Year 6 Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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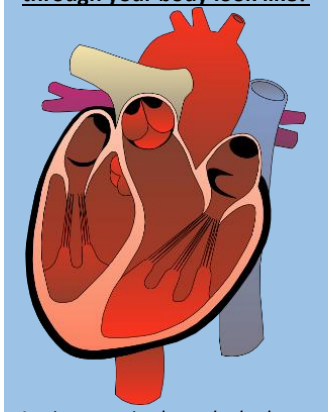
| **Topic** | **How To Train Your Dragon** | | **Spies and Gadgets** | **Staying Alive!** | **Changes** | |
| **English Key texts** | **'How To Train Your Dragon' by Cressida Cowell** | | **'Stormbreaker' by Anthony Horowitz** | | **Alma (digital literacy)** | |
| **Text type coverage** | • **Journalistic writing (newspapers)**<br>• **Balanced argument**<br>• **Dragon poems**<br>• **Poetry slam/rap battle**<br>• **Diary entries**<br>• **Fiction** | | • **Mystery stories**<br>• **Persuasive writing (gadgets)**<br>• **Explanations** | | • **Classic fiction (variety of openers and imitating authors' style)**<br>• **Recount**<br>• **Horror stories**<br>• **Election manifestos** | |
| **Cross-Curricular Maths** | • **Timelines**<br>• **Viking maths investigations**<br>• **Graph work in science**<br>• **Measurement** | | • **Pricing gadgets**<br>• **Measurement** | • **Heart rate**<br>• **Metric/imperial conversions**<br>• **Statistics**<br>• **Measurement** | • **Measurement**<br>• **Budget project** | |
| **Science** | **How would you classify a dragon?**<br>  <br>*A science topic about classification:*<br>• 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.<br>• Give reasons for classifying plants and animals based on specific characteristics. | | **Could you be the next gadget designer?**<br>  <br>*A science topic about electricity:*<br>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.<br>• 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.<br>• Use recognised symbols when representing a simple circuit in a diagram. | **What would a journey through your body look like?**<br>  <br>*A science topic about the body:*<br>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.<br>• Describe the ways in which nutrients and water are transported within animals, including humans. | **How do things change?**<br>  <br>*A science topic about evolution:*<br>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.<br>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.<br>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br><br>**Light: how can we use the findings of Early Islamic scientists?**<br>  <br>*A science topic about light:*<br>• Recognise that light appears to travel in straight lines.<br>• 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.<br>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.<br>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | |

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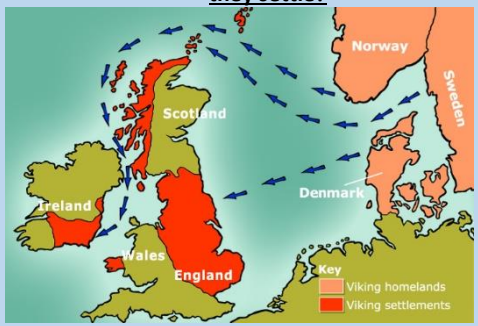
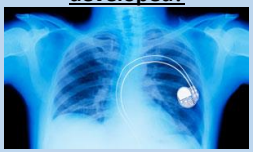
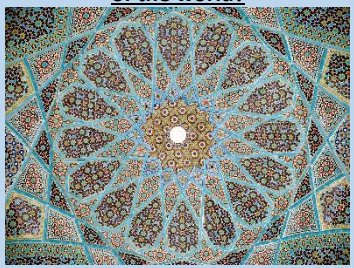
| **History/ Geography** | **Were the Vikings always victorious & vicious?**<br>  <br>*A history topic about the Vikings:*<br>• The Viking invasion of Britain<br>• Viking life<br>• Understanding artefacts<br>• Viking gods<br>• Viking warriors<br><br>**Where did the Vikings come from and where did they settle?**<br>  <br>*Geography linked to our work on the Vikings:*<br>**Locational knowledge**<br>• *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*<br>• *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.* | **How would you navigate and coordinate a spy mission?**<br>  <br>*Linked to our work on Stormbreaker:*<br>**Geographical skills and fieldwork**<br>• *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.* | **How has medicine developed?**<br>  <br>*Linked to our work on the body:*<br>• What have we learnt from pioneers like William Harvey?<br>• What is a pacemaker? | **How did the Early Islamic Civilisation change our understanding of the world?**<br>  <br>*A history topic about the 'Golden Age' of Islam (around AD900):*<br>• Baghdad<br>• The House of Wisdom<br>• The discoveries of Islamic scholars<br>• The four Caliphs<br>• Islamic Art<br>• Trade routes, including the Silk Road<br><br>**Where were the trade routes which helped the Early Islamic Civilisation become a major power?**<br>  <br>*Geography linked to our work on the Early Islamic Civilisation:*<br>**Locational knowledge**<br>• *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).*<br>**Human and physical geography**<br>• *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.* | |
| **Computing** | **e- Safeguarding**<br>Explain the importance of a balanced lifestyle with respect to technology use.<br>Explain the importance of a positive 'digital footprint'.<br>Understand that to remain safe and secure online you need to ensure the devices | **Media**<br>Independently combine various forms of media purposefully as part of a project.<br>Evaluate and adapt individual features to enhance the overall presentation. | **Information Literacy:**<br>Check plausibility of information from a variety of chosen sources on the same topic.<br>Make informed judgments as to the validity of information on a website and be aware of bias.<br>Understand how search engines work and rank results. | **Data Handling:**<br>Identify and collect appropriate data to answer their questions.<br>Use data in an appropriate application to test a theory/hypothesis.<br>Refine, search, filter, sort and graph data for purpose in a database or spreadsheet. | **Computer Science:**<br>Design, write and debug a program to solve a problem.<br>Include more complex selection linked to variables to programs. Create a program where an event is triggered by a sensor. | **Media**<br>Use a CAD application (3D design tool) to create a representation of an object.<br>Edit and manipulate multi-track music and sound and refine for a given audience or project.<br>Evaluate and adapt individual features to enhance the overall presentation. |

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| | you use to connect online are suitably secure and that you are using a secure connection | | | Use a spreadsheet to create real life models of information to offer a solution to a real life problem. Collect and represent data using infographics. | Understand that the internet is made up of networks of computers around the world that can provide multiple services. | |
| **E-Safeguarding** | e-Safeguarding curriculum taught in Autumn Term 1 to be embedded throughout the year | | | | | |
| **PSHE** | **Taking responsibility for my own safety** | **Managing conflict** | **Changing relationships** | | **Rights, responsibilities and the law** | **The world of work<br>Transition and managing change** |
| **Art** | **Observational plant drawing**<br>• *Use feedback to make amendments and improvement to artwork.*<br><br>**Drawing realistic dragon eyes**<br>• *Choose specific techniques and explain how these choices create artwork.* | | **Fingerprint art**<br>• *Use different tools to create art and explain why they have been chosen.* | | **Islamic art**<br>• *Over print to create different patterns.*<br>• *Use different tools to create art and explain why they have been chosen.*<br><br>**Impressionism:**<br>• *Create artwork in the style of famous artwork and explain their influence.*<br>• *Choose specific techniques and explain how these choices create artwork.* | |
| **DT** | **Making bread**<br>• *Use a range of tools to make Viking bread on an open fire and to modern bread in an oven.*<br>• *Understanding the functional properties of certain ingredients, comparing the recipes and products.*<br><br>**Designing and constructing bird and bat boxes**<br>• Investigate and practise woodwork skills. | | **Sushi rolls**<br>• *Use a range of tools to make sushi.*<br>• *Evaluate products against their own design criteria.*<br><br>**Spy gadgets**<br>• *Understand and use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors].* | | **Eid biscuits**<br>• *Design biscuits aimed at particular individuals or groups using research, including analysing and evaluating existing products.*<br>• *Generate, develop and communicate design ideas.*<br>• *Understanding the functional properties and aesthetic qualities of certain ingredients.*<br>• *Select from a wider range of tools to make biscuits.*<br>• *Evaluate products against their own design criteria.* | |
| **MFL** | **Physical description, school uniform & preference, description of family members, description of bedroom** | | **Climate & holidays, what you can do and what you're going to do, DVD presentation about themselves** | | **Opinions in Spanish about food and drink, personal information in German, a German folk story** | |
| **Music** | **Horn Concerto No.4 (3rd movement) (Wolfgang Amadeus Mozart)**<br>• *I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.*<br>• *I can take the lead in a performance.* | | **Symphony No.5 (1st movement) (Ludwig Van Beethoven)**<br>*nalyse features within different pieces of music.*<br>*mpare and contrast the impact that different composers from different ave had on people of that time.* | | **Short ride in a fast machine (John Adams)**<br>• *I can compare and contrast the impact that different composers from different times have had on people of that time.*<br>• *I can use a variety of different musical devices in my composition (including melody, rhythms and chords).* | |
| **PE** | **Gymnastics**<br><br>**Basketball** | **Dance**<br><br>**Hi-5 Netball** | **Hockey Quick Sticks**<br><br>**Health Related Fitness - Circuits** | **Outdoor & Adventurous**<br><br>**Handball** | **Athletics**<br><br>**Cricket** | **Baseball**<br><br>**Volleyball** |
| **RE** | **Why is Diwali celebrated by both Hindus and Sikhs?** | **What do people believe happens after someone dies?** | **How do different religions celebrate marriage?** | **What is prayer and meditation?** | **How can religious meaning be expressed through art?**<br><br>**What are the 5 pillars of Islam?** | |
| **Outdoor learning** | • **Outdoor longship challenge using playpod materials**<br>• **Thor'sday Thursday – building tents, fire lighting, outdoor cooking**<br>• **Classification of pond creatures, minibeasts and trees**<br>• **Fungus hunt**<br>• **Outdoor plant sketching**<br>• **Walk it, talk it, plan it! (English)** | | • **Navigation - geocaching**<br>• **Walk it, talk it, plan it! (English)**<br>• **Heart rate**<br>• **Create an outdoor representation of the heart and circulation system** | | • **Pond dipping: Adaptations and classification keys**<br>• **Puddle Reflections**<br>• **Walk it, talk it, plan it! (English)** | |
| **Curriculum enrichment** | **Thor'sday Thursday** | | **IMPS visit**<br>**Spy mystery**<br>**Stombreaker day (spy recruit training)** | | **Public transport training**<br>**Outdoor centre residential**<br>**Leavers' performance** | |