



Date: 2023 - 24

## Year Group Long Term Plan

Year: 6



Subject	Autumn	Spring	Summer
<b>English</b>	<p>Tales from the Caribbean (Geography link) (7 weeks)</p> <p>Literacy Shed - Francis (3 weeks)</p> <p>Literacy Shed - The Christmas Truce (2 weeks)</p> <p><i>Oracy with JW – Poetry/LOTC (6 weeks)</i></p>	<p>Letters from the Lighthouse (7 weeks)</p> <p>The Dream-giver (2 weeks)</p> <p>Shackleton’s Journey (2 weeks)</p>	<p>The Rabbits (6 weeks)</p> <p>Happy Here (1 week)</p> <p>Oracy (Play practice)</p>
<b>Maths</b>	<p>Place Value</p> <p>Written methods for four operations</p> <p>FDP</p> <p>2D and 3D shape</p> <p>Co-ordinates, reflection, translation</p> <p>Area, perimeter and volume</p>	<p>Ratio and proportion</p> <p>Statistics</p> <p>Time</p> <p>Measures</p> <p>Algebra</p>	<p>Application of skills</p> <p>Further reasoning with number</p> <p>Shape and space</p> <p>Links to real life contexts</p>
<b>Art</b>	<p>Focus Skills – <b>Painting / Collage</b></p> <p>Artists studied- Lubaina Himid</p>	<p>Focus Skills – <b>Printing / Textiles</b></p> <p>Artists studied- Jan Pienkowski</p>	<p>Focus Skills – <b>Painting / Sculpture</b></p> <p>Artists studied- Carolyn Mims</p>
<b>DT</b>	<p><b>Food</b></p> <p>Celebrating culture &amp; seasonality food (including cooking &amp; nutrition requirements for KS2): WWII rationing recipes and healthy smoothies</p>	<p><b>Textiles</b></p> <p>Combining different fabric shapes sewing pencil cases</p>	<p><b>Mechanical Systems</b></p> <p>Gears and circuits (including computer based design)- roundabouts</p>
<b>French</b>	<p><b>Rigolo 2 Units 1 revision, 7 &amp; 8 + TAFAL (teach a friend a language)</b></p> <p><b>Le week-end</b> (ask and talk about regular activities)</p> <p>Grammar/skills (use several verbs in 1<sup>st</sup>/3<sup>rd</sup> person, use negatives to express preferences, use j’aime/je n’aime pas + infinitive)</p> <p><b>Les vêtements</b> (give opinions about clothes)</p> <p>Grammar/skills (using ‘des’ with plurals, conjunctions <i>et</i> and <i>mais</i>, noun/adjective agreement, conjugation of ‘avoir’). Numbers 60-100.</p>	<p><b>Rigolo 2 Units 9 &amp; 10</b></p> <p><b>Ma journée</b> (ask and talk about daily routine)</p> <p>Grammar/skills (reflexive verbs, longer sentences including time)</p> <p>Non- fiction text ‘Ma journée typique’ (use cognates, LLS, KAL, context to read and understand a longer text).</p> <p><b>Les transports</b> Ask and talk about where you are going and how you are getting there Use <i>On va + infinitives</i> to talk about future plans.</p> <p>Fiction text: Jacques et les haricots magiques</p> <p>Non-fiction text: Une journée typique</p>	<p><b>Rigolo 2 Units 11 &amp; 12</b></p> <p><b>Le sport</b> (use of definite article, conjunctions, devise and ask questions about sports, give reasons for preferences, read and write longer texts, conjugation of ‘aller’ + infinitives). Revise use of and conjugation of <i>avoir = to have and être = to be, regular ‘er’ verbs</i></p> <p>Petanque tournament</p>

<b>Geography</b>	Map and atlas skills – The Caribbean Islands British Empire, Europe before WWI & WWII and now.	Trade and Economy	Coasts and coastlines – Our Changing World
<b>History</b>	Transatlantic Slave trade Windrush World at War – WWI Trenches	Journeys - WW II Global Goals - Peace, Justice & Strong institutions	Changing World – 1930s – 1960s (Understanding the changes to Empire) The 1960s - including development of plastic and its impact on the world now. Global Goals – Gender equality
<b>ICT (NCCE)</b>	Computing systems and networks - Communication and collaboration  Creating media – Web page creation	Programming A – Variables in games  Data and information – Spreadsheets	Creating media – 3D Modelling  Programming B - Sensing movement
<b>Music</b>	Caribbean music– learn to play instruments- performance	Ukulele	End of year production Leavers’ song
<b>PE Indoor</b>	Circuits - Fitness Frenzy - unit 6 Boxercise - Mighty Movers	1940’s dance steps, e.g. Lindy Hop Badminton	Gym sequences Dance for Year 6 performance
<b>PE Outdoor</b>	Basketball Tag rugby	Hockey Striking and Fielding	Tennis Outdoor Adventurous activities
<b>PSHE&amp;RSE</b>	R4. What to expect from a friendship including that they might have ups and downs. R5. How to navigate changing friendships and understand managing conflict and peer pressure. R6. How to recognise who to trust and who not to trust. R7. To identify their unique qualities that they bring to a friendship. R8. To understand why and how people choose friends. Ss6. What bullying looks and feels like (Impact, Power, Context) Hw6. Know that bullying can have a lasting effect	Hw5. Discuss mental and physical self-care strategies including, community participation and volunteering, physical exercise and time outdoors Hw10. How to incorporate regular exercise into their daily and weekly routine and the importance of this. Hw11. Know when to seek support if they have questions or worries about their health. Hw12. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Ss1. What peer pressure is and why it might	R1. That Marriage & Civil partnerships (Religious and Humanist) in England, Scotland & Wales are also a legal and formal commitment for same sex couples. There are different rules in Northern Ireland. R2. That relationships should offer children security as they grow up (Teachers, friends, family, guardians etc) R3. That they have lots of different types of relationships in their life. Hw1. How to care for their mental health and physical health daily. Hw2. They might not feel happy all the time

	<p>on wellbeing.</p> <p><b>Ss10.</b> How to critically question online friendships and information sourced from the internet.</p> <p><b>Hw8.</b> The importance and common use of the internet as an integral part of life.</p> <p><b>Hw9.</b> Identify the risk of excessive time on electronic devices and the impact that content can have on their mental and physical wellbeing (both positive and negative including body image, self-esteem, expectations, experiences)</p> <p><b>Hw4.</b> How to judge whether what and how they are feeling is appropriate and proportionate (actions, energy).</p> <p><b>Ss13.</b> To identify appropriate boundaries in friendships including online</p>	<p>happen.</p> <p><b>Ss2.</b> How to navigate decision making when under peer pressure.</p> <p><b>Ss3.</b> The power and importance of self-respect and how that can impact on and link to their happiness.</p> <p><b>Ss4.</b> The importance of modelling courtesy and manners, including online or when conversing anonymously</p> <p><b>Ss5.</b> To model respectful behaviour and their right to be treated with respect.</p> <p><b>Ss7.</b> That stereotypes can be unfair, negative or destructive</p> <p><b>Ss8.</b> That people may behave differently online, including being dishonest about their identity.</p> <p><b>Ss9.</b> How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.</p>	<p>and how to manage other feelings.</p> <p><b>Hw3.</b> To use a variety of vocabulary to talk in depth about their emotions.</p> <p><b>Hw13.</b> Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</p> <p><b>Ss11.</b> What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p><b>Ss12.</b> That secrets are not always right to keep if they relate to being safe.</p> <p><b>Ss14.</b> To understand appropriate, inappropriate, safe and unsafe contact.</p>
RE	<p>Sikhism and its Gurus <b>What does it mean to be a Sikh?</b></p> <p>Rosh Hashanah</p>	<p>Christianity and Jesus</p>	<p>World religions</p>
Science	<p>Classification of living things (including Micro-organisms)</p> <p>Evolution and inheritance</p>	<p>Animals including humans – circulatory and digestive systems, keeping healthy (impact of drugs, alcohol, tobacco, diet)</p> <p><b>Resources:</b></p> <p><b>Healthy body: blood and guts - unit 4 Champions</b></p> <p><b>Healthy body: inside out</b></p> <p>Electricity</p> <p>Light</p>	<p>Revision of forces, sound, properties of materials, states of matter, Earth and space, plants, rocks.</p>
Learning Experiences	<p>Write a speech (school council and sports leader elections)</p>	<p>Organise tea for adults (WWII tea dance)</p> <p>Interview someone (WWII survivors)</p>	<p><b>Sleep under canvas (non-residential)</b></p> <p><b>See the sun rise/set (residential and non-</b></p>

	WW1 Trenches Day		residential)
Visits and workshops	Docklands Museum Gurdwara Visit WW2 evacuation drama	Imperial War Museum Visit WW2 Evacuation Drama Workshop Lindy Hop Dance Workshop	Residential & non-residential week Coastal area visit National Gallery