

Year 6 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><b>Star of Fear, Star of Hope</b> Themes: France, WW2, Holocaust, history, friendship.</p> <p>PSHE Link - To recognise and respond appropriately to a wider range of feelings in others. R1</p>	<p><b>Can We Save the Tiger?</b> Themes: Threats to a variety of endangered species, conservation, animals, non-fiction.</p> <p>PSHE Link - To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. L1</p>	<p><b>The Selfish Giant</b> Themes: Weather, religion, giant closes his garden off to the children until he realises winter will not leave without them.</p>	<p><b>Island: A Story of the Galapagos</b> Themes: Science, animals, habitats, threats to nature, formation of volcanic islands.</p>	<p><b>Manfish</b> Themes: biography of Jacques Cousteau, the sea, oceanography, paintings.</p>	<p><b>Sky Chasers</b> Themes: adventure, pickpocketing, France, flying, ambition, perseverance, family.</p>
	<p><b>Outcome:</b> Flashback story information text. <b>Greater Depth:</b> To write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account.</p>	<p><b>Outcome:</b> Information/explanation/ persuasion: hybrid text. Recount: diary. <b>Greater Depth:</b> Write a Newsround TV style story.</p>	<p><b>Outcome:</b> classic narrative. Explanation. <b>Greater Depth:</b> Write a narrative from a different viewpoint.</p>	<p><b>Outcome:</b> Recount: journalistic report (hybrid text) <b>Greater Depth:</b> Write a magazine article/hybrid text.</p>	<p><b>Outcome:</b> Recount: biography. Fiction. <b>Greater Depth:</b> Add in a script commentary about role in conservation debate.</p>	<p><b>Outcome:</b> Fiction: adventure story. Recount: autobiography. <b>Greater Depth:</b> Include a section written from the viewpoint of another person.</p>
	<p><b>Mastery Keys</b> Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs. Link ideas across paragraphs using a wider range of cohesive devices. Integrate dialogue to convey character and advance the action. <b>Information Text</b> Use a colon to introduce a list. Punctuate bullet points consistently.</p>	<p><b>Mastery Keys</b> Enhance meaning through selecting appropriate grammar and vocabulary. Use modal verbs and adverbs to indicate degrees of possibility. Use brackets, dashes or commas to indicate parenthesis.</p>	<p><b>Mastery Keys</b> Distinguish between the language of speech and writing. Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Use passive verbs. Use semi-colons to mark boundaries between independent clauses.</p>	<p><b>Mastery Keys</b> Use passive verbs. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use a wide range of devices to build cohesion. Use organisational and presentational devices to structure text. Use colons to mark boundaries between independent clauses.</p>	<p><b>Mastery Keys</b> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation. Use a colon to introduce a list and use semi-colons within lists. Use hyphens to avoid ambiguity.</p>	<p><b>Mastery Keys</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Identify the audience and purpose for writing. Choose the appropriate register. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
	<p><b>Missed NC Objectives not covered in Pathways to Write</b></p> <p>Performing their own compositions, using the appropriate intonation, volume and movement so meaning is clear. Use the perfect form of verbs to mark relationships of time and cause.</p>					
	<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> A Tiger in the Zoo <b>Outcome:</b> To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity. <b>Greater Depth:</b> Poem contrasting the creature in its natural habitat and in captivity. <b>Poetry Keys:</b> Make effective language choices, drawing on a range of descriptive techniques. Make authorial choices, selecting from a range of forms, to suit the purpose.</p>	<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> The Sea <b>Outcome:</b> To write a narrative poem about a journey across the sea, including personification of the waves. <b>Greater Depth:</b> Written in first person as the sea. <b>Poetry Keys:</b> Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>		<p><b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> Sonnet Written at the Close of Spring <b>Outcome:</b> To write a poem in the style of a sonnet to describe the view of a countryside from a hot air balloon. <b>Greater Depth:</b> To write a sonnet to describe the view of a countryside from a hot air balloon. <b>Poetry Keys:</b> Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>		

Year 6 Long Term Planning

Mathematics	<p><b>Number: Place Value</b></p> <p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context and calculate intervals across 0.</p> <p>Solve number and practical problems that involve all of the above.</p> <p><b>Number: Addition, Subtraction, Multiplication and Division</b></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret the remainders as whole number remainders, fractions or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operation and larger numbers.</p> <p>Identify common factors, multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p><b>Number: Fractions</b></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions including fractions greater than 1.</p> <p>Generate and describe linear number sequences (with fractions).</p> <p>Add and subtract fractions with different denominations and missed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>\frac{3}{4} \times \frac{1}{2} = \frac{1}{8}</math></p> <p>Divide proper fractions by whole numbers e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction <math>\frac{1}{8}</math>.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>Measurement: Converting Units</b></p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>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 up to 3dp.</p> <p>Convert between miles and kilometres.</p>	<p><b>Number: Ratio</b></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p><b>Number: Algebra</b></p> <p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p><b>Number: Decimals</b></p> <p>Identify the value of each digit in number given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places.</p> <p>Multiply 1-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p><b>Number: Fractions, Decimals and Percentages</b></p> <p>Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p><b>Measurement: Perimeter, Area and Volume</b></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids, using standard units including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</p> <p><b>Statistics</b></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate the mean as an average.</p>	<p><b>Geometry: Properties of Shape</b></p> <p>Draw 2D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.</p> <p><b>Geometry: Position and Direction</b></p> <p>Describe positions on the full co-ordinate grid (4 quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> <p><b>Themed Projects, Consolidation and Problem Solving</b> (Post SATS)</p>
-------------	--	---	---

Year 6 Long Term Planning

Geography/History	<p><b><u>Slavery</u></b></p> <p>Can I identify what a slave is?</p> <p>Can I describe the triangular Atlantic slave trade?</p> <p>Can I explain the experiences of slaves during the Atlantic slave trade?</p> <p>Can I describe and explain the abolishment of slavery?</p> <p>Can I explain how propaganda was used against the abolishment of slavery?</p> <p>PSHE – Discrimination, teasing and aggressive behaviours R14</p> <p><b><u>POST LEARNING ASSESSMENT</u></b></p> <p>Why was slavery wrong? (Extended piece of writing to explain slavery, affect it had on slaves and why it was abolished)</p>	<p><b><u>Industrial Areas and Ports</u></b></p> <p>Can I explain the UK’s trade links with other countries in the context of UK imports and exports?</p> <p>Can I analyse statistics to identify the largest ports within the UK?</p> <p>Can I understand geographical similarities and differences between the ports in the UK and China?</p> <p>Can I explain the key aspects of human Geography in the context of fair trade?</p> <p>Can I describe and explain the global supply chain?</p> <p>Can I explain how trading has changed over the years?</p> <p><b><u>ENRICHMENT ACTIVITY</u></b></p> <p>Trip to the International Slavery Museum in Liverpool.</p> <p>Maths link – Analysing statistics, ordering data.</p> <p><b><u>POST LEARNING ASSESSMENT</u></b></p> <p>Non-Chronological Report on Ports and their significance across the UK and the world.</p>	<p><b><u>Slavery in Liverpool</u></b></p> <p>Can I explain the influence of Liverpool's port and significance of it for Europe during the Atlantic Slave trade?</p> <p>Can I select suitable sources of information to discover the routes in and out of Liverpool for slaves?</p> <p>Can I explain the historical importance of slavery and its legacy in Liverpool using primary sources of evidence?</p> <p>Can I explain why Liverpool had such a vast number of slaves pass through compared to other neighbouring cities?</p> <p>Can I explore evidence to form my own opinion about the Windrush generation and scandal?</p> <p>PSHE Link - That differences and similarities between people arise from several factors, including family, cultural, ethnic and racial R13</p> <p><b><u>POST LEARNING ASSESSMENT</u></b></p> <p>Poster – What evidence of the slave trade still exists</p>	<p><b><u>Ordnance Survey Symbols and six figure grid references</u></b></p> <p>Review a range of maps.</p> <p>Recap maps of Merseyside and compare old and new maps.</p> <p>Create a route using an IOS map and allow children to follow with a compass.</p> <p>(Link to previous units on Industrial ports and Slavery ports including Liverpool’s docks)</p> <p>Find directions between Rainford and Liverpool’s Albert Dock.</p> <p>Maths Link – Co-ordinates</p> <p><b><u>POST LEARNING ASSESSMENT</u></b> -</p> <p>Name map symbols, explain how to plan a route using a map.</p>	<p><b><u>World’s Deserts</u></b></p> <p>Know the names of and locate some of the world’s deserts – map and atlas-based work</p> <p>Know the location of the major deserts in the world (Antartica, Namib (Africa), Arctic, Atacama, Sahara, Gobi, Australian Outback, Arabian)</p> <p>Know what is classified as a desert and the similarities and differences between deserts (biomes and vegetation belts)</p> <p>Know the eco-systems and habitats within a desert</p> <p>Know why deserts are important to wildlife across the world (eco-systems)</p> <p><b><u>POST LEARNING ASSESSMMENT</u></b> –</p> <p>Documentary style writing to compare 2 chosen deserts explaining key learning areas.</p>	<p><b><u>Who was the Greatest?</u></b></p> <p>Compare and contrast historical civilizations (Stone Age, Iron Age, Romans, Anglo-Saxons) and their impact that they have had on Britain today.</p>
-------------------	--	---	---	--	---	---

Year 6 Long Term Planning

Science	<u>Electricity</u>	<u>Animals Including Humans</u>	<u>Looking after the environment</u>	<u>Light</u>	<u>Living Things &amp; Their Habitats</u>	<u>Evolution &amp; Inheritance</u>
	Describe the parts of an electrical circuit.	Understand the function of the heart and its role in the circulatory system.	Learn about climate change	Explore how light travels	Classify living organisms.	Understand how offspring vary and are not identical to their parents
	Explore voltage and its effect on an electrical circuit.	Identify and compare blood vessels.	Explore ways to reduce how much rubbish is sent to landfill.	Explore reflection	Understand the kingdoms of life.	Learn about animal adaptations
	Apply knowledge to identify and correct problems in a circuit.	Explore blood.	Explore ways to reduce energy consumption.	Explore reflection and explain how it can be used to help us see	Classify living things using the Linnaeus system	Learn about plant adaptations
	Investigate what affects the output of a circuit.	Learn how the body transports water and nutrients.	Explore what happens when fuels are burnt	Investigate how shadows can change.	Identify the characteristics of different types of microorganisms	Explore what we can learn from fossils
	Build a set of traffic lights.	Investigate what affects your heart rate.	Explore the outcomes of COP26	Investigate how we can show why shadows have the same shape as the object that casts them	Investigate asexual reproduction through spore dispersal	Explain the theory of evolution
	Apply knowledge of conductors and insulators.	Learn about the impact of drugs and alcohol on the body.	Compare data associated with the weather	Investigate how we see objects	Classify and describe a living organism	Explore human evolution
		<b>PSHE Links</b>	<b>ENP – Measuring carbon within a tree: Calculate the amount of carbon storage in individual tress and describe how forests help mitigate climate change.</b>	<b>English Link – Explanation Text about light and how it travels</b>	<b>PSHE Link – SRE and knowing your body – H8 &amp; H19</b>	
		<b>H1.</b> how to make informed decisions about health		<b>ENP – Shade Mapping: Building up a knowledge of which areas are shaded or exposed to the sun.</b>		
		<b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these				

## Year 6 Long Term Planning

Computing	<b>E-Safety</b>					
	<b>Online Safety</b> Find similarities and differences between bullying and cyberbullying Identify good strategies to deal with cyberbullying	<b>Online Safety</b> Identify secure websites by identifying privacy seals of approval	<b>Online Safety</b> Understand the benefits and pitfalls of online relationships Identify information that I should never share	<b>Online Safety</b> Identify how the media play a powerful role in shaping ideas about girls and boys	<b>Online Safety</b> Apply my online safety knowledge to my online activities	<b>Online Safety</b> Use mu knowledge of e-safety to create a multiple-choice quiz
	<b><u>Spreadsheets</u></b>  Enter data and formulae into a spreadsheet  Order and present data based on calculation  Add, edit and calculate data Use a spreadsheet to solve problems  Plan and calculate a spending budget  Design a spreadsheet for a specific purpose	<b><u>Designing Animated Stories</u></b>  Create appropriate animations  Structure and control the timing of events  Control when sprites are visible  Plan a sequence of events to create a story narrative  Sequence events to create a story narrative  Add voice sounds to enhance an animated story	<b><u>Kodu</u></b>  Investigate and evaluate the features of programming software  Program Kodu using When and Do instructions  Use tools and add features to create an original landscape in Kodu  Analyse and deconstruct code to work out its purpose  Program a character to be controlled around a custom track to reach a goal  Program a character to follow an automatic path	<b><u>3D Modelling – Tinker Kad</u></b>  Understand what 3D modelling is  Become familiar with Tinkercad software  Add and move 3D objects  Modify 3D objects  Manipulate and combine 3D objects  Add holes to objects  Create a 3D game character  Make a 2D design and a 3D model	<b><u>Musical Micro:bit</u></b>  Read and interpret a range of algorithms  Evaluate algorithms  Write algorithms for a given audience  Use existing knowledge to improve programs  Write and debug musical programs  Experiment with the micro:bit to make music  Analyse and modify algorithms  Identify patterns in algorithms  Write algorithms using repetition and selection  Identify how inputs are used in programs  Write programs that use inputs and selection  Write and evaluate algorithms Modify programs to meet given criteria  Decompose learning from the unit  Evaluate the micro:bit as a music-making device	



Year 6 Long Term Planning

Spanish (Language Angels)	<p><b><u>Revise Phonetics *</u></b></p> <p><b>Verbs &amp; Grammar</b> <b>(Present tense verbs)</b> (Language Angels)</p> <p>Present tense conjugation of regular AR, ER and IR verbs. Learning 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, singular and plural and their pronouns in English. Learn the endings in Spanish and being able to conjugate common regular verbs (hablar, cantar, bailar, visitar, escuchar, comer, beber, leer, escribir, vivir). Revisiting time phrases and days of the week in order to extend sentences.</p>	<p><b><u>At School</u></b> <b>(Times, present tense, justify opinions, adj agreement)</b> (Language Angels)</p> <p>Introduce the unit En El Colegio recapping key vocabulary for school subjects from Year 4</p> <p>Consolidate the vocabulary for school subjects and to extend by introducing an opinion.</p> <p>Introduce the concept of time in Spanish.</p> <p>Consolidate the language covered so far using a listening activity and introducing the irregular verb IR ('to go').</p> <p>consolidate the language covered so far in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</p> <p>A lesson on Christmas in Spain (Feliz Navidad unit on Language Angels)</p>	<p><b><u>The Weekend</u></b> (Language Angels)</p> <p>Future tense introduced here. Saying what you are going to do at the weekend using the near future tense.</p> <p><i>Este fin de semana voy a – this weekend I am going to...</i></p> <p><i>Jugar al fútbol, ver la tele, estudiar, leer, ir al cine, ir a un restaurante, ir de compras, bailar, jugar a los videojuegos, ver una película</i></p> <p>Near future tense for all 6 persons. Revisit order of pronouns /persons Voy, vas, va, vamos, vais, van + a + infinitive</p>	<p><b><u>Spanish Festivals</u></b> (Core Vocabulary and Extras on Language Angels)</p> <p><b>Las Fallas</b> <b>(Burning figures)</b></p> <p><b>El día de los Muertos</b> <b>(Day of the Dead)</b></p> <p>Learning about what happens at each festival and being able to talk about it.</p>	<p><b><u>Healthy Lifestyle</u></b> (Language Angels)</p> <p>Introduce the unit La Comida Sana and to improve their range of vocabulary by recapping words for healthy foods and drinks from Year 4.</p> <p>Learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills.</p> <p>Consolidate their learning of the new vocabulary using PowerPoint activities and snap cards. Introduce the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.</p> <p>Improve their range of vocabulary by learning key language for activities they do and do not do to keep fit and using this new language to interview each other in a class survey.</p> <p>Improve their reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish.</p>	<p><b><u>Holidays</u></b> <b>(Revisit countries, transport, accommodation, Could introduce past tense here also)</b></p> <p>Introduction to past tense to say where you went <i>Fui a ...</i> <i>España, Grecia, Turquía, Gales, Escocia, Irlanda, Estados Unidos, México, Francia, Italia.</i> Learning means of transport <i>En barco, en coche, en avión, en tren, en autobús</i> Saying where you stayed – different types of accommodation <i>Me alojé un hotel, en un camping, en un apartamento, en la casa de mis abuelos</i></p> <p>Learning the preterite tense for some holiday activities in the “I” form</p> <p><i>Fui a la playa</i> <i>Tomé el sol</i> <i>Nadé</i> <i>Comí pizza</i> <i>Comí un helado</i> <i>Visité monumentos</i> <i>Compré recuerdos</i></p> <p>Giving opinions in the past using “fue + adjective” – it was + adjective</p>
Music (Charanga Scheme)	<p><b><u>Happy</u></b></p> <p>In this unit, pupils listen to a range of uplifting songs while developing vocal skills through warm-ups and learning to sing <i>Happy</i>. They gradually build confidence by adding instrumental parts, improvisation and simple composition work. As the unit progresses, pupils combine singing, playing and improvising, choosing elements to refine for an end-of-unit performance.</p>	<p><b><u>Classroom Jazz 2</u></b></p> <p>In this unit, pupils listen to and appraise jazz pieces, learn to play tunes/heads, and develop improvisation skills. They gradually move from learning set pieces to composing their own, with each lesson ending in a short performance or sharing opportunity.</p>	<p><b><u>Creative Composition</u></b></p> <p>In this unit, pupils develop their musicianship through listening, singing, playing and creative work across a range of musical styles. They explore how using chords can make compositions more interesting and provide accompaniment for a melody, supported by listening to <i>La Bamba</i> and composition activities from <i>Disco Fever</i>. Each lesson includes a chance to perform and share learning, building towards a final concert.</p>	<p><b><u>You’ve Got a Friend</u></b></p> <p>In this unit, pupils listen to classic songs while developing vocal skills through warm-ups and learning to sing <i>You’ve Got a Friend</i>. They gradually add instrumental parts, explore improvisation and begin simple composition work. As they progress, pupils combine singing, playing and creating music, choosing elements to refine in preparation for an end-of-unit performance.</p>	<p><b><u>Improvising with Confidence</u></b></p> <p>In this unit, pupils build their musicianship through understanding music, improvising together and responding to a variety of songs. They develop skills in singing, playing instrumental parts and creating their own musical ideas. Pupils explore phrasing—how musical “sentences” fit together to form a melody—and use dynamics, such as crescendos and diminuendos, to make their music more expressive.</p> <p>Each lesson ends with a performance or sharing opportunity, and pupils revisit songs and skills as they prepare for a final concert.</p>	<p><b><u>Farewell Tour</u></b></p> <p>In this unit, pupils develop their musicianship through singing, playing, improvising and composing, exploring phrasing and dynamics to make their music expressive. Lessons include performance opportunities, building towards a special <i>Farewell Tour</i> concert where pupils showcase songs that represent their class, performing in groups, bands or as a whole class.</p>

## Year 6 Long Term Planning

Art/DT	Structures <u>Playgrounds</u>	Drawing <u>Make my voice heard</u>	Mechanisms <u>Automata toys</u>	Painting & Mixed Media <u>Artist study</u>	Food & Nutrition <u>Come dine with me</u>	Craft & Design <u>Photo opportunity</u>
	<ul style="list-style-type: none"><li>-Create five apparatus designs, applying the design criteria to their work.</li><li>-Make suitable changes to their work after peer evaluation.</li><li>-Make roughly three different structures from their plans using the materials available.</li><li>-Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base.</li><li>-Make a range of landscape features using a variety of materials which will enhance their apparatus.</li></ul>	<ul style="list-style-type: none"><li>-Make relevant comparisons between different styles of art.</li><li>-Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing.</li><li>-Generate symbols that reflect their likes and dislikes with little support.</li><li>-Create a tile that is full of pattern, symbols and colours that represents themselves.</li><li>-Discuss ideas to create light and dark through drawing techniques.</li><li>-Explain the term chiaroscuro.</li><li>-Apply chiaroscuro to create light and form through a tonal drawing.</li><li>-Understand the impact of using techniques for effect.</li><li>-Participate in a discussion that examines the similarities and differences between different styles of art.</li><li>-Form their own opinions about what art is, justifying their ideas.</li><li>-Identify a cause and decide what message they want to convey.</li><li>-Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image.</li></ul>	<ul style="list-style-type: none"><li>-Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements.</li><li>-Follow health and safety rules, taking care with the equipment.</li><li>-Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration.</li><li>-Develop a design idea with some descriptive notes.</li><li>-Explore different cam profiles and choose three for their follower toppers with an explanation of their choices</li><li>-Create neat, decorated follower toppers with some accuracy.</li><li>-Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.</li><li>-Decorate and finish the automata to meet the design criteria and brief.</li><li>-Evaluate their finished product, making descriptive and reflective points on function and form.</li></ul>	<ul style="list-style-type: none"><li>-Identify different features within a painting and use the formal elements to describe it.</li><li>-Be creative and imaginative in finding their own meaning in a painting.</li><li>-Use their own art or personal experiences to justify their ideas.</li><li>-Reflect on personal experiences to convey through their own piece of abstract art.</li><li>-Contribute to discussions to either the class, group or talk partner.</li><li>-Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li><li>-Select an appropriate artist.</li><li>-Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li><li>-Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li><li>-Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li><li>-Experiment and revisit ideas, drawing on creative experiences.</li><li>-Work in a sustained way to complete a piece, making</li></ul>	<ul style="list-style-type: none"><li>-Find a suitable recipe for their course.</li><li>-Record the relevant ingredients and equipment needed.</li><li>-Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken.</li><li>-Explain where certain key foods come from before they appear on the supermarket shelf.</li></ul>	<ul style="list-style-type: none"><li>-Explain how a new image can be created using a combination of other images.</li><li>-Understand what photomontage is and recognise how artists use photography.</li><li>-Demonstrate a competent knowledge of effective composition, discussing their ideas.</li><li>-Use recording devices and available software with confidence.</li><li>-Discuss the features of a design, e.g. explaining what is effective about a composition.</li><li>-Select a suitable range of props, considering the design brief and their initial ideas.</li><li>-Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li><li>-Use editing software to change their image, reflecting an artist's style.</li><li>-Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li><li>-Set up a composition and think about a space that will provide good lighting levels.</li><li>-Take a portrait that is focused and appropriately framed.</li><li>-Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li></ul>

Year 6 Long Term Planning

No Outsiders & PSHE	No Outsiders: To consider responses to immigration.	No Outsiders: To consider language and freedom of speech.	No Outsiders: To overcome fears about difference.	No Outsiders: To consider causes of racism.	No Outsiders: To show acceptance.	No Outsiders: To consider democracy.
	<p><b>Setting ground rules for RSE &amp; PSHE</b></p> <p>Recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons.</p> <p><b>Families and Relationships</b></p> <p>Understand that everyone can expect a level of respect, but this can be lost.</p> <p>Understand what respect is and how they should be respected.</p> <p>Understand how stereotypes influence our ideas and opinions.</p> <p>Understand a range of stereotypes and share this information effectively.</p> <p>Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.</p> <p>Understand the term grief and describe some of the associated emotions.</p>	<p><b>Health and Wellbeing</b></p> <p>Describe qualities or values they want to develop and create achievable goals.</p> <p>Describe the importance of relaxation and suggest different strategies.</p> <p>Describe how they take care of their physical wellbeing.</p> <p>Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.</p> <p>Describe what resilience is, why it is important and some useful resilience strategies.</p> <p>Understand how vaccination works and why it is important to individuals.</p> <p>Understand that habits can be good or bad for health.</p> <p>Understand that changes in their body could indicate illness and know what to do if they notice them.</p>	<p><b>Safety and the Changing Body</b></p> <p>Understand some of the reasons adults decide to drink or not drink alcohol.</p> <p>Understand some ways to check that a news story is real.</p> <p>Understand how they should behave online, and the impact negativity can have.</p> <p>Understand of changes that take place during puberty.</p> <p>Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</p> <p>Understand that a baby changes in the womb and some of the baby’s requirements during the first months of life.</p> <p>Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.</p> <p>Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.</p>	<p><b>Citizenship</b></p> <p>Understand that education is a human right and why education is important.</p> <p>Understand some environmental issues relating to food and food production.</p> <p>Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</p> <p>Understand what prejudice and discrimination are and why and how they should be challenged.</p> <p>Understand the value of diversity in society, including significant individuals.</p> <p>Understand the roles and responsibilities of people in government.</p>	<p><b>Economic Wellbeing</b></p> <p>Understand feelings about money and the impact they can have.</p> <p>Explain how to safeguard money in both digital and physical environments.</p> <p>Know the money changes when moving to secondary school.</p> <p>Understand the risks of gambling.</p> <p>Explain how careers function in different settings and what roles and responsibilities come with them.</p> <p>Explore different career routes and their requirements.</p>	<p><b>Identity</b></p> <p>Understand the factors which make up identity.</p> <p>Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.</p> <p><b>Transition</b></p> <p>Understand that a big change can bring both opportunities and worries.</p>
RE (St. Helens Scheme)	<p><b>Buddhism</b></p> <p>What do we mean by a ‘good life’?</p> <ul style="list-style-type: none"><li>· Prince Siddhartha</li><li>· The Four Noble Truths</li><li>· The Eight-Fold Path</li></ul> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><b>Hindu Dharma</b></p> <p>Do we have to live our lives in a certain way?</p> <ul style="list-style-type: none"><li>· Explore Hindu stages of life<ul style="list-style-type: none"><li>· Ashrama</li><li>· Mocksha</li><li>· Samskaras</li></ul></li></ul> <p>L3 – About the relationship between rights and responsibilities</p>	<p><b>Islam</b></p> <p>What is Hajj and why is it important to Muslims?</p> <ul style="list-style-type: none"><li>· Five Pillars of Islam<ul style="list-style-type: none"><li>· Ummah</li><li>· Hajj</li></ul></li></ul> <p>English link – Recount of the pilgrimage of Hajj</p>	<p><b>Christianity – Jesus</b></p> <p>Why do Christians believe Good Friday is ‘good’?</p> <ul style="list-style-type: none"><li>· Holy Week/Easter Sunday</li><li>· The Eucharist</li><li>· Denominational differences</li></ul>	<p><b>Christianity – Church</b></p> <p>If life is like a journey, what’s the destination?</p> <ul style="list-style-type: none"><li>· Death and resurrection of Jesus</li><li>· Life after death</li><li>· Importance of forgiveness, confession, and reconciliation</li></ul>	<p><b>Christianity – God</b></p> <p>How do Christians mark ‘turning points’ on the journey of life?</p> <ul style="list-style-type: none"><li>· Christian rituals</li><li>· Rites of Passage</li><li>· Symbolism</li></ul>



## Year 6 Long Term Planning

+PE	<p><b>Swimming</b> <b>End of KS2 Expectation</b> Perform safe self-rescue in different water-based situations.</p> <p>Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p><b>Football</b> Move into space to receive the ball and control with either foot in a game.</p> <p>Select the correct pass for various distances in a game situation.</p> <p>Dribble the ball in a game situation around a defender.</p> <p>Communicate with a team when defending in a game – making interceptions, cover space.</p> <p>To work as a team to score, shooting from various angles.</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate).</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>Understand the positions and rules of the game.</p> <p><b>Tag Rugby</b> Tag a player using either hand when moving at full speed in a game situation.</p> <p>Dodge around a defender at speed, with a ball in hands, avoiding being tagged.</p> <p>Bring in pass and loop into a game situation.</p> <p>Looping around your teammate – to try and trick an opponent in a game situation.</p>	<p><b>Indoor Athletics</b> Chest push with accuracy and power, bending knees through to feet, extends arms to increase distance.</p> <p>Perform a Triple jump for distance varying techniques to improve performance.</p> <p>Speed bounce with speed, fluency and rhythm.</p> <p>5 strides – improve starting position to ensure a better first stride.</p> <p>Skipping – with speed (30 skips or more).</p> <p>Vertical jump – Push into ground, lift with an explosive movement up and focus on landing softly – keep core engaged.</p> <p>Pass a relay baton in competitive situations (timed).</p> <p><b>Dodgeball</b> Throwing the ball in a game with precision, control and speed.</p> <p>Identify catching opportunities to claim a catch in a game.</p> <p>Aiming at the opposition, below the shoulder, using a variety of throwing techniques.</p> <p>Dodging in a game, reacting quickly and communicating tactics to teammates to dodge.</p> <p>Blocking the ball and attempting to get a teammate to catch it in a game situation.</p> <p>To apply defensive techniques e.g. blocking and marking in a competitive game situation.</p> <p>Use techniques learned and apply in a game situation. Children to officiate.</p>	<p><b>Multi-Skills</b> Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately.</p> <p>Agility focus – can change direction at speed with balance and control whilst using various equipment.</p> <p>Co-ordinate using both sides of the body with fluency to perform a combination of movements or actions.</p> <p>Complete each test with fluency and accurately measure and record. Evaluation previous performance levels and demonstrate improvements to achieve their personal best.</p> <p><b>Gymnastics</b> Can perform complex shapes when performing sequences and skills with flexibility.</p> <p>Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap.</p> <p>Side star roll, T-roll (with pointed toes), backwards roll.</p> <p>Perform various balances counter balance and counter tension.</p> <p>Perform a ‘squat on and squat off’ apparatus with a run up (with or without a spring board).</p> <p>Compete in teams to win points with sequences and a vault competition.</p> <p>Perform a hurdle step on the floor/springboard and onto apparatus.</p> <p>Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand.</p>	<p><b>Fitness</b> Balance on various body parts using harder balances e.g. shutting eyes, adding explosive movements.</p> <p>Evaluate previous performance levels and demonstrate improvements to achieve their personal best.</p> <p>Co-ordinate using both sides of the body with fluency and speed to perform a combination of exercises.</p> <p>Create an exercise to improve a specific fitness e.g. strength, co-ordination, power.</p> <p><b>Quicksticks</b> Dribble the ball at various speeds – both in isolation and a game situation.</p> <p>Pass the ball over a variety of distances in attacking or defensive situations.</p> <p>Pass and move into a space with accuracy, control and speed (in isolation/game situation).</p> <p>Begin to defend as an individual and communicate to defend as a team (marking and tackling).</p> <p>Hit a moving ball into a goal from different angles and sometimes with different levels of power.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p>	<p><b>Kwik Cricket</b> Positioning in a modified game to field a ball (both throwing and stopping it).</p> <p>Making correct decisions with the type of throw to use in a modified game. Move body into a position to catch the ball.</p> <p>Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket.</p> <p>In a competitive game, begin to tactically hit/place a ball into a space.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>In a team, discuss tactics of attacking and defending (communicate and collaborate).</p> <p><b>Handball</b> Ball Awareness – copying a partner and keeping control while moving the ball.</p> <p>Dribbling the ball in various directions at speed.</p> <p>Perform a variety of passes within a game with precision and control.</p> <p>Use a variety of shooting techniques in a game situation, e.g. feint and shoot, jump and shoot, step and shoot.</p> <p>Moving with the ball and perform the correct footwork in a competitive game situation.</p> <p>Dodging around an active defender in a game situation. Apply basic principles for attacking.</p> <p>To apply defensive techniques e.g. blocking and marking in a competitive game situation.</p>	<p><b>Netball</b> Perform a variety of passes with some precision – quickly move into a space to receive another pass.</p> <p>Perform correct footwork in a game – pivoting to turn the correct way to pass the ball.</p> <p>Perform a variety of dodges to move into a space and receive a ball – in a practice and in a game situation.</p> <p>Defend a player during a game, intercepting the ball.</p> <p>Shoot into a netball post, focus on precision and accuracy and attempt to get the rebound if the shot is missed.</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate).</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>Play Bee Netball (Stinger) – understanding the positions and rules.</p> <p><b>Athletics</b> Accelerate quickly with speed and control in movement – timed/competitive races.</p> <p>Throw a javelin/vortex/shot put safely, with accuracy and power.</p> <p>Perform a jump for distance, varying techniques to improve performance.</p> <p>Develop long distance running – learning how to pace and show good technique.</p> <p>Pass a relay baton in competitive situations (timed).</p> <p>Run and jump over hurdles with fluency and speed, improving time to achieve a personal best.</p>

Year 6 Long Term Planning

	<p>Working together as a team to score a try in a tag rugby game, e.g. supporting diagonal runs.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>In a team, discuss tactics of attacking and defending (communicate and collaborate).</p>				<p>Use techniques learned and apply in a game situation. Children to officiate.</p>	
--	---	--	--	--	---	--