

**BARNBURGH PRIMARY ACADEMY**  
Year 6 Long Term Plan

| TERM:                              |     | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |   |   |
|------------------------------------|-----|---|---|---|---|---|---|---|---|
| Class Novel                        |     | Wonder<br>By R.J Palacio  |   | When the sky falls<br>By Phil Earle   |   | The final year<br>By Joe Todd-Stanton   |   |   |   |
| School trips / Visitor into school |     |   |   |   | Eden Camp   |   | School nurse – birth & conception talk<br>Residential to London<br>Leavers' trip                                    |   |   |
| Maths                              | Wk1 | Place Value   | Fractions   | Ratio   | Decimals  | Statistics  | Themed projects, consolidation and problem solving  |   |   |
|                                    | Wk2 |   |   | Algebra   | Fractions, Decimals and Percentages   | Geometry - Shape  |   |   |   |
|                                    | Wk3 |   |   |   | Area, Perimeter and Volume  | Position and direction  |   |   |   |
|                                    | Wk4 | Decimals  |   | SATs Week   |   |   |   |   |   |
|                                    | Wk5 | Addition, Subtraction, Multiplication and Division  |   | Converting Units  |   | Consolidation of Year 6   |   | Transition  |   |
|                                    | Wk6 |   |   |   |   | Transition to KS3 maths   |   |   |   |
|                                    | Wk7 |   |   |   |   |   |   |   |   |
|                                    | Wk8 |   |   |   |   |   |   |   |   |
| Writing and Drama                  | Wk1 | Non-chronological report<br>Film Clip: Horrible Histories (Tudors)  | Biography (Henry VIII)<br>Film Clip: YouTube Biography of History's Most Famous Monarch   | Diary<br>Film Clip: Life in the trenches  | Persuasive formal letter<br>Film Clip: BBC The Evacuees   | Explanation (circulatory system)  | Narrative<br>Film Clip: Alma  |   |   |
|                                    | Wk2 |   | Informal letter<br>Film clip: Wonder  | War themed narrative<br>Film Clip: Goodnight Mr Tom   |   |   | SATs Week   | Instructions (DT)   |   |
|                                    | Wk3 |   |   |   |   | Character description<br>Film clip: Wonder  |   | Speech<br>Film clip: Wonder   |   |
|                                    | Wk4 |   | Leavers' Poem   |   |   |   |   |   |   |
|                                    | Wk5 |   |   |   |   |   |   |   |   |
|                                    | Wk6 |   |   |   |   |   |   |   |   |
|                                    | Wk7 |   |   |   |   |   |   |   |   |
|                                    | Wk8 |   |   |   |   |   |   |   |   |
| Reading                            | Wk1 | SATs Practice<br>Timed 20 minute tests  | SATs Practice<br>Timed 20 minute tests  | SATs Practice<br>Timed 20 minute tests  | SATs Practice<br>Timed 20 minute tests  | SATS prep   | Consolidation and preparation – KS3 texts<br><br>Leavers concert words and songs<br><br>Secondary school transition |   |   |
|                                    | Wk2 |   |   |   | Monday: Fiction<br>Tuesday: Non-fiction<br>Wednesday: Poetry<br>Thursday: Mark scheme   | Monday: Fiction<br>Tuesday: Non-fiction<br>Wednesday: Poetry<br>Thursday: Mark scheme   |   | Monday: Fiction<br>Tuesday: Non-fiction<br>Wednesday: Poetry<br>Thursday: Mark scheme | SATS prep                                 |
|                                    | Wk3 |   |   |   |   |   |   |   | Consolidation and preparation – KS3 texts |
|                                    | Wk4 |   |   |   |   |   |   |   |   |
|                                    | Wk5 |   |   |   |   |   |   |   |   |
|                                    | Wk6 |   |   |   |   |   |   |   |   |
|                                    | Wk7 |   |   |   |   |   |   |   |   |
|                                    | Wk8 |   |   |   |   |   |   |   |   |
| Science                            | Wk1 | Working scientifically<br><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<br><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<br><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<br><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<br><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> |   |   |   |
|                                    | Wk2 |   |   |   |   |   |   |   |   |
|                                    | Wk3 |   |   |   |   |   |   |   |   |
|                                    | Wk4 |   |   |   |   |   |   |   |   |
|                                    | Wk5 |   |   |   |   |   |   |   |   |
|                                    | Wk6 |   |   |   |   |   |   |   |   |
|                                    | Wk7 |   |   |   |   |   |   |   |   |
|                                    | Wk8 |   |   |   |   |   |   |   |   |

|                       |   |   |  |   |   |  |
|-----------------------|---|---|--|---|---|--|
|                       | <p><i>identifying scientific evidence that has been used to support or refute ideas or arguments</i></p> <p><b>Evolution and Inheritance</b><br/> <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><br/> <i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> | <p><b>Light</b><br/> <i>recognise that light appears to travel in straight lines</i><br/> <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><br/> <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><br/> <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></p>   | <p><b>Living things and their habitats</b><br/> <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></p>                         | <p><b>Animals including humans</b><br/> <i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i><br/> <i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i><br/> <i>describe the ways in which nutrients and water are transported within animals, including humans.</i></p> | <p><b>Electricity</b><br/> <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><br/> <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><br/> <i>use recognised symbols when representing a simple circuit in a diagram.</i></p>  |  |
| <b>History</b>        | <p><b>Tudors</b><br/> <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>  |   | <p><b>WW1 and WW2</b><br/> <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>  |   |   |  |
| <b>Geography</b>      | <p><b>Place knowledge</b><br/> <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></p>  | <p><b>Locational knowledge</b><br/> <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><br/> <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><br/> <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></p> |  | -   | <p><b>Geographical knowledge and fieldwork taught through OAA</b><br/> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i><br/> <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><br/> <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></p> <p><b>Human and physical geography</b><br/> <i>Describe and understand key aspects of:</i></p> <ul style="list-style-type: none"> <li>- <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></li> <li>- <i>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</i></li> </ul> |  |
| <b>Art and Design</b> |   |   | <p><b>Outdoor Learning</b><br/> <b>Sketchbooks</b><br/> <b>Work of other artists</b><br/> <b>Sculpture</b><br/> <i>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]</i><br/> <i>about great artists, architects and designers in history.</i></p> |   | <p><b>Sketchbooks</b><br/> <b>Work of other artists</b><br/> <b>Painting and drawing</b><br/> <i>to create sketch books to record their observations and use them to review and revisit ideas</i><br/> <i>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]</i><br/> <i>about great artists, architects and designers in history.</i></p>   |  |

|                                     |   |  |  |   |   |   |
|-------------------------------------|---|--|--|---|---|---|
| <p><b>Design and Technology</b></p> |   |  |  |   | <p><b>Construction</b><br/> <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><br/> <i>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><br/> <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><br/> <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><br/> <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><br/> <i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i><br/> <i>understand how key events and individuals in design and technology have helped shape the world</i><br/> <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i><br/> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i><br/> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i><br/> <i>apply their understanding of computing to program, monitor and control their products</i></p> | <p><b>Nutrition and healthy eating</b><br/> <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><br/> <i>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><br/> <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><br/> <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><br/> <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><br/> <i>understand and apply the principles of a healthy and varied diet</i><br/> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i><br/> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p> <p><b>Textiles</b><br/> <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><br/> <i>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><br/> <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><br/> <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><br/> <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><br/> <i>investigate and analyse a range of existing products</i><br/> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i><br/> <i>understand how key events and individuals in design and technology have helped shape the world</i></p> |
| <p><b>Computing</b></p>             | <p><b>Staying safe online</b><br/> <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>Algorithms, programming and debugging</b><br/> <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i><br/> <i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i><br/> <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> |  |  | <p><b>Staying safe online</b><br/> <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>Using computers and evaluating digital content</b><br/> <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p> |   |   |

|   |   |  |   |  |   |   |
|---|---|--|---|--|---|---|
|   |   |  |   |  | Using data<br><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<br>History of music<br><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i><br><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i><br><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><br><i>develop an understanding of the history of music.</i>  |  | Theme and Variation<br>History of music<br><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i><br><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i><br><i>listen with attention to detail and recall sounds with increasing aural memory</i><br><i>Use and understand staff and other musical notations</i><br><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><br><i>develop an understanding of the history of music</i>   | Songs of WW2<br>History of music<br><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i><br><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i><br><i>listen with attention to detail and recall sounds with increasing aural memory</i><br><i>Use and understand staff and other musical notations</i><br><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><br><i>develop an understanding of the history of music</i>                                   | Composing and performing a leavers song<br>History of music<br><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i><br><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i><br><i>listen with attention to detail and recall sounds with increasing aural memory</i><br><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><br><i>develop an understanding of the history of music</i>  |   |
| PSHE/RSE<br><i>Relationships taught through drama</i> | Living in the wider world   |  | Relationships taught through drama  | Health and wellbeing   | Transition  |   |
| PE  | Invasion games – Football<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>OAA<br><i>lead healthy, active lives</i><br><i>take part in outdoor and adventurous activity challenges both individually and within a team</i><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | Invasion games –Basketball<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>OAA<br><i>lead healthy, active lives</i><br><i>take part in outdoor and adventurous activity challenges both individually and within a team</i><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | Gymnastics<br><i>lead healthy, active lives</i><br><i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>Invasion games – Basketball<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | Dance<br><i>lead healthy, active lives</i><br><i>perform dances using a range of movement patterns</i><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>Net and wall games – Tennis<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | Athletics<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>Striking and fielding games – Rounders<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | Invasion games – Netball<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i><br><br>Striking and fielding games – Cricket<br><i>lead healthy, active lives</i><br><i>use running, jumping, throwing and catching in isolation and in combination</i><br><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><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> |
| Outdoor Learning                                      | OAA link to geographical knowledge and fieldwork  |  | Forest school introduction  |  |   |   |
| MFL   |   |  |   | Locational knowledge<br>Greetings<br>Numbers<br>Days of the week and months of the year  | Locational knowledge<br>Greetings<br>Colours<br>Pets  |   |
| Drama   | Will be used as a tool to launch each English genre and to teach Relationships in RSE   |  |   |  |   |   |