
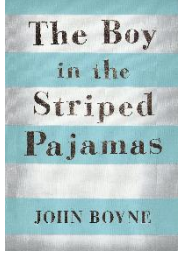

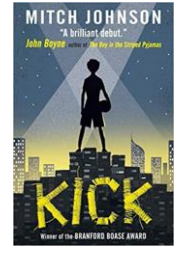
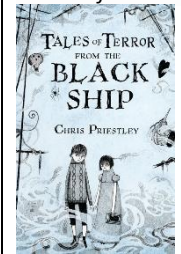






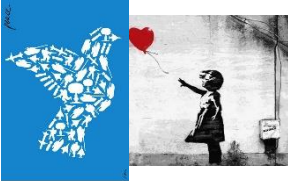

Year 6 Long Term Plan



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<i>Whole School themes</i>	<i>Looking After Our Planet</i>	<i>Exploration and Discovery</i>	<i>Counties, Countries and Continents</i>	<i>Powerful People</i>	<i>Active Planet</i>	<i>Changing Britain</i>
<b>Guided Reading</b>	<p><b>The Last Wild</b> Torday, Piers AR 5.6</p> <p><i>In a world where animals no longer exist, twelve-year-old Kester Jaynes sometimes feels like he hardly exists either. Locked away in a home for troubled children, he's told there's something wrong with him. So when he meets a flock of talking pigeons and a bossy cockroach, Kester thinks he's finally gone a bit mad. But the animals have something to say...</i></p> 	<p><b>Boy in the Striped PJ</b> John Boyne AR 5.8</p> <p><i>Bruno and his family leave Berlin after his father is promoted to commandant at Auschwitz concentration camp. Bruno's innocence leads him to strike up a friendship with the boy on the other side of the fence which leads to a tragic end.</i></p> 	<p><b>Wonder</b> Palacio, R.J. AR 4.8</p> <p><i>After being home-schooled for years, Auggie Pullman is about to start fifth grade, but he's worried: How will he fit into middle-school life when he looks so different from everyone else?</i></p> 	<p><b>Kick</b> Mitch Johnson AR 5.0</p> <p><i>Budi's plan is simple. He's going to be a star. Budi's going to play for the greatest team on earth, instead of sweating over each stitch he sews, each football boot he makes. But one unlucky kick brings Budi's world crashing down.</i></p> 	<p><b>Tales of Terror from the Black Ship</b> Chris Priestley AR 6.7</p> <p><i>One stormy night, in their family's otherwise deserted Cornwall inn, twelve-year-old Ethan and his sister Cathy shelter a mysterious guest who indulges their love of the macabre by telling horror stories of the sea.</i></p> 	<p><b>White Fang</b> Jack London AR 7.4</p> <p><i>White Fang is part dog and part wolf, and the lone survivor of his family. In his lonely world, he soon learns to follow the harsh law of the North--kill or be killed. But nothing in White Fang's life can prepare him for the cruel owner who turns him into a vicious killer. Will White Fang ever know the kindness of a gentle master?</i></p> 

<p>Writing and model texts</p>	<p><b>Beating the monster</b> The Girl and the Fox <b>Persuasion (letter)</b> Business to stop using plastic <b>Exploring</b> Alphabet Aerobics Rap – Blackalicious</p>	<p><b>Voyage and return</b> Evacuee Voyage and return – inspired by Narnia, Alice in Wonderland, Wizard of Oz <b>Biography (diary)</b> Spitfire Pilot <b>Performing</b> WW1 Trench Poems and Talking Turkeys - Benjamin Zephaniah</p>	<p><b>Warning Report (non-chronological)</b> <b>Writing</b> An Elementary School Classroom In A Slum - Stephen Spender</p>	<p><b>Adventure Instructions</b> Caribbean recipe – Linked to Windrush <b>Exploring</b> Windrush child by John Agard</p>	<p><b>Rebirth Discussion (balanced argument)</b> Tourism is a good thing for Cornwall <b>Writing</b> Poems about Cornwall</p>	<p><b>Comedy: play scripts (Shakespeare?)</b> Linked to Year 6 Production <b>Explanation (report)</b> Cornish Tin Mine workings <b>Performing</b> Leavers Poems</p>
<p>Maths</p>	<p>Number Place Value  Addition, Subtraction, Multiplication and division</p>	<p>Fractions  Measurement converting units,</p>	<p>Decimals, Ratio, Algebra</p>	<p>Fractions, decimals, percentages.  Area, perimeter volume.  Statistics</p>	<p>Geometry: Shape  Geometry: Position and direction</p>	<p>Investigations</p>
<p>Science</p>	<p><b>How can I classify you?</b>  <b>Living things and their habitats</b>  Describe how living things are classified into groups according to common observable characteristics and based on similarities and differences, including micro-organisms and plants  Give reasons for classifying plants and</p>	<p><b>How can we change circuits?</b>  <b>Electricity</b>  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. Discuss this in terms of voltage and cells.</p>	<p><b>What is light?</b>  <b>Light</b>  Recognise that light appears to travel in straight lines use this idea to explain that objects are seen because they give out or reflect light into the eye and that shadows have the same shapes as objects that cast them.  Explain that we see things because light travels from</p>	<p><b>Where did we come from?</b>  <b>Evolution and inheritance</b>  Recognise that living things have changed over time and fossils provide information about living things millions of years ago.  Recognise that living things produce offspring of the same kind.</p>	<p><b>What is blood?</b>  <b>Animals including humans</b>  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><b>What do we need to stay alive?</b>  <b>Animals including humans</b>  Describe the ways in which nutrients and water are transported within animals, including humans.</p>

	animals based on specific characteristics.	Use recognised symbols when representing a simple circuit in a diagram.	light sources to our eyes or from light sources to objects and then to our eyes.	Identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		
History		<u><b>Battle of Britain</b></u> <ul style="list-style-type: none"> <li>• Post 1066</li> <li>• Role of Britain</li> <li>• Legacy and significance in 21<sup>st</sup> century</li> </ul>		<u><b>Windrush</b></u> <ul style="list-style-type: none"> <li>• Post 1066</li> <li>• Windrush</li> <li>• Legacy and significance in 21<sup>st</sup> century</li> </ul>		<u><b>Cousin Jacks</b></u> <ul style="list-style-type: none"> <li>• Local history study</li> <li>• Significance of Local mining locally, nationally and globally</li> <li>• Migration of Cornish people and their skills.</li> <li>• Legacy of tin mining and the Cousin Jacks.</li> </ul>
Geography	<u><b>Sustainable Seas</b></u> <ul style="list-style-type: none"> <li>• World biomes focus Oceans (place)</li> <li>• The ocean as a sustainable and unsustainable resource (scale)</li> <li>• Human impact locally and globally(scale)</li> <li>• Impact of climate change and rising sea levels (scale)</li> <li>• Location and features of ocean biomes (space)</li> </ul>		<u><b>7.7 billion people and counting</b></u> <ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping (scale)</li> <li>• Population and population change. (place)</li> <li>• Impact of population growth on resources e.g. food (space)</li> <li>• Global country comparison (scale)</li> </ul>		<u><b>Changing Cornwall</b></u> <ul style="list-style-type: none"> <li>• Using maps, globes, atlas, digital mapping (scale)</li> <li>• Key business and industry (place)</li> <li>• Impact of physical environment and resources on industry (space)</li> <li>• Diversification industry for the future.(space)</li> </ul>	

<p>Art</p>	<p><b><u>2D Drawing to 3D</u></b></p> <p><b><u>Making</u></b></p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p><b>Disciplines:</b> Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p> <p><b>Medium:</b> Card, Paper, Drawing materials.</p> <p><b>Artists:</b> Lubaina Himid, Barbara Hepworth</p> 		<p><b><u>Activism</u></b></p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p><b>Disciplines:</b> Printing, Collaging, Drawing</p> <p><b>Medium:</b> Paper, Pen, Paint</p> <p><b>Artists:</b> Luba Lukova Banksy</p> 		<p><b><u>Brave Colour</u></b></p> <p>Exploring how artists use light, form and colour to create immersive environments.</p> <p><b>Disciplines:</b> Installation Art, Sketchbooks</p> <p><b>Medium:</b> Paper, Card, Paint, Light (coloured filters)</p>  <p><b>Artists:</b> Olafur Eliasson , Liz West, Peter Freeman</p>	
<p>DT</p>		<p>Electrical systems</p> <p>Using programming, monitoring and control (inputs and outputs)</p> <p>Possible lesson ideas: Sensor alarms Automatic nightlight</p>		<p>Pulleys and Gears</p> <p>Possible lesson ideas: Making cars with a motor and pulley</p>		<p>Celebrating culture and seasonality (+ researching one ingredient from farm to fork)</p> <p>Possible lesson ideas: Pasties (Cornwall unit)</p>
<p>Computing</p>	<p><b>Computing systems and networks - Communication and collaboration</b></p>	<p><b>Programming A - Variables in games</b></p>	<p><b>Creating media - Web page creation</b> <b>Can spring 1 and 2 switch to be prepared for DT?</b></p>	<p><b>Programming B - Sensing movement</b></p>	<p><b>Data and information - Spreadsheets</b></p>	<p><b>Creating media - Video production*</b></p>

Online Safety	Understand the school online safety rules.  <b>GP 1:</b> avoid and respond safely to problems online.	<b>GP 2:</b> Digital footprint  <b>GP 3:</b> unacceptable digit content and how to respond.	Safer internet day  <b>GP 4:</b> Share safely and responsibly  <b>GP5:</b> Online grooming	<b>GP 6:</b> streaming, downloading and uploading.  <b>GP 7:</b> secure passwords.	<b>GP 8:</b> Understand what is meant by making and sharing inappropriate images.  <b>GP 9:</b> screen time and health.	<b>GP 10:</b> Understand how to recognise the signs of grooming and how to respond safely.  <b>GP 11:</b> risks of sharing and posting online.
French	<b>Practice the set 4 sounds (qu, gne, Ç, en, an)</b> <b>The Date (IN)</b> Repeat and recognise the months of the year in French; Ask when somebody has a birthday and say when they have their birthday; Say the date in French; Create a French calendar; Recognise key dates in the French calendar.	<b>Do You Have a Pet?</b> Learn eight nouns (including the correct article for each) for pets. • Ask and answer if somebody has or does not have a pet. • Tell somebody in French the name of their pet. • Use the conjunctions et (“and”) or mais (“but”).	<b>Clothes (IN)</b> Learn the vocabulary for a variety of clothes with the appropriate genders and articles; Use the verb porter; Describe clothes in terms of their colour and apply adjectival agreement; Use the possessives with increased accuracy.	<b>At School (PR)</b> Repeat and recognise the vocabulary for school subjects; Say what subjects they like and dislike at school; Say why they like/dislike certain school subjects; Tell the time (on the hour) in French; Say what time they study certain subjects at school.	<b>At the Weekend (PR)</b> Ask what the time is; Tell the time accurately; Learn how to say what they do at the weekend in French; Learn to integrate adverbial phrases into their work; Present an account of what they do and at what time kkat the weekend.	<b>Vikings (PR)</b> Name the key periods in Ancient Britain, chronologically in French; Present themselves as a character including physical appearance ad including daily routines; start to become familiar with reflexive verbs
Music	<b>Charanga</b> <b>Happy – Neo soul POP</b>  <i>Listen and appraise:</i> Happy by Pharrell Williams, Top Of The World sung by The Carpenters, Don't Worry, Be Happy sung by Bobby McFerrin, Walking On Sunshine sung by Katrina And The Waves, When You're Smiling sung by Frank Sinatra, Love Will Save The Day sung by Brendan Reilly  <i>Singing:</i> 2 parts - Happy <b>Harvest festival songs</b>  <i>Composing/performing:</i> Play instrumental parts with the song by ear and/or from notation using up to 3 notes – A, G + B. Improvise Compose a simple melody using simple rhythms	<b>Samba</b>  Listen and appraise:  <i>Singing:</i> <b>Christmas songs</b>   <i>Composing/performing:</i>	<b>Music Specialist</b> <b>7.7 people and counting/ Light – World music</b>  <i>Listen and appraise:</i> World Music focus India – Sahalae re Kishori Aminkar, Punjab/UK – bhangra – Bhujhangy Group, Nigeria – Babatunde Olatunji Brazil – Fanferra Sergio Mendes/Carlinhos Brown Little Train of the , Argentina – Libertango – Piazzolla, South Africa – Ladysmith Black Mambazo, Pupil choices  <i>Singing:</i> Selection of songs from around the world - Singup <b>uplifting self-esteem songs</b>  <i>Composing/performing:</i> singing	<b>Music Specialist</b> <b>Windrush – Reggae, Jungle, Grime, Garage, Drum n Bass</b>  <i>Listen and appraise:</i> 'London is the place for me' Mona Baptiste – Calypso Blues album. Lord Kitchener – London is the place for me Gerrard Street – King Timothy Selected music influenced by Windrush to be chosen with children including Reggae, Jungle, grime, garage, Drum and bass  <i>singing:</i> <b>Festival Of Arts songs</b>  <i>Composing/performing:</i> Reggae song with chord sequence and full song structure – use notation	<b>Charanga</b> <b>Music and Me – identity, women in music</b>  <i>Listen and appraise:</i> music from four different inspirational female artists: Anna Meredith - Something Helpful. Shiva Feshareki - O and V-A-C Moscow. Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Afrodeutsche - And! and The Middle Middle.  <i>singing:</i> <b>Coronation songs</b>  <i>Composing/performing:</i> write own music using 'Music and Me' ('Identity') as theme, inspired by inspirational female artists	<b>Music Specialist</b> <b>Cousin Jacks – Cornish folk</b>  <i>Listen and appraise:</i> Cornish Traditional music and music inspired by the miners- Tin  <i>Singing:</i> Songs from Tin Cousin jacks song Cornish Australian Year 6 production <b>rounds, two part songs</b>  <i>Composing/performing:</i> Continue with performance of Cornish music End of year performance

	choosing from the notes A, G + B or C, E, G, A + B.					
RE	<b><u>HINDUS</u></b> Why do Hindus want to be good? U2.7	<b><u>HINDUS</u></b> Why do Hindus want to be good? (Continued) U2.7	<b><u>CHRISTIANS:</u></b> <b><u>CREATION/FALL</u></b> Creation & Science – Conflict or Complimentary? U2b.2	<b><u>CHRISTIANS:</u></b> <b><u>SALVATION</u></b> What did Jesus do to save Human Beings? U2b.6	<b><u>CHRISTIANS:</u></b> <b><u>KINGDOM OF GOD:</u></b> What kind of King is Jesus? U2b.8	<b><u>HINDUS</u></b> Why do Hindus want to be good? U2.7
PE	Basketball (+Swimming)	OAA	Gymnastics	Tag Rugby / Tennis	Dance	Athletics
PSHE	Healthy and Happy friendships  Relationships and feelings	Similarities and differences  Respectful behaviour online and offline	Caring and responsibility  Responsible behaviour as we get older	Families and committed relationships  Starting a family (sex education)	Healthy bodies, healthy minds  Being the best me	Coping with change  Coping with emotional effects with life changes.
Experiences						