

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 Mr Tom <i>By Michelle Magorian</i>				The Final Year <i>By Joe Todd-Stanton</i>			
School trips / Visitor into school				Crucial Crew		Anne Frank Trust/National Holocaust Museum			School nurse – birth & conception talk Residential Leavers’ trip				
Maths	Wk1	Place Value	Fractions A and Fractions B	Decimals		Position and direction		Algebra		Themed projects, consolidation and problem solving Transition to KS3 maths			
	Wk2			Fractions, Decimals and Percentages		Ratio							
	Wk3					Statistics							
	Wk4	Addition, Subtraction, Multiplication and Division		Area, Perimeter and Volume			Geometry - Shape		Transition				
	Wk5						SATs Week		Themed projects, consolidation and problem solving Transition to KS3 maths				
	Wk6			Consolidation of Year 6									
	Wk7												
	Wk8	Converting Units											
Writing	Wk1	Non-chronological report Film Clip: Horrible Histories (Tudors)	Informal letter Film clip: Wonder Character description Film clip: Wonder		War themed narrative Film Clip: Goodnight Mr Tom Book: Rose Blanche		Persuasive formal letter Film Clip: BBC The Evacuees		SHORT WRITE Persuasive Speech Room 101 Including SPaG focus for SATs		SHORT WRITE Narrative Film Clip: Alma		
	Wk2		Instructions How to steal Christmas		Balanced Argument Children’s choice of question				SHORT WRITE Report Fact File (Their choice) Including SPaG focus for SATs		SHORT WRITE Recount Book: The Final Year		
	Wk3								Leaver’s Script Transition				
	Wk4		Biography Film Clip: YouTube Biography of History's Most Famous Monarch	SHORT WRITE Poem				SATs Week					
	Wk5	SHORT WRITE Explanation Anderson Shelters											
	Wk6												
	Wk7	SHORT WRITE Diary of a child Book: Wonder (or their choice)											
	Wk8												
Reading	Wk1	SATs Practice Timed 20-minute tests	SATs Practice Timed 20-minute tests		SATs Practice Timed 20-minute tests		SATs Practice Timed 20-minute tests		SATs prep		Consolidation and preparation – KS3 texts		
	Wk2		Monday: Fiction Tuesday: Non-fiction Wednesday: Poetry Thursday: Mark scheme		Monday: Fiction Tuesday: Non-fiction Wednesday: Poetry Thursday: Mark scheme		Monday: Fiction Tuesday: Non-fiction Wednesday: Poetry Thursday: Mark scheme		SATs Week		Secondary school transition		
	Wk3												
	Wk4		Monday: Fiction Tuesday: Non-fiction Wednesday: Poetry Thursday: Mark scheme						Consolidation and preparation – KS3 texts				
	Wk5												
	Wk6												
	Wk7												
	Wk8												
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 using test results to make predictions to set up further comparative and fair tests</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</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</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</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</i>						

	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	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		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	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	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
	Evolution and Inheritance 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 that adaptation may lead to evolution.	Light 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.		Animals including humans 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.	Electricity 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.	Living things and their habitats 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.
History	Tudors a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		WW1 and WW2 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066			
Geography	Geographical knowledge and fieldwork taught through OAA use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.	Geographical knowledge and fieldwork taught through OAA use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.				Human and physical geography Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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
Art and Design		Sketchbooks Work of other artists 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 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 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.	

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>		Construction <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 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> <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products</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> 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>	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 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	CU2.4 How might Pilgrimage transform people’s lives	CU2.5 How and why are Jewish festivals celebrated	CU2.6 What do Christians believe about the Old and New Covenants	FU2.15 What is Humanism		
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 Preparation for leavers concert 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>	Relationships taught through drama Living in the wider world	Living in the wider world – Virgin £5		Health and wellbeing	Transition	
PE	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 –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 – 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>	Net and wall 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>	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>	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>	Invasion 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>	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>	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>	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>
Outdoor Learning	OAA link to geographical knowledge and fieldwork		Forest school			
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					