

St Mary's Year 6 Long- Term Plan

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit		Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places		Draw 2-D shapes using given dimensions and angles	
	Round any whole number to a required degree of accuracy		Multiply one-digit numbers with up to two decimal places by whole numbers		Recognise, describe and build simple 3-D shapes, including making nets	
	Use negative numbers in context, and calculate intervals across zero		Use written division methods in cases where the answer has up to two decimal places		Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
	Solve number and practical problems that involve all of the above.		Solve problems which require answers to be rounded to specified degrees of accuracy		Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
	Perform mental calculations, including with mixed operations and large numbers		Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	
	Use their knowledge of the order of operations to carry out calculations involving the four operations		Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts		Describe positions on the full coordinate grid (all four quadrants)	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison		Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.	
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy		Solve problems involving similar shapes where the scale factor is known or can be found		Interpret and construct pie charts and line graphs and use these to solve problems	
	Perform mental calculations, including with mixed operations and large numbers		Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		Calculate and interpret the mean as an average.	
	Identify common factors, common multiples and prime numbers		Use simple formulae		Children will tackle open-ended problem solving and further develop their understanding at Greater Depth as appropriate	
	Use their knowledge of the order of operations to carry out calculations involving the four operations		Generate and describe linear number sequences			
	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		Express missing number problems algebraically			
	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		Find pairs of numbers that satisfy an equation with two unknowns			
	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context		Enumerate possibilities of combinations of two variables			

	<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>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions > 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fraction with division and calculate decimal fraction equivalents</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 to up to three decimal places</p> <p>Convert between miles and kilometres</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, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Calculate the area of parallelograms and triangles</p>	
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English

Star of Fear, Star of Hope by Jo Hoestlandt

Writing

Fiction writing

Expanded noun phrases to convey complicated information concisely

Passive verbs

Link ideas across paragraphs

Dialogue to convey character and advance action

Colon to introduce a list

Punctuate bullet points

Final Outcome: To write a story with a flashback from another character's point of view.

Greater Depth: To write a story with a flashback from another character's point of view including a section in recount genre.

When we were warriors by Emma Carroll

Reading comprehension

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Predict from details stated and implied

Summarise main ideas

Identify how language, structure and presentation contribute to meaning

Can we save the tiger? by Martin Jenkins

Writing

The Selfish Giant by Oscar Wilde

Illustrated by Ritva Voutila

Writing

Fiction writing

Identify the audience for and purpose of writing

Enhance meaning through selecting appropriate grammar and vocabulary

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings

Proof-read for spelling and punctuation errors

Final Outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Greater Depth: To write a version from the special tree's perspective

The Happy Prince and Other Tales by Oscar Wilde

Reading comprehension:

Read and discuss a wide range of texts and ask questions

Make comparisons

Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence

Predict from details stated and implied

Evaluate author's language choice

Provide reasoned justifications for their views

Distinguish fact and opinion (GD)

Manfish by Jennifer Berne

Writing

Recount writing

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research

Use organisational and presentational devices

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Final Outcome: To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text

Greater Depth: To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate

Great Adventurers by Alastair Humphreys

Reading comprehension:

Identify and discuss themes and conventions

Identify how language, structure and presentation contribute to meaning

Evaluate author's language choice

Distinguish fact and opinion

Retrieve, record and present information

Report writing

Enhance meaning through selecting appropriate grammar and vocabulary

Expanded noun phrases to convey complicated information concisely

Modal verbs and adverbs

Brackets, dashes or commas to indicate parenthesis

Final Outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)

Greater Depth: To write and present a 'Newsround' style TV news story about the tiger crisis.

Justice and Responsibility Opportunity- Conservation of species

Poetry

A tiger in the zoo by Leslie Norris

Tyger by SF Said

Reading comprehension:

Check sense

Summarise main ideas

Retrieve, record and present information

Identify how language, structure and presentation contribute to meaning

Participate in discussions

Explain and discuss understanding of reading

Island by Jason Chin

Writing

Recount writing – journalistic style

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading

Enhance meaning through selecting appropriate grammar and vocabulary

Final Outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries

Greater Depth: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information

Additional outcome: To write a discussion about whether it was right to take Jemmy Button from his habitat.

Poetry

The Sea by James Reeves

The Explorer by Katherine Rundell

Reading comprehension:

Make comparisons

Predict from --details stated and implied

Draw inferences (characters, feelings, thoughts, motives) and justify with evidence

Ask questions

Summarise main ideas

Retrieve, record and present information

Provide reasoned justifications

Sky Chasers by Emma Carroll

Writing

Fiction writing from different viewpoints & autobiographical writing

Identify the audience for and purpose of writing

Enhance meaning through selecting appropriate grammar and vocabulary

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings

Proof-read for spelling and punctuation errors

Precis longer passages

Final Outcome: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints.

Greater Depth: To write from three different viewpoints.

Further writing outcome: To write a personal autobiography recounting a significant achievement.

Poetry

Sonnet written at the close of spring by Charlotte Smith

Sky Chasers by Emma Carroll

Reading comprehension:

Recommend books to peers

Learn poetry by heart

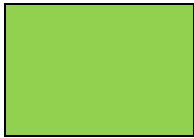
Prepare for performance

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Evaluate author's language choice

• Retrieve, record and present information

<p>Science</p>	<p>Work scientifically Learn about scientists who have helped us understand vaccination/inoculation. Louis Pasteur etc...</p> <p>Investigate living things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Explaining the findings and theories about Evolution and Adaptation.</p>	<p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate Living Things Understand the role of the circulatory system and its role and links with diet, exercise, drugs and lifestyle</p>	<p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate light and seeing Understanding how light and reflection affect sight.</p> <p>Understand electrical circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p>
<p>R.E</p>	<p>6.1 x</p> <p>Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism</p> <p>6.2 Advent: How do Christians prepare for Christmas?</p>	<p>6.3A The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? Judaism</p> <p>6.3 The Eucharist: Why do Christians celebrate the Eucharist?</p> <p>6.4 Jesus (Easter): Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism</p>	<p>6.6 God: what is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam</p> <p>6.7 People of faith: how does having faith affect people's lives? How does having faith affect people's lives? Buddhism Hinduism Islam</p>
<p>Geography</p>	<p>Global trade</p> <p>Investigate places Learn, locate and identify countries of trade importance. How does transportation affect global chains? Use a range of resources to give detailed descriptions and opinions of trade and commerce.</p> <p>Investigate patterns Investigate links between people and places through global trade in clothing. Consider patterns in import and export data Consider cause and effect within different mass-produced products. Describe how regions are interconnected and interdependent.</p>	<p>Coasts</p> <p>Investigate places Collect and analyse statistics about different coastal regions and the way in erosion is affecting them. Name and identify key characteristics and patterns which may have changed over time with the British coastline.</p> <p>Investigate patterns Identify features of the coastal process and the links between tourism in different coastal regions Compare changes over time and link this to erosion The impact of climate change and pollution</p> <p>Communicate geographically Create maps and diagrams to show coastal features Identify various coasts using grid references</p>	<p>Time Zones</p> <p>Investigate places Learn about the different time zones and their significance. Recognise countries which sit on different longitudinal and latitudinal lines- where do we sit? Investigate the way in which night and day affect various countries</p> <p>Investigate patterns Identify the significance of longitude, latitude, prime meridian, the tropics</p> <p>Communicate geographically Explain using appropriate phrases Create maps to identify time zones</p>



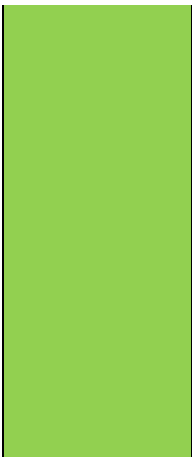
Communicate geographically
Use maps to plot trade routes



<p>History</p>	<p>WWII and the Blitz</p> <p>Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Use a range of sources from WWII. Coins from 60s</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different. Know key events in Britain during 40s and 60s. How did this shape the world we live in today?</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Timeline of Britain and other parts of the world for 40s and 60s</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. Archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p>	<p>Mayan Civilisation</p> <p>Investigate and interpret the past How do we know about the people and civilisation we have studied? What evidence do we have? How reliable is it? Were the Mayans ahead of their time?</p> <p>Build an overview of world history What can we infer about the Mayan people from the buildings that remain? How do these compare to other periods in history?</p> <p>Understand chronology Revise how we often use timelines in history. BC and AD explanation.</p> <p>Share some dates and events significant to the Mayans.</p> <p>Order events from Ancient Maya (and the era before and after them in South America) in chronological order.</p> <p>Communicate historically Settlement, timeline, civilizations, archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p>	<p>Black and British</p> <p>Investigate and interpret the past How far has life improved for Black people living in Britain in the last 60 years? How far has life improved for Black people living in Britain in the last 60 years? What part did Black people play in British life when they started to settle 500 years ago? When so many Black people fought in the two world wars, why is it only recently bring recognised? How did the arrival of the Empire Windrush change the way Black People were treated in Britain?</p> <p>Build an overview of world history Discover how Black British is an important part of British history. Looking back over 2000 years of British history you will see that black people played a varying part in British life but were always present.</p> <p>Understand chronology Timeline of black movements within British history from Romans to Black Lives Matter movement. The changing views and impact of influential black people throughout history.</p> <p>Communicate historically Abolition, Atlantic slave trade, commonwealth, discrimination, empire, middle passage, migrant, prejudice, racism, segregation, Windrush</p>
<p>Computing</p>	<p>Communication Self-image and identity 3D modelling Online relationships</p>	<p>Web creation Presenting data Managing online information</p>	<p>Variables in games Privacy and security Sensing</p>
<p>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Invasion to score(Hockey/football) Travelling in WW2(Gymnastics) World War 2 (Dance)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Finding success(Outdoor adventurous) Net games for points(Net games) Competitive invasion(Netball/basketball)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Going for Gold (Athletics) Teamwork(Striking &Fielding) Rounders (Striking &Fielding)</p>
<p>DT</p>	<p>Master practical skills</p>	<p>Master practical skills</p>	<p>Master practical skills</p>

	<p>Learn how to use pulleys and gears to control mechanisms. Practice making pulleys and gear trains in different ways.</p> <p>Design, make, evaluate and improve Design and make a cable car.</p> <p>Take inspiration from design throughout history Study pulley and gear systems on cable cars.</p>	<p>Create an object (such as a mobile phone cover) that employs a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch, seams and running stitch to attach decoration)</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</p> <p>Design, make, evaluate and improve Design, make and evaluate a mobile phone cover and consider how to make improvements.</p> <p>Take inspiration from design throughout history Appreciating the design process that has influenced the products we use in everyday life.</p>	<p>Developing the skills needed to make high quality product.</p> <p>Create circuits using electronic kits that employ a number of components. (Such as LEDs, resistors, transistors and chips)</p> <p>Use innovative combinations of electronics and mechanics in products</p> <p>Use prototypes, cross sectional diagrams and computer aided designs to represent designs.</p> <p>Design, make, evaluate and improve Developing the skills needed to design, make and evaluate a steady hand game.</p> <p>Take inspiration from design throughout history Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p>
<p>Art</p>	<p>‘The Art of the ANATOMY’</p> <p>Develop ideas Practice and develop sketches of wire frames to represent the human body considering correct proportion. Refine sketches and details.</p> <p>Master techniques Use wire to create an interpretation of the Evolution of Man artwork. Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p>Take inspiration from the greats The Ancient Greek sculptors. Albrecht Durer and mathematical shapes. Recap Leonardo da Vinci’s Vetruvian Man art and the inspiration behind it (Renaissance).</p>	<p>‘The Art of FASHION’</p> <p>Develop ideas Create abstract art designs in different ways using a range of media to develop ideas for a fabric design to use on a particular piece of clothing, such as a dress or jacket.</p> <p>Master techniques Further explore techniques and colour theory when mixing paint. Understand how using complimentary and contrasting colours created an effect in the design.</p> <p>Take inspiration from the greats Use inspiration of Expressionist artists to explore fashion design and see how these have influenced designs of patterns used in fashion. Explore the patterns created in Op Art. Piet Mondrian.</p> <p>Justice and Responsibility Opportunity- Fast Fashion</p>	<p>‘ART and RELIGION’</p> <p>Develop ideas Design stained-glass windows, experimenting with light and dark techniques. Explore different materials to create the effect.</p> <p>Master techniques Practice producing religious art following the mannerism style and the use of pencil to create colour, light and dark effects. Use collage to create a stained glass window representation in the style of Christian stained-glass Art. Design and make a mobile phone cover (cross curricular - DT)</p> <p>Take inspiration from the greats Christian Art. El Greco and the Mannerism style.</p>

<p>Music</p>	<p>Unit 1 Discovering Grime Learning Objectives 1 Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting.</p> <p>I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops. I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix. I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.</p> <p>Unit 2 Express, Inspire And Perform Learning Objectives 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.</p> <p>I can give examples of how a performance can be improved by how and where we stand on the stage. I am confident performing songs in two or more parts. I can demonstrate how to walk onto and off the stage and respond to the audience.</p>	<p>Unit 3 Music Reimagined Learning Objectives 1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.</p> <p>I can listen to different pieces of music and discuss how they represent a theme like climate change. I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.</p> <p>Unit 4 Musical Sketches Learning Objectives 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.</p> <p>I can listen to music and identify its melodic, rhythmic, and dynamic features. I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example) I can reflect on my own and others' work to improve my compositions.</p>	<p>Unit 5 Music Remixed Learning Objectives 1.To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.</p> <p>I can create my own drumbeat, bassline, and melody to build a track in YuStudio. I can select, add, and remix loops from the original song to use in my own work. I can arrange the different parts and layers of my track to create a complete song structure. I can make creative decisions to change and improve my remix, like changing instrument sounds. I can share my final remix and discuss my own work and the work of others.</p> <p>Unit 6 Grand Finale Learning Objectives 1.Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.</p> <p>I can sing La Bamba and other selected songs accurately, keeping in time and in tune. I can sing rounds and partner songs with confidence and coordination. I can perform solo or small ensemble lines, blending effectively with others. I can contribute to a group performance with appropriate expression, dynamics, and style. I can create my own original lyrics or an instrumental part to contribute to a class performance. I can reflect on our musical performance, identifying strengths in areas like rhythm, style, and stage presence.</p>
<p>MFL French</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My Class Days and months Birthdays Classroom objects</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My school My family</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Myself and my family Describing myself Clothes The weather</p>
<p>PSHE/RSE</p>	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful Relationships</p> <p>Being Safe</p>	<p>Caring friendships</p> <p>Respectful Relationships</p> <p>Internet Safety and Harms</p>	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Being Safe</p>



Families and people who care for me

Healthy Eating

Health and prevention

First Aid - Choking

Mental wellbeing

Online relationships

Drugs, alcohol and tobacco

First Aid – Head injuries
Calling for help
Life support

Respectful Relationships

Health and prevention

Internet Safety and Harms

Drugs, alcohol and tobacco

Changing Adolescent Bodies.

Justice and Responsibility Opportunity- Charity/ Fund raising