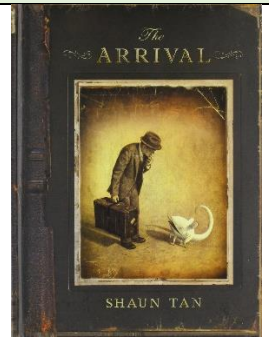
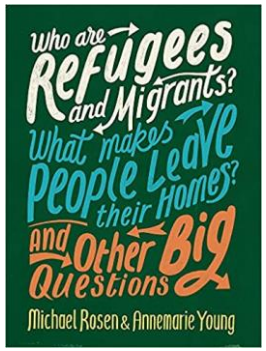
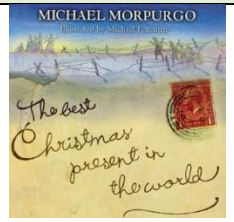
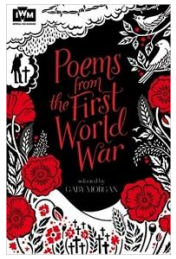
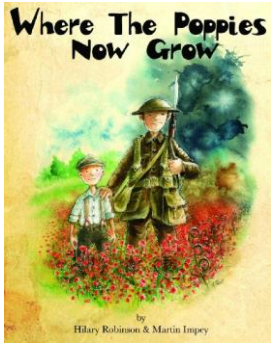
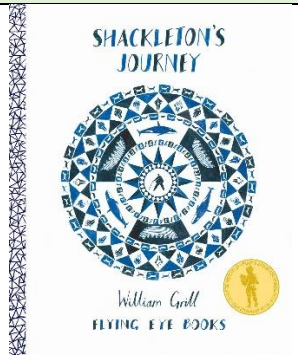
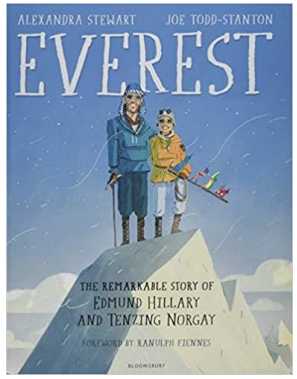
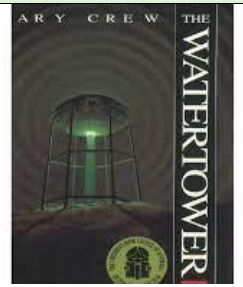
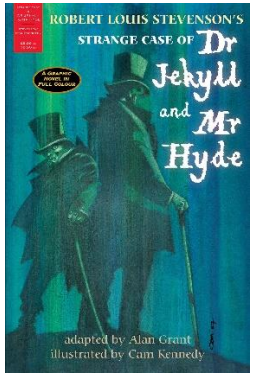
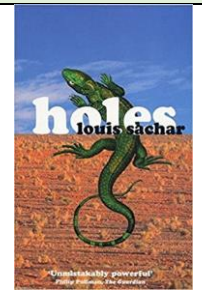
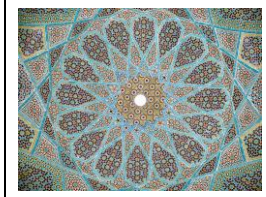
Year 6 Curriculum Long Term Plan

Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure
Year 4 Strand	Beyond our Village	Christmas Truce	Pushing the limits	Speed of light	Make us proud
Engaging question	How did Bradford become a multicultural city?	What were we fighting for in WW1?	What makes people explorer?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
Books and Visual Literacy resources of focus	 	  	 	 	

English Writing Genres	Non-chronological Reports Narrative from different perspective	Poems Letters Diaries	Chronology report Short narrative Diaries Haiku Poetry Letters	Horror/Mystery Narrative Instructions	Fantasy Narrative Speeches Autobiographies Letters Poems
Maths	Place value 4 operations	Fractions Position and direction	Decimals Percentages Algebra	Measurement – converting Measurement – perimeter, area, volume	Geometry – properties of shape Problem solving Investigations
Science	<u>Animals including humans</u> 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 – describe the ways in which nutrients and water are transported within animals, including humans.	<u>Living this and their habitats</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals – give reasons for classifying plants and animals based on specific characteristics.	<u>Evolution and inheritance</u> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago – recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents – identify how animals and plants are adapted to suit their environment in different ways and	<u>Electricity</u> 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.	<u>Light</u> - recognise 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

			that adaptation may lead to evolution.			
Computing	Coding – To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.	Online Safety - -Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. -Identify the benefits and risks of giving personal information and device access to different software.	Spreadsheets – Use of spreadsheets in 'real life' - Creating a computational model	Blogging – To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. -To understand the importance of regularly updating the content of a blog. Online safety: Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.	Networks – To research and find out about the age of the internet. - To think about what the future might hold.	Quizzing – To learn how to use the question types within 2Quiz. -To make a quiz that requires the player to search a database
History	A local Study A study over time tracing how several aspects of national history are reflected in the locality	A local study A study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history – WW1	A non- European society that provides contrasts with British history – Innuit history A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and punishment – links to online crime and safety	A non-European society that provides contrasts with British History – a study of Bag dad What was the 'Golden Age' of Islamic civilisation? Can I locate Baghdad on a modern map and a map of the ancient world? Can I discover how Baghdad was established? Can I create a timeline covering some of the key events of the Islamic Civilisation? Why was Islamic Golden Age significant? Can I map the trade routes to and from Baghdad? What was the significance of the 'house of wisdom?' Can I map the spread of influence of Christianity and	

			A significant turning point in British history – artic exploration		Islam? What impact has the Golden Age had on word etymology? Can I compare and contrast the Islamic Golden Age with Anglo Saxon Britain? Can I describe the legacy of the Golden Age?	
Geography	<u>Geographical Skills and fieldwork</u> Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods including sketch maps, plans and digital technology Use maps atlases and globes and digital computer mapping to locate countries and describe features found	<u>Locational knowledge</u> Locate the worlds 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	<u>Locational Knowledge</u> 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)	<u>Geography Week – Rivers</u> Where does water come from? - Locate the Greenwich meridian and time zones on a map - Compare the usage of the river Ganges in India and the river Aire - To understand and identify the main physical features of rivers within each of its courses - To understand why rivers flood and research the effects of flooding - To revise the key topographical features of an atlas - To complete a river study	<u>Geographical skills and field work</u> 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques,	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, about great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, **Innuit Art**	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, **Art featuring social media**	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques,	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques,

	about great artists, architects and designers in history. **Artist Focus – Banksy** **Focus piece** The son of a migrant from Syria – featuring Steve jobs	**Artist focus: John Singer Sargent** **Focus piece** **Gassed** 			**Symbolic art about the self** 	about great artists, architects and designers in history. **Islamic art** 
Design Technology	<u>Design, make, evaluate</u>	<u>Cooking nutrition</u> Prepare and cook a variety of prominently savoury dishes using a range of cooking techniques. - Focus on war time (ww2) recipes and diet	<u>Design, make, evaluate</u> - Design an Innuit hut	<u>Computer program-controlled products</u> Apply understanding of computing to program, monitor and control their products.	<u>Enterprise week</u>	
Music **Charanga Scheme**	Happy	Classroom Jazz 2	A New Year Carol	Music and me	You've Got a Friend	Reflect, Rewind & Replay

PSHCE	Valuing differences	Me and my relationships	Rights and responsibilities	Keeping safe	Growing and changing	Being my best
PE	Young Leaders -To give Year 6 pupils the opportunity to lead an activity with small groups of children throughout the school year. - To guide the pupils in how a 'Young Leader' leads. - To identify the key skills that a 'Young Leader ' requires: Safety, Organisation, Communication, Cooperation, Enjoyment and Responsibility = FOOTBALL. -To give the Year 6 pupils practical opportunities to lead with each other, then discuss, evaluate and improve.	Football play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, Rounders and tennis], and apply basic principles suitable for attacking and defending	Athletics Use running jumping throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best	Gymnastics develop flexibility, strength, technique, control and balance	High rope climbing Orienteering Team Building take part in outdoor and adventurous activity challenges both individually and within a team
RE	Unit U2.2 Creation and science, conflicting or complimentary?	Unit U2.4 Was Jesus the Messiah?	Unit U2.8 What kind of king is Jesus?	Unit U2.7 What difference does the resurrection make for Christians?	Unit U2.13 Why is pilgrimage important to some religious believers?	Unit U2.14 How do religions help people live through

					Unit 2.10 – What does it mean for a Jewish person to follow God? Theme day Trip to synagogue.	good times and bad times?
Modern Foreign Languages	La Jolie Ronde – Spanish Scheme					
Educational Visits and Enrichments	Trip to Bradford				Trip to the synagogue	Elterwater