyrdom Celebrate By the end of this unit of study, pupils will know: • How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people. • Some age-appropriate examples of the Act of Faith, Hope and Love prayers. Live By the end of this unit of study, pupils will know: • Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St • Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being • the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps). • The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Mission Branch 6 Dialogue and Encounter Dialogue By the end of this unit of study, pupils will know that the Church teaches: • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people.
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	• Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther • Lk 1: 26-56: Mary as the fulfilment of Old Testament promises By the end of this unit of study, pupils will know: • The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke's emphasis on the role of women in the story of salvation. Believe By the end of this unit of study, pupils will know that the Church teaches that: • The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, General Audience, 27 March 1996). • Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan. Celebrate By the end of this unit of study, pupils will know: • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat. Live By the end of this unit of study, pupils will know: • Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference	• The Crucifixion (Jn 19:17-22) • Jesus and his mother (Jn 19:25-27) • The death of Jesus (Jn 19:28-37) Believe By the end of this unit of study, pupils will know that the Church teaches that: • At the Last Supper Jesus showed his love by washing his disciples' feet. • Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God's perfect love. (See Article 4 Apostles' Creed.) • Mary is the mother of all Christians. Celebrate By the end of this unit of study, pupils will know: • That Mass on Holy Thursday recalls Jesus' actions at the Last Supper, including washing the feet of the apostles. • The Stations of the Cross are a prayerful reflection on Christ's journey to the cross. Live By the end of this unit of study, pupils will know: • The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. • Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes. • Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach	• That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. By the end of this unit of study, pupils will know: • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. Encounter By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism)
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	to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor).		
Science 	Living things and their habitats What is classification? - I can describe how living things can be classified into broad groups. - I understand how I can use classification keys to help group, identify and name a variety of living things. - I can describe how living things can be classified into broad groups. - I understand that microorganisms are also living things. - I can describe how living things can be classified into broad groups. - I know that scientists have developed different ways to classify living things.	Electricity – How can circuits vary? - I can identify common appliances that use electricity. I can construct a simple circuit and name the parts of the circuit. - I can identify if a bulb will light up in a circuit. - I can recognise common conductors and insulators. - I can investigate switches. Animals including humans – How do an animal's living systems work together to maintain a healthy body? - I can identify and name the main parts of the human circulatory system. - I can identify and name the main parts of the heart. - I can describe how water and nutrients are transported in humans. - I can identify how humans can live a healthy lifestyle.	Evolution and inheritance – What is evolution? - I can identify how plants are adapted to their environment. - I can identify how animals are adapted to their environment. - I can explain natural selection and how it may lead to evolution. - I can explain how adaptations may lead to evolution. - I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Light How does light help us understand the world around us? - I can recognise that light appears to travel in straight lines. - I can 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. - I can explain how the eye works.

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			- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - I can explain how shadows change during the day.
His/Geo 	History How has crime and punishment changed over time in Britain? - I can place events, artefacts and historical figures on a timeline using dates. - I can use BCE and CE. - I can observe evidence to ask about the past and come to conclusions based on what I have seen. - I can suggest causes and consequences of some of the main events and changes in Greece. - I can begin to explain the concept of change over time. - I can begin to describe some of the social, ethnic, cultural and religious diversity of the past. - I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time. Geography Fieldwork Sustainability - How can our school reduce its plastic waste? - I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area. - I can understand that human actions can disrupt the natural physical processes on Earth.	History What role did Britain play in World War II, and how did this impact the outcome of the War? - I can use dates and terms when describing events - I can use sources of information to form conclusions about the past. - I can describe some of the causes and consequences of World War 2, and use evidence to support my answers. - I can identify periods of rapid change in history. - I can compare and contrast key people/events/ artefacts in history. - I can describe key features of the past, including ideas and beliefs. - I can discuss whether the evidence is reliable and explain why Geography Economic activity of the UK - What is the economic activity of the UK, and how sustainable is it? - I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region. I can identify the location of my region within England. - I can use clues to identify my region's key human and physical geographical features and landmarks. I can understand how my region is an area within England, and there are counties, towns and cities within my region. - I can understand how England is one	

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	- I can understand that what happens in the United Kingdom can impact other places. - I can understand that events in other places can impact the UK. - I can understand that the actions of individuals can have a large-scale impact. - I can explain the impact that plastic waste has on the environment. - I can make suggestions on how the school can reduce the impact it is having on the environment.	country within the continent of Europe and the links it has with other countries in Europe. I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. - I can explain how economic activity in the United Kingdom has changed over time. I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. - I can understand that events in other places can impact the UK. I can outline the environmental impact caused by different economic activities in the UK - I can use facts and evidence to judge the sustainability of economic activity in the UK.	
Art & Design	Art Monochromatic - What mistakes can artists make when drawing faces? Practical Knowledge - use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, use shapes to guide our observations and drawing Theoretical Knowledge - Learning about artists from around the world Disciplinary Knowledge - developing vocabulary to describe common errors made in realism portraits, understanding that art can be practised and improved upon, learning how artists can use reference material, and evaluating your own work and the work of others		Chromatic - Can art help save the planet? Practical Knowledge – Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image, and watercolour paints with proficiency Theoretical Knowledge – Pupils will learn how art can be mass-produced and sold, know that art can be created to create change, consider the sustainability of art and design, and understand how political or charitable causes can inspire that art. Disciplinary Knowledge – Pupils will use the seven elements of art to discuss artwork, know that art doesn't have to be realistic, consider what qualifies as art, evaluate peers' work, learn how art can impact society, and evaluate their own work

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			Sculpture – How can food inspire artists Practical Knowledge – Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the the viability of design, knowing that you can sculpt clay around something, like foil, to build larger structures, and using colour to create a life-like sculpture. Theoretical Knowledge – Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings. Disciplinary Knowledge – Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles
DT	Construction – Electrifying Creations – How can we combine electricity and design to create a spooky, gothic-themed model? - Investigate Gothic architecture and products to identify features that create a dramatic and spooky effect - Plan and build electrical circuits, selecting components to achieve desired effects - Create detailed, labelled sketches or CAD plans showing Gothic style, structure and electrical and mechanical components - Accurately measure, cut, join and assemble materials to build a stable Gothic-themed model with working electrical and mechanical features - Test and evaluate the model's function and appearance against design criteria, suggesting realistic improvements		DT – Food & Nutrition – Mix it up – How can we mix recipes to invent an exciting new food? - Investigating food trends, analysing hybrid products and identifying how flavour, texture, presentation and cultural influence contribute to success - Developing a clear design brief and criteria, producing annotated designs for a new sushi burrito variation and pitching ideas with justified ingredient choices - Exploring flavour pairings and refreshing key preparation skills such as peeling, slicing and grating, applying accuracy and control to improve outcomes - Preparing ingredients safely and accurately, following the agreed recipe independently and refining methods to improve flavour, texture or presentation

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					Assessing the finished product against design criteria, reflecting on balance, practicality and innovation, and suggesting reasoned improvements	
P.E. 	Hockey Play competitive games	Gymnastics Develop flexibility, strength, technique, control and balance	Dance Perform dances using a range of movement Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Tag Rugby Play competitive games	Kwik Cricket Play competitive games	Mini Olympics Use running, jumping, throwing and catching in isolation and in combination Robin Wood Residential Take part in outdoor and adventurous activity challenges
Spanish 	Phonetics 4 Selection of Core Vocabulary Lessons - Colours - Christmas - Classroom commands - Days of the week. At School - Name the subjects we study in school in Spanish with the correct definite article/determiner. - Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. - Start to tell the time by learning how to say time by the hour. - Explore the irregular, high frequency verb 'ir' (to go) in full.		The Weekend - Tell the time in Spanish using quarter past, half past and quarter to. - Say and write in Spanish what we do at the weekend using two or more sentences. •Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences Healthy Lifestyle - In this unit pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. - By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.		Around the Town - In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. - They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. - Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language. Me in the World - Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. - Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. - Say and write something we do to help the planet.	

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Music 	Happy • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	Keys Musical Minds Listening: - o Watch two performances on Piano and Keyboard. - o Talk about the history of the development of the keyboard. • Reading - o Learn how the keyboard's keys are laid out. - o Introduce the stave and learn some simple exercise with both hands. • Chords / Play A long - o Try and play thirds on the keyboard. These are simple chords. - o Play along with the verse and chorus to Wham – Wake Me Up. 2 • Listening: - o Listen to Aretha Fanklin's Respect. - o What role is the piano playing? • Reading - o Learn the C Major finger pattern and play it together.	You've Got a Friend in Me. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding	Samba Musical Minds Learn the names of each part of the samba ensemble and learn how to play each one. • Talk about the history of samba music and where its heard and played. • Learn and perform an ostinato pattern on the instruments using insect names as the rhythms. • Perform a paradinha (the fast 5) and watch and listen for instructions from the maestro/band leader. 2 • Watch a batucada performance and analyse what we like/dislike – What could we incorporate into our own performances? • Add an intro to the performance using dynamic changes in volume. • Add the rumble paradinha which	Music and Me and End of year performance • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Ukulele 2 Musical Minds
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		• Improvisation - o Play the C Major Scale. - o Try and improvise using the notes of the scale with whatever rhythm the children want. • Chords / Play A long - o Learn more chords - o Play along with the bridge of Wake Me Up. - o Learn the verse and chorus of Respect playing close attention to the staccato markings. 3 • Listening: - o Listen to Bill Withers – Lean on Me. - o Talk about and watch short clip about the Rhodes electric piano. - o In between a piano and a keyboard, what can the player do on this instrument that they couldn't on a piano? • Reading - o Practice the scale finger	of the history of music	demonstrates greater control of our dynamic range on the instruments. • Add a call & response section where pupils must respond to improvised rhythms – Students can try to improvise their own patterns too! 3 • Watch a taiko drumming performance – Discuss any effective techniques used during the performance. Small history of taiko drumming in Japan. • Composition: Compose rhythms for each instrument type in groups using cards – Students can differentiate between semiquaver and quaver combinations. • Perform these rhythms and have other students guess the patterns – This takes excellent awareness of	composers and musicians • Develop an understanding of the history of music.	
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		pattern forwards and backwards and try the A Minor Scale as well. • Improvisation - o Play the two improvisations of C Major and A minor but concentrate on the rhythms and finish improves on the 'keynote'. • Chords / Play A long - o Try the full version of 'Respect' with the breakdown. - o Learn the chord sequence for the verse of 'Lean on Me. - o Moving up and down with thirds. 4 • Listening: - o Listen to Hound Dog by Big mama Thornton and Elvis. - o Talk about the difference in the versions. - o Elvis brings the song to a new genre – Rock 'n' Roll, but it still uses the 12 Bar Blues structure.		different rhythmic patterns. 4 • Watch a Gamelan orchestral performance. Learn about the history of these instruments and the cultural significance of the art-form. • Learn how to split our rhythms up across different instruments to add dynamic and rhythmic interest. • This requires the students to be able to keep a steady pulse and play different at the same time as others – aware of the total sound of the performance. • Perform this with several paradinhas showing awareness of the maestro and hand signals/whistle. 5 • Watch a thayambaka performance. Discuss the cultural significance of	
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		• Reading - o Learn about the black keys – How do they relate to the white keys we've learned already. • Improvisation - o Play the F Sharp Pentatonic scale. - o Try improvising with this – Is it easier or harder than the major and minor scales? • Chords / Play A long - o Learn about triads. - o Play the three main triads in the key of C Major. • Play along with all of 'Lean on Me'. 5 • Reading - o Play the C 'Blues' scale adding in the Blue notes. - o What effect does this have to the scale? • Chords / Play A long - o Practice playing the triads as 'broken' chords.		this type of percussion ensemble. • Build a brand new ostinato with several intersecting rhythms – The children should try and compose the patterns with awareness of the piece as a whole. • Work on the ostinato constructively to try and create a simple but effective syncopated pattern across all four instruments. • Perform this with the intro and other paradinhas. 6 • Watch a Western Percussion Ensemble performance. • Talk about the variety of percussion instruments – Are they similar to the instruments seen in other cultures? • Introduce the triplet insect card and use this to try new ostinatos.		
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		- o Try playing the 12 bar blues sequence with these chords. - o Play along with Hound Dog. • Improvisation - o Try the blues scale with some 12 Bar Blues backing. • Play all the songs from the module if ti		• Combine everything into a final performance.		
Computing 	Online safety: Year 6 (6 lessons) • Learning about the impact and consequences of sharing information online • Exploring how to develop a positive online reputation that will benefit the children in the long term • Capturing evidence techniques and methods to combat online bullying	Computing systems and networks: Bletchley Park (5 lessons) • Investigate secret codes and how they are created • Explore 'brute force' hacking • Learn how to make passwords more secure	Programming: Intro to Python (5 lessons) • Introduction to the text-based programming language Python, which is the language behind many apps and programs, such as Dropbox	Data handling: Big Data (5 lessons) • Children learn how data is collected and stored by exploring barcodes, QR codes and RFID chips, and investigate how collecting big data can be used to help people in a variety of different scenarios	Creating media: History of computers (5 lessons) • Learn about Bletchley Park, including: key historical figures, how the first modern computers were created and how computers have evolved over time.	Skills showcase: Inventing a product (5 lessons) • Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme.
PSHE 	-Keeping/ Staying Safe-Water Safety • Identify a range of danger signs. • Develop and name strategies that can help	Growing and Changing- Conception- to be taught in line with our RSHE policy and resources	Being Responsible- Stealing • Explain what consent is. • Recognise the importance of	Feelings and Emotions- Worry • Recognise our thoughts, feelings and emotions.	Computer Safety- Making friends online • List the key application that we may use now and in the future.	A World without Judgement- British Values • Understand that there are a wide range of religions

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	keep others and self safe. • Recognise the impact and possible consequence of an accident or incident. Keeping/ Staying Healthy -Alcohol • Identify what is risky choice. Identify the risks associated with alcohol. • Describe how alcohol can affect your immediate and future health. • Develop and recognise skills and strategies to keep safe.		being honest and not stealing. • Explain why it is important to have a trusting relationship between friends and family. • Identify how making some choices can impact others' lives in a negative way.	• Identify how we can reduce our feeling of worry. • Explain how we can support others who feel worried. • Recognise that we can choose how we act on out emotions and that our choices and actions can affect ourselves and other people.	• Know and understand why some applications have age restrictions. • Identify ways to keep yourself and others safe in a range of situations online and offline. • Recognise that people may not always be who they say they are online. The Working World- In- App Purchases • Know and understand various money-related terms. • Recognise some of the ways in which we can spend money via technology. • Describe the potential impact of spending money without permission. • Identify strategies to save money.	and beliefs in the UK. • Explain each of the British values. • Create a range of values for your educational setting. • Explain how all religions can live in cohesion.
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