

## Year 6 Long Term Plans 2020-21

Autumn	Spring	Summer
<b>English</b>		
Biography of Michael Morpurgo	Rose Blanche	The Great Kapok Tree
War Horse	The Piano (animation)	The Explorer
WW1 War poetry	Blitzed	Paperman (animation)
Nightmare Hour- short scary stories	Beyond the lines (animation)	
Alma (animation)	Letters from the Lighthouse	
Macbeth	Charles Darwin's On the Origin of Species- cross curricular with Science (Evolution and Inheritance)	
'The Christmas Truce'	Shackleton's Journey	
	The Lost Words	

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<b>Maths</b>		
Place Value (2 weeks) Four Operations (4 weeks) Fractions (4 weeks) Geometry: Position & direction (1 week)	Decimals (2 weeks) Percentages (2 weeks) Algebra (2 weeks) Converting units (1 week) Measurement: Perimeter, Area & volume (2 weeks) Ratio (2 weeks)	Geometry: Properties of shape (2 weeks) Problem solving (3 weeks) Statistics (2 weeks) Investigations (4 weeks)
<b>Science</b>		
<p><b>Light</b>                      Know and understand that light appears to travel in straight lines.                      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.                      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.                      Explain why shadows have the same shape as the objects that cast them.                      Explore the way that light behaves, including light sources, reflection and shadows.                      Discuss predictions and findings.</p> <p><b>Electricity</b>                      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.</p>	<p><b>Living things and their habitats</b>                      Explore 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. Build on their learning about grouping living things in year 4 by looking at the classification system in more detail.                      Be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.                      Know how to classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).                      Discuss reasons why living things are placed in one group and not another</p> <p><b>Evolution and Inheritance</b>                      Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b>Animals including humans:                      Blood and transportation Heart and health</b></p> <p>Identify and name the main parts of the human circulatory system.                      Describe the functions of the heart, blood vessels and blood.                      Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.                      Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Sex education</b>                      Further details to follow – see RSE Policy details</p>

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<p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Construct simple series circuits, to help them to answer questions about what happens when they try different components.</p> <p>Understand how to represent a simple circuit in a diagram using recognised symbols.</p> <p>Take the necessary precautions for working safely with electricity.</p>	<p>Understand living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Understand how living things on earth have changed over time.</p> <p>Be introduced to the idea that characteristics are passed from parents to their offspring.</p> <p>Appreciate that variation in offspring over time can make animals more able to survive in particular environments.</p> <p>Know about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>	
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### Computing

<p>Staying safe online and understanding how to deal with online bullying</p> <p>Programming using 'Swift playgrounds'</p>	<p>Understanding e-safety and what to do if password is lost or compromised. Explain 'phishing' and 'scamming'.</p> <p>Multimedia- keynote, clips and camera</p> <p>Data and digital literacy- numbers and data loggers</p>	<p>E-safety health and wellbeing</p> <p>Importance of self-regulation when using technology.</p> <p>Multimedia – stop/go animation, garage band and camera</p>
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<b>History</b>		
<p><b>Women’s suffrage movement and World War 1</b></p> <p>Extend my knowledge of my life and how it has been influenced by significant individuals, movements or groups of people, i.e. women’s suffrage.</p> <p>Use my knowledge to debate historical issues using sources as evidence and justify my opinions of the past.</p> <p>Suggest relationships between causes in history, i.e. WW1, job roles for women and the relationship with suffrage- support for the war effort.</p> <p>Extend my chronological knowledge of conflict e.g. Hastings, WW1 and WW2.</p>	<p><b>World War 2</b></p> <p>How did WW2 impact on my local area (St Helens, Warrington, Liverpool) using accounts from different sources which may be different.</p> <p>Provide reasons for main events and changes caused by the wars on Britain and the wider world which may be negative and positive.</p> <p>Explain the impact and purpose of propaganda in the past (and compare to now).</p> <p>Know about the impact of the Blitz in St Helens and Liverpool.</p>	<p><b>Maya civilization</b></p> <p>Know about a non-European society (Maya Civilisation) that provides contrast with British history.</p> <p>Investigate a complex research question, constructing an informed response about the Maya Civilisation, c. AD 900.</p> <p>Describe features and people from past societies and periods of time.</p> <p>Know where the Maya civilisation was located and that the Maya have three major achievements: architecture, astronomy and maths.</p>

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<b>Geography</b>		
<p><b>Contrasting locality – Southport</b>            How does Southport contrast with St Helens? (Industrial town to coastal resort).</p> <p>Locate Southport and St Helens on a map in relation to each other.</p> <p>How has Southport, as a seaside town, developed and grown? How has this impacted on the land use on the coast?</p> <p>Carry out a fieldwork study in relation to Southport – collecting data, mapping skills, sketching.</p> <p>Explain the human effects on the local habitats, both animals and vegetation.</p>	<p><b>Global caretakers: Physical and human features of different world biomes</b>            Learn about the effects of human and physical geography on the world that we live in.</p> <p>Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Know the physical geography of the world including: climate zones, biomes and vegetation belts.</p> <p>Know the human geography of the world including: distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>South America: focusing on the rainforest biome</b>            Locate the worlds rainforests with a focus on South America.</p> <p>Name countries in South America, including their capital cities.</p> <p>Use maps, globes and google earth to identify the locations of rainforests.</p> <p>Compare countries in South America and compare their human and physical features.</p> <p>Explain what a rainforest is – its different layers and animals within each layer.</p> <p>Consider the effects of deforestation and reasons for and against, putting a balanced argument forward based on my research.</p> <p>Know about the indigenous people of the rainforest and consider how they live including their use of energy, homes, food and water.</p>

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PSHE		
<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Goals, fears and worries</li> <li>Universal rights for children</li> <li>Anti-social behaviour</li> <li>How actions have influences – locally and globally</li> <li>Group dynamics and role modelling</li> </ul> <p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>Disability</li> <li>Being excluded or treated differently</li> <li>Conflict or celebration</li> <li>Empathy</li> </ul>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>Creating goals with success criteria and understanding the emotions of success</li> <li>Global issues and suffering</li> </ul> <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for their health and wellbeing</li> <li>Substances effect on the body</li> <li>Exploitation</li> <li>Emotional and mental health- dealing with stress</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Significant people in their lives</li> <li>Understanding love and loss</li> <li>Power and control and their effects</li> <li>Being responsible with technology</li> </ul> <p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>Body image and self esteem</li> <li>Conception, pregnancy &amp; birth</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Transition to High School</li> </ul>
Religious Education		
<p><b>How do Christians mark the ‘turning points’ on the journey of life?</b></p> <ul style="list-style-type: none"> <li>Christian rites of passage</li> <li>Denominational differences</li> </ul> <p><b>Hindu dharma</b></p> <p><b>Is there one journey or many?</b></p> <ul style="list-style-type: none"> <li>Reincarnation</li> <li>Karma</li> <li>4 ashramas</li> </ul>	<p><b>Islam-What is Hajj and why is it important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Hajj</li> <li>The Ummah</li> </ul> <p><b>Why do Christians believe that Good Friday is ‘good’?</b></p> <ul style="list-style-type: none"> <li>Holy Week</li> <li>The Eucharist</li> <li>Denominational differences</li> </ul>	<p><b>Buddhism – What do we mean by a ‘good’ life?</b></p> <ul style="list-style-type: none"> <li>The Buddha</li> <li>The 4 noble truths • The eightfold path</li> </ul> <p><b>Christianity - If life is like a journey, what’s the destination?</b></p> <ul style="list-style-type: none"> <li>Salvation</li> <li>Forgiveness</li> </ul>

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<b>P.E.</b>		
Invasion games – tag rugby Dance – cheerleading Indoor athletics -running, throwing & jumping Gymnastics	Invasion games – handball Net-wall games – badminton Fitness Outdoor & adventurous activities -leadership & orienteering	Invasion games – tchoukball Athletics (field) Baseball Athletics (track)
<b>Music</b>		
<p>Happy</p> <ul style="list-style-type: none"> <li>Perform from memory</li> <li>Identify musical devices</li> <li>Perform confidently in a group</li> </ul> <p>Classroom Jazz 2 / Nativity songs</p> <ul style="list-style-type: none"> <li>Follow direction to change tempo</li> <li>Perform pieces with syncopated rhythm</li> </ul>	<p>New Year Carol- Benjamin Britten</p> <ul style="list-style-type: none"> <li>Use notation for composition</li> <li>Perform music from notation</li> </ul> <p>You've got a friend</p> <ul style="list-style-type: none"> <li>Compose and perform from 8 pitched notes</li> <li>Improve own work and suggest improvements to others</li> </ul>	<p>Music and identity</p> <ul style="list-style-type: none"> <li>Use digital technology to create and record ideas (e.g. garage band)</li> <li>Combine several musical devices</li> <li>Show awareness of music over time</li> </ul> <p>Production songs</p> <ul style="list-style-type: none"> <li>Consolidate skills from Year 5</li> </ul>

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<b>Art</b>		
<b>Artist focus: Kandinsky</b> <ul style="list-style-type: none"> <li>Create own abstract patterns to reflect personal experiences and expression</li> <li>Create more complex patterns in their work for a range of purposes and use a range of materials to create these</li> </ul>	<b>Artist focus: Picasso</b> <ul style="list-style-type: none"> <li>Interpret the texture and use of surface in various artists work</li> <li>Explore the use of textures in colour and how colour is used for different purposes</li> <li>Creating pieces which use colour to express feelings and mood</li> <li>Apply knowledge of different techniques to express feelings</li> <li>Build up drawings and images of whole or parts of items using various techniques</li> </ul>	<b>Artist focus: Frida Kahlo</b> <ul style="list-style-type: none"> <li>Produce accurate drawings of people</li> <li>Use different perspectives to create a variety of sketched and painted work</li> <li>Develop and discuss the effect of light on objects and people from different directions and positions</li> <li>Create work with different uses of hue, tint, tone, shades and mood using inspiration from other artists for their work</li> </ul>
<b>Design Technology</b>		
<u><b>DT Strand: Form</b></u> <ul style="list-style-type: none"> <li>Plan and develop ideas using modelling – use ICT to plan and draft ideas</li> <li>Discuss, interpret and evaluate the work of other sculptors and use this as inspiration for their own work</li> </ul>	<u><b>DT Strand: Cooking &amp; Nutrition/Texture</b></u> <ul style="list-style-type: none"> <li>Understand how ingredients are grown, reared, caught and processed. Create a savoury meal using a range of cooking skills</li> <li>Develop experience in embellishing fabrics and textiles</li> <li>Work collaboratively on a larger scale to create different effects</li> </ul>	<u><b>DT Strand: Form</b></u> <ul style="list-style-type: none"> <li>Create products for a final piece incorporating = BUZZERS and MOTORS to create a product for purpose.</li> <li>Plan and develop ideas using modelling – use ICT to plan and draft ideas</li> </ul>
<b>MFL - French</b>		
Revision of: feelings & school subjects  Time – o'clock Numbers – 0 to 60 Daily routine Houses Story – The Haunted House Jobs	Happy New Year- numbers used in dates  Sports  The Funfair	Eating -going to restaurants, snacks and drinks, role play café  Class performance – magic trick / superstar sketch

