



Date: 2022/2023

Year Group Long Term Plan

Year: 6



Subject	Autumn	Spring	Summer
English	<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>
Maths	<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>
Art	<p>Focus Skills – Printing / Textiles</p> <p>Artists studied- Jan Pienkowski</p>	<p>Focus Skills – Drawing /Sculpture</p> <p>Artists studied- Henry Moore</p>	<p>Focus Skills – Painting / Collage</p> <p>Artists studied- Carolyn Mims Lawrence</p>
DT	<p>Textiles</p> <p>Combining different fabric shapes sewing pencil cases</p>	<p>Food</p> <p>Celebrating culture & seasonality food (including cooking & nutrition requirements for KS2): WWII rationing recipes and healthy smoothies</p>	<p>Mechanical Systems</p> <p>Gears and circuits (including computer based design)- roundabouts</p>
French	<p>Rigolo 2 Units 1 revision, 7 & 8 + TAFAL (teach a friend a language)</p> <p>Le week-end (ask and talk about regular activities)</p> <p>Grammar/skills (use several verbs in 1st/3rd person, use negatives to express preferences, use j’aime/je n’aime pas + infinitive)</p> <p>Les vêtements (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>Rigolo 2 Units 9 & 10</p> <p>Ma journée (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>Les transports 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>Rigolo 2 Units 11 & 12</p> <p>Le sport (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>

Geography	Map and atlas skills – The Caribbean Islands British Empire, Europe before WWI & WWII and now. Global Goals – Introduction	Where does our food come from? Link to climate zones, biomes and vegetation belts, land use, distribution of natural resources of food and water. Explore idea of air miles for food and economic activity including trade links. Fairtrade	Coasts and coastlines – link to plastic in the sea – Sky Ocean Rescue and Primary Stars. Residential/non-residential trips Outdoor Adventurous activities including orienteering
History	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
ICT	Animation Pivot/Zanimate/Zoetrope	Multimedia presentations Algorithms	App creation
Music	Steel Pans – learn to play - performance	Ukulele	Ukulele End of year production Leavers' song
PE Indoor	Circuits - Fitness Frenzy - unit 6 Boxercise - Mighty Movers	1940's dance steps, e.g. Lindy Hop Badminton	Gym sequences Dance for Year 6 performance
PE Outdoor	Basketball Tag rugby	Hockey Striking and Fielding	Tennis Outdoor Adventurous activities
PSHE&RSE	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.	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	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

	<p>R7. To identify their unique qualities that they bring to a friendship.</p> <p>R8. To understand why and how people choose friends.</p> <p>Ss6. What bullying looks and feels like (Impact, Power, Context)</p> <p>Hw6. Know that bullying can have a lasting effect on wellbeing.</p> <p>Ss10. How to critically question online friendships and information sourced from the internet.</p> <p>Hw8. The importance and common use of the internet as an integral part of life.</p> <p>Hw9. 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>Hw4. How to judge whether what and how they are feeling is appropriate and proportionate (actions, energy).</p> <p>Ss13. To identify appropriate boundaries in friendships including online</p>	<p>importance of this.</p> <p>Hw11. Know when to seek support if they have questions or worries about their health.</p> <p>Hw12. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Ss1. What peer pressure is and why it might happen.</p> <p>Ss2. How to navigate decision making when under peer pressure.</p> <p>Ss3. The power and importance of self-respect and how that can impact on and link to their happiness.</p> <p>Ss4. The importance of modelling courtesy and manners, including online or when conversing anonymously</p> <p>Ss5. To model respectful behaviour and their right to be treated with respect.</p> <p>Ss7. That stereotypes can be unfair, negative or destructive</p> <p>Ss8. That people may behave differently online, including being dishonest about their identity.</p> <p>Ss9. How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.</p>	<p>security as they grow up (Teachers, friends, family, guardians etc)</p> <p>R3. That they have lots of different types of relationships in their life.</p> <p>Hw1. How to care for their mental health and physical health daily.</p> <p>Hw2. They might not feel happy all the time and how to manage other feelings.</p> <p>Hw3. To use a variety of vocabulary to talk in depth about their emotions.</p> <p>Hw13. Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</p> <p>Ss11. 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>Ss12. That secrets are not always right to keep if they relate to being safe.</p> <p>Ss14. To understand appropriate, inappropriate, safe and unsafe contact.</p>
<p>RE</p>	<p>Rosh Hashanah Sikhism and its Gurus</p>	<p>Christianity and Jesus</p>	<p>World religions</p>
<p>Science</p>	<p>Classification of living things (including Micro-organisms) Evolution and inheritance</p>	<p>Animals including humans – circulatory and digestive systems, keeping healthy (impact of drugs, alcohol, tobacco, diet)</p> <p>Resources: Healthy body: blood and guts - unit 4 Champions</p>	<p>Revision of forces, sound, properties of materials, states of matter, Earth and space, plants, rocks.</p>

		Healthy body: inside out Electricity Light	
Learning Experiences	Write a speech (school council and sports leader elections) WW1 Trenches Day	Organise tea for adults (WWII tea dance) Interview someone (WWII survivors)	Sleep under canvas (non-residential) See the sun rise/set (residential and non-residential)
Visits and workshops	Imperial War Museum Visit Gurdwara Visit	WW2 Evacuation Drama Workshop Lindy Hop Dance Workshop	Residential & non-residential week Coastal area visit