







Year 6 Long Term Plan

	Autumn		Spring		Summer	
	7 weeks + 3 days	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Topic: Geography History	Natural Disasters (Geography)	British Empire – Geography World War 1 - History	Parliament over time (History)		Ancient Greece (History)	Local Area Study (Geography)
					Big Bang Greek day! Held in week 1 – Children to dress as Greek gods and Goddesses. Making Greek food to learn about culture.	Big Bang Magnificent Medway! Held in week 1 – A celebration of the history and towns of Medway.
	Big Question: How do natural disasters impact people's decision on where to live? Outcome: Children to be able to recognise that people have chosen to live in areas of natural disaster and why and the	Big Question: Why did the European Empires end? Was WW1 the main cause? Outcome: Children to be able to recognise that after WW1, the European Empires came to an end and countries worked in different ways.	Big Question: How do MPs have an impact on our current Government? Outcome: Children to be able to understand the structure of parliament and the purpose of an MP. 		Big Question: How did Greek mythology attempt to answer major life questions within ancient Greek society? Outcome: Children to be able to describe how Greek mythology was used to guide morality and how it is still followed/represented today.	Big Question: How is Rochester used as a tourist destination and can the space be utilised more effectively? Outcome: Children to be able to understand why Rochester is a tourist city and to create improvements for successful tourism.

	<p>precautions in place to protect them.</p> 					
Art DT	<p>Andy Warhol – POP art</p> <p>Skills: To demonstrate POP art for their icon using water colours.</p>	<p>Making Anderson Shelters Origami Poppies of Remembrance</p> <p>Skills: Creating memorial items using a range of materials.</p>		<p>Making and designing their own London landmarks.</p> <p>Skills: Planning, constructing and evaluating using a range of materials.</p>	<p>Creating Greek pottery and foods from different cultures.</p> <p>Skills: Following instructions to design and create. Using key language for evaluation.</p>	
Value	Resilience	Respect /Teamwork	Curiosity / Equality	Aspiration / Articulacy	Curiosity / Articulacy / Aspiration	Equality / Community and Happiness
English – writing	<p>Big Issues</p>  <p>Non-chronological report - fact file</p> <p>Recount</p> <p>Main objectives:</p> <ul style="list-style-type: none">Using the 5 W's in an	<p>War/Conflict</p>  <p>Letters - informal</p> <p>Instructions</p> <p>Main objectives:</p> <ul style="list-style-type: none">Writing informally using appropriate languageTo write within a letter structure	<p>Sci Fi/Fantasy</p>  <p>Letters – formal</p> <p>Newspapers/interviews</p> <p>Main objectives:</p> <ul style="list-style-type: none">Writing formally using appropriate language	<p>Authors around the World</p>  <p>Playscript</p> <p>Biographies</p> <p>Main objectives:</p> <p>To write informative stage directions</p>	<p>Pupil Choice – topic text</p>  <p>Diary entry</p> <p>Narrative</p> <p>Main objectives:</p> <ul style="list-style-type: none">Writing in the first personWriting informally from a character's point of view	<p>Local/British authors</p>  <p>Diary from another POV</p> <p>Non-chronological report</p> <p>Main objectives:</p> <ul style="list-style-type: none">To write for a structured purposeTo use higher level punctuation (colons, brackets, dashes)

	<p>opening paragraph</p> <ul style="list-style-type: none"> • Writing in the first and third person • Writing in past tense <ul style="list-style-type: none"> • Use subordinating conjunctions 	<ul style="list-style-type: none"> • Use of modal verbs and prepositions • Writing chronologically 	<ul style="list-style-type: none"> • To organise writing into paragraphs <ul style="list-style-type: none"> • To write chronologically • Using reported and direct speech 	<p>Write to a different structure of a play script</p> <p>To summarise the main events of someone's life</p> <ul style="list-style-type: none"> • Writing different viewpoints 	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere • Use a range of devices to build cohesion 	<ul style="list-style-type: none"> • To write in the past tense • To write using personal emotions and feelings
English - reading	<p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills to be focused on through questioning within each chosen text.</p>	<p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills to be focused on through questioning within each chosen text.</p>	<p>SATs based questions focusing on identifying VIPARS in the question.</p> <p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills</p>	<p>SATs based questions focusing on identifying VIPARS in the question.</p> <p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills.</p>	<p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills to be focused on through questioning within each chosen text.</p>	<p>Vocabulary, Inference, Prediction, Author Choice, Retrieval and Summary skills to be focused on through questioning within each chosen text.</p>
Maths	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit; • Understanding powers of 10 • Round any whole integer 	<p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> • Understand metric units • Convert metric measures • Miles and kilometres • Use imperial measures <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Recognise equivalent fractions • Simplify fractions • Change improper fractions to mixed numbers and vice versa 	<p><u>Decimals</u></p> <ul style="list-style-type: none"> • Decimals to 2 decimal places • Decimals to 3 decimal places • Multiply / Divide by 10, 100 and 1000 • Multiply / divide decimals by integers • Decimals as fractions • Fractions to decimals 	<p><u>Ratio</u></p> <ul style="list-style-type: none"> • Understanding the language of ratio • Calculating ratio • Using scale factors • Solve ratio and proportion problems <p><u>Area, perimeter and volume</u></p> <ul style="list-style-type: none"> • Find shapes with the same area 	<p><u>Position and Direction</u></p> <ul style="list-style-type: none"> • Identify co-ordinates in the first quadrant • Identify co-ordinates in all four quadrants • Translations • Reflections <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Find a rule (function machines) • Forming expressions • Substitutions • Formulae • Forming equations 	<p>Themed projects, consolidation and problem solving</p>

	<p>to a required degree of accuracy;</p> <ul style="list-style-type: none"> • Use negative numbers in context and calculate intervals across zero. <p><u>Addition, Subtraction, Multiplication and Division</u></p> <ul style="list-style-type: none"> • Add / subtract whole numbers with more than 4 digits • Use inverse operations (addition and subtraction) • Solve multi-step addition and subtraction problems • Understand short multiplication written methods • Understand long multiplication written methods • Understand short division • Understand long division • Find factors of numbers • Find common factors and multiples • Find prime numbers to 100 • Find square and cube numbers 	<ul style="list-style-type: none"> • Order fractions on a number line • Compare and order fractions • Add and subtract fractions • Add and subtract mixed numbers • Multiply fractions by integers • Divide fractions by integers • Find fractions of an amount • Find the whole, given a fraction of an amount. 	<p><u>Percentages</u></p> <ul style="list-style-type: none"> • Understand percentages • Changing fractions to percentages • Equivalent fractions, decimals and percentages • Order fractions, decimals and percentages • Find percentages of amounts 	<ul style="list-style-type: none"> • Area and perimeter of rectilinear shapes • Find the area of a triangle • Find the area of a parallelogram • Find volume by counting cubes • Find the volume of a cuboid <p><u>Shape</u></p> <ul style="list-style-type: none"> • Measure angles with a protractor • Calculate missing angles • Vertically opposite angles • Angles in a triangle • Angles in quadrilateral • Angles in regular polygons • Draw shapes accurately • Draw nets of shapes 	<ul style="list-style-type: none"> • Solving one and two-step equations • Find pairs of values • Enumerate possibilities <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Read and interpret line graphs • Draw line graphs and use to solve problems • Name the parts of a circle • Read, interpret and draw pie charts • Calculate the mean 	
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	<ul style="list-style-type: none"> • Use mental calculations and estimation • Reason from known facts 					
Science	<p>Question: Why do you look like other people in your family?</p>  <p>Outcome: Draw a prediction of what their future family members will look like and annotate it with explanations of inherited characteristics.</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the 	<p>Question: Is a wolf a kind of dog?</p>  <p>Outcome: Produce a dichotomous key for classifying leaves.</p> <p>Living things and their habitats (2 terms)</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • give reasons for classifying plants and animals based on specific characteristics. 	<p>Living things and their habitats (2 terms)</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • give reasons for classifying plants and animals based on specific characteristics. 	<p>Question: Can you bend light?</p>  <p>Outcome: Children will write an informative report responding to the enquiry question.</p> <p>Light</p> <ul style="list-style-type: none"> • To recognise that light appears to travel in straight lines • To use the idea that light travels in a straight line to explain that objects are seen because they give out or reflect light into the eye • To explain that we see things because light travels from the light source to our eyes or from light sources to objects and then to our eyes 	<p>Scenario: Are you ready to become a designer and market your very own inventive lights decoration? Use motors, switches, bulbs and buzzers to make your product the stand-out choice for buyers.</p>  <p>Outcome: The children will design, design a circuit for a party decoration</p> <p>Electricity</p> <ul style="list-style-type: none"> • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit • To 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 • To use recognised symbols when representing a simple circuit in a diagram 	<p>Animals including Humans</p>  <p>Scenario: The human body has many active systems. We can't see inside the body. How can we show these systems?</p> <p>Outcome: Produce a movement/dance to represent the circulatory system</p> <p>Animals including humans</p> <ul style="list-style-type: none"> • 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 – PSHE links. • describe the ways in which nutrients and water are transported within animals, including humans.

	<p>Earth millions of years ago.</p> <ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 		
PSHE	<p>Life skills</p> <p>Privacy and security</p> <p>Online reputations</p>	<p>Networks</p> <p>Health, well-being and lifestyle</p>	<p>Quizzing</p> <p>Copyright and ownership</p> <p>Online relationships</p>	<p>Blogging</p> <p>Managing online information</p>	<p>Text adventures</p> <p>Self-image and identity</p>	<p>Coding</p> <p>Online bullying</p>
PE	<p>Greenacre Planning</p> <p>Team building</p> <p>Football</p>	<p>Greenacre Planning</p> <p>Gymnastics</p> <p>Tag Rugby</p>	<p>Greenacre Planning</p> <p>Badminton</p> <p>Dance</p>	<p>Greenacre Planning</p> <p>Netball</p> <p>Tennis</p>	<p>Greenacre Planning</p> <p>Hockey</p> <p>Rounders</p>	<p>Greenacre Planning</p> <p>Cricket</p> <p>Athletics</p>

RE	<p>Similarities and differences between religions.</p> <p>Understanding Christian beliefs in God and what makes a religious person.</p>		<p>Understanding prayer and what it means to pray across Christianity, Judaism, Islam and other major world religions.</p>		<p>Humanism and atheism. Exploring ideas of creation across different religions.</p> <p>To know what people of different faiths, believe about their responsibility for the world.</p> <p>Celebrating differences in community.</p>	
PSHE	<p>Feelings and Emotions – Worry</p> <p>Being Responsible – Stealing</p>	<p>A World without Judgement - British Values</p> <p>First Aid - Head injuries - Severe bleeding</p>	<p>Computer Safety - Making friends online</p> <p>First Aid - Minor burns and scalds - Fractures</p>	<p>The Working World</p> <ul style="list-style-type: none"> - In app purchases - Banking terms - Cost of living 	<p>Keeping/Staying Healthy - Alcohol</p> <p>Keeping/Staying Safe - Cycle safety</p>	<p>Growing and Changing - Conception</p> <p>Keeping/Staying Safe - Water safety</p>
French (3 half terms)				<p><u>Language Angels</u></p> <p>French basics:</p> <p>Greetings</p> <p>Animals</p> <p>Colours</p> <p>Days of the week/months of the year</p> <p>Being able to form sentences using French basics.</p>	<p><u>Language Angels</u></p> <p>Discussions:</p> <p>Information about themselves – hair, eye colour, date of birth etc.</p> <p>Describing clothes they wear</p>	<p><u>Language Angels</u></p> <p>Description:</p> <p>Summarising their learning</p>

Music (3 half terms)				<ul style="list-style-type: none">• Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.• Make inferences from pieces of music and justify their views. <p><i>Skill: Listening and appraising</i></p>	<ul style="list-style-type: none">• Compose to prepare a solo or ensemble performance.• Constructively critique their peers' compositions and help bring about the improvements. <p><i>Skill: Composing</i></p>	<ul style="list-style-type: none">• Continue to play tuned, untuned (or sung) performances• Perform with fluency, control and expression <p><i>Skill: Performing</i></p>
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