

BARNBURGH PRIMARY ACADEMY Year 6 Long Term Plan									
TERM:		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
Class Novel		Wonder <i>By R.J Palacio</i>		Goodnight Mister Tom <i>By Michelle Magorian</i>		The Boy at the Back of the Class <i>By Onjali Q. Rauf</i>			
School trips / Visitor into school			Residential - Kingswood		Eden Camp		School nurse – birth & conception talk Leavers’ trip		
Maths	Wk1	Place Value	Fractions	Ratio	Decimals	Geometry - Shape	Themed projects, consolidation and problem solving		
	Wk2			Algebra	Fractions, Decimals and Percentages				
	Wk3				Area, Perimeter and Volume				
	Wk4	Addition, Subtraction, Multiplication and Division		Decimals		Position and direction			
	Wk5			Statistics	SATs Week				
	Wk6						Consolidation of Year 6/ Transition to KS2 maths	Transition	
	Wk7							Consolidation of Year 6/ Transition to KS2 maths	
	Wk8								
Writing and Drama	Wk1	Drama Launch: Tudor times Features of the text: Non-chronological report	Drama Launch: ‘Wonder’ inspired session Features of the text:	Drama Launch: Life in WW1 trenches Features of the text: Diary	Drama Launch: WW2 evacuation Features of the text: Persuasive formal letter	Drama Launch: Explore the emotions of the character ‘Alma’ using the short video Features of the text: Narrative	Drama Launch: Leavers’ concert Features of the text: Song lyrics		
	Wk2	Non-chronological report (Tudor times)	Character description (Auggie)	Diary (soldier in the trenches)	Persuasive formal letter (from the government encouraging parents to evacuate their children)	Narrative (Alma)	Leavers’ Song Lyrics		
	Wk3		Informal letter (apology - Wonder)	War themed narrative (flashback)	Explanation (circulatory system)				
	Wk4				Newspaper report (The Boy at the Back of the Class)	Instructions (DT)			
	Wk5	Biography (Henry VIII)					SATs Week		
	Wk6			Newspaper report (The Boy at the Back of the Class)	Transition?				
	Wk7			Speech (Wonder)				Leavers’ Poem	
	Wk8								
Reading	Wk1	Salford, Benchmarking, Words per minute	Salford, Benchmarking, Words per minute	Salford, Benchmarking, Words per minute	Salford, Benchmarking, Words per minute	Salford, Benchmarking, Words per minute	Salford, Benchmarking, Words per minute		
	Wk2	NC Report – Guide Dogs	Biography – Charlie Small	Interview - Pele	Information – The great plague	SATS prep	Consolidation and preparation – KS3 texts Leavers concert words and songs Secondary school transition		
	Wk3	Information – California’s unlikely warriors	Poetry – Autumn’s colourful playground	Newspaper Report – Return of the water vole	NC Report – The Octopus	SATS prep			
	Wk4	Instruction – From bean to bar	Narrative – Dawn at midnight	Information - Earthship	Narrative – White fang	SATS prep			
	Wk5	Debate – European Union	Explanation - Earthquakes	ASSESSMENT WEEK - 2022 SATs Paper	Information – The Humble Potato	SATs Week			
	Wk6	Narrative - A flea in the ear	Debate – HS2		ASSESSMENT WEEK – 2023 SATs Paper	Consolidation and preparation – KS3 texts			
	Wk7	ASSESSMENT WEEK – 2018 SATs Paper	Recount - Moondust						
	Wk8		ASSESSMENT WEEK – 2019 SATs Paper						
Science		Working scientifically <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</i>	Working scientifically <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</i>	Working scientifically <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</i>	Working scientifically <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</i>	Working scientifically <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</i>			

	<i>forms such as displays and other presentations</i> <i>identifying scientific evidence that has been used to support or refute ideas or arguments</i> Evolution and Inheritance <i>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</i> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	Light <i>recognise that light appears to travel in straight lines</i> <i>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</i> <i>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</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>	Living things and their habitats <i>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.</i>	Animals including humans <i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i> <i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i> <i>describe the ways in which nutrients and water are transported within animals, including humans.</i>	Electricity <i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>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</i> <i>use recognised symbols when representing a simple circuit in a diagram.</i>	
History	Tudors <i>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i>		WW1 and WW2 <i>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i>			
Geography		Locational knowledge <i>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</i> <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i> <i>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)</i>	Place knowledge <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	-	Geographical knowledge and fieldwork taught through OAA <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>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</i> <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	Geographical knowledge and fieldwork taught through OAA <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>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</i> <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>
Art and Design	Outdoor Learning Sketchbooks Work of other artists Sculpture to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		Sketchbooks Work of other artists Painting and drawing 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.			Sketchbooks Work of other artists Painting and drawing 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Design and Technology					Nutrition and healthy eating <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i>
					Textiles <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i>
Computing	Staying safe online <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i>			Staying safe online <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i>	Staying safe online <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i>
	Algorithms, programming and debugging design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			Using computers and evaluating digital content <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i>	Using data <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i>

RE	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What does religion say to use when life gets hard?		What matters most to Christians and Humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	
Music	Dynamics, Pitch and Texture History of music <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music.</i>		Theme and Variation History of music <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music</i>	Songs of WW2 History of music <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music</i>	Composing and performing a leavers song History of music <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music</i>	
PSHE/RSE <i>Relationships taught through drama</i>	Living in the wider world		Health and wellbeing	Relationships taught through drama	Transition	
PE	Invasion games – Hockey <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games – Football <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games – Netball <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Athletics <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games – Basketball <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Gymnastics <i>lead healthy, active lives</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games –Basketball <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Dance <i>lead healthy, active lives</i> <i>perform dances using a range of movement patterns</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games – Dodgeball <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Invasion games – Tag Rugby <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Net and wall games – Tennis <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> Striking and fielding games – Rounders <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> OAA <i>lead healthy, active lives</i> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	Striking and fielding games – Cricket <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>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</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> OAA <i>lead healthy, active lives</i> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
Outdoor Learning	Art Enrichment - Sculpture		Forest school introduction		OAA link to geographical knowledge and fieldwork	

MFL				Locational knowledge Greetings Numbers Days of the week and months of the year	Locational knowledge Greetings Colours Pets	
Drama	Will be used as a tool to launch each English genre and to teach Relationships in RSE					