

## Year 6 – Long-term plan 2021-2022

2021-2022	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>There's a Boy in the Girls' Bathroom</b> by <i>Louis Sachar</i></p> <p><b>Paperman (video)</b></p> <ul style="list-style-type: none"> <li>• <i>Diary entries</i></li> <li>• <i>Letters</i></li> <li>• <i>Scripts</i></li> <li>• <i>Drama</i></li> <li>• <i>Narratives</i></li> <li>• <i>Persuasive texts</i></li> <li>• <i>Balanced arguments</i></li> <li>• <i>Poems</i></li> <li>• <i>Reading skills</i></li> </ul>	<p><b>Goodnight Mister Tom</b> by <i>Michelle Magorian</i></p> <p><b>Rose Blanche</b> by <b>Christophe Gallaz and Roberto Innocenti</b></p> <p><b>Beyond the Lines (video)</b></p> <p><b>Remembrance Day service poetry</b></p> <ul style="list-style-type: none"> <li>• <i>Diary entries</i></li> <li>• <i>Letters</i></li> <li>• <i>Descriptions</i></li> <li>• <i>Newspaper reports</i></li> <li>• <i>Poems</i></li> <li>• <i>Non-chronological reports</i></li> <li>• <i>Reading skills</i></li> </ul>	<p><b>Coraline</b> by <i>Neil Gaiman</i></p> <p><b>Dreammaker (video)</b></p> <ul style="list-style-type: none"> <li>• <i>Descriptions</i></li> <li>• <i>Narratives</i></li> <li>• <i>Explanations</i></li> <li>• <i>Instructions</i></li> <li>• <i>Poems</i></li> <li>• <i>Book/film reviews</i></li> <li>• <i>Reading skills</i></li> </ul>	<p><b>Time travelling in literature</b></p> <p><b>Authors from Shakespeare to Tom Fletcher</b></p> <ul style="list-style-type: none"> <li>• <i>Drama</i></li> <li>• <i>Descriptions</i></li> <li>• <i>Explanations</i></li> <li>• <i>Narratives</i></li> <li>• <i>Newspaper reports</i></li> <li>• <i>Poems</i></li> <li>• <i>Balanced arguments</i></li> <li>• <i>Persuasive texts</i></li> <li>• <i>Reading skills</i></li> </ul>	<p><b>Varmints</b> by <i>Helen Ward</i></p> <ul style="list-style-type: none"> <li>• <i>Descriptions</i></li> <li>• <i>Persuasive texts</i></li> <li>• <i>Balanced arguments</i></li> <li>• <i>Newspaper reports</i></li> <li>• <i>Letters</i></li> <li>• <i>Narratives</i></li> <li>• <i>Poems</i></li> <li>• <i>Reading skills</i></li> </ul>	<p><b>From Book to Film – Content to be decided by the class</b></p> <ul style="list-style-type: none"> <li>• <i>Scripts</i></li> <li>• <i>Narratives</i></li> <li>• <i>Balanced arguments</i></li> <li>• <i>Persuasive texts</i></li> <li>• <i>Descriptions</i></li> <li>• <i>Reading skills</i></li> </ul>
Maths	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Position and Direction</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Percentages</li> <li>• Algebra</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Converting Units</li> <li>• Perimeter</li> <li>• Area</li> <li>• Volume</li> </ul> <p><b>Number</b></p>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Properties of Shape</li> </ul> <p><b>Consolidation of SATs preparation</b></p>	<p><b>Consolidation</b></p> <p><b>Investigations</b></p> <p><b>Preparations for KS3</b></p>

				<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Statistics</li> </ul>		
Science	<b>Evolution and inheritance</b> <ul style="list-style-type: none"> <li>• How living things change</li> <li>• Fossils</li> <li>• Offspring and DNA</li> <li>• Adaptation</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>• Travels in straight lines</li> <li>• How we see</li> <li>• Shadows</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>• Lamps, buzzers, and voltage of cells used in a circuit</li> <li>• Variations in functionality of components</li> <li>• Recognising symbols in simple circuits</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>• The human circulatory system</li> <li>• Impact of diet, exercise, drugs and lifestyle</li> <li>• Ways nutrients and water are transported within animals</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Enquiring, investigating, experimenting</li> <li>• Planning, recording, measuring</li> <li>• Refuting, arguing, persuading</li> </ul>
Computing Online safety is included in every unit	<b>Computing skills and presentation</b> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Select, use and combine a variety of software to accomplish given goals: collecting, analysing, evaluating and present data and information</li> </ul>	<b>Data and Information</b> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software to accomplish given goals: collecting, analysing, evaluating and present data and information</li> </ul>	<b>Animation</b> <ul style="list-style-type: none"> <li>• Be responsible, competent, confident and creative users of ICT</li> <li>• Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals</li> <li>• Use sequence, selection, and repetition in programs</li> <li>• Use logical reasoning to explain how some simple algorithms work</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals</li> <li>• Use sequence, selection, and repetition in programs</li> <li>• Use logical reasoning to explain how some simple algorithms work</li> </ul>	<b>3D Modelling</b> <ul style="list-style-type: none"> <li>• Be responsible, competent, confident and creative users of ICT</li> <li>• Evaluate and apply ICT, including new or unfamiliar technologies, analytically to solve problems</li> </ul>
History	<b>Significant People: Links to Science</b> <ul style="list-style-type: none"> <li>• Charles Darwin</li> </ul>	<b>Second World War</b> <ul style="list-style-type: none"> <li>• A study of an aspect or theme</li> </ul>	<b>Maya People</b> <ul style="list-style-type: none"> <li>• An overview of where and when</li> </ul>	<b>Maya People</b> <ul style="list-style-type: none"> <li>• An overview of where and when</li> </ul>		<b>Significant people: Links to Kent</b>

	<ul style="list-style-type: none"> <li>• Mary Anning</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	in British history that extends pupils' chronological knowledge beyond 1066	<p>the first civilisations appeared</p> <ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British History</li> </ul>	<p>the first civilisations appeared</p> <ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British History</li> </ul>		<ul style="list-style-type: none"> <li>• A depth study linked to the British areas of study – local</li> </ul>
Geography	<p><b>Locational Knowledge South America (key countries and major cities)</b></p> <ul style="list-style-type: none"> <li>• Place knowledge – understanding geographical similarities and differences through the study of human and physical geography</li> <li>• Map work</li> <li>• Grid references (6-figure)</li> </ul>	<p><b>European countries - linked to History</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding beyond the local area to include Europe</li> <li>• Locate the world's countries, using maps to focus on Europe</li> </ul>	<p><b>Local Study – sustainability – contrast with Mesoamerica</b></p> <ul style="list-style-type: none"> <li>• Understanding geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>• Physical Geography</li> <li>• Climate zones</li> <li>• Biomes</li> <li>• Vegetation belts</li> </ul>	<p><b>Coasts: Dover or Folkestone</b></p> <ul style="list-style-type: none"> <li>• Key topographical features including coasts and rivers</li> </ul>	
PE	<p><b>Football and Swimming</b></p> <ul style="list-style-type: none"> <li>• Play competitive games</li> <li>• Apply basic principles</li> </ul>	<p><b>Basketball and Swimming</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching</li> </ul>	<p><b>Badminton and Dance</b></p> <ul style="list-style-type: none"> <li>• Play competitive games</li> <li>• Perform dances using a range of</li> </ul>	<p><b>Gymnastics and Multi skills</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique,</li> </ul>	<p><b>Hockey and Swimming</b></p> <ul style="list-style-type: none"> <li>• Play competitive games</li> <li>• Apply basic principles suitable</li> </ul>	<p><b>Cricket and Athletics</b></p> <ul style="list-style-type: none"> <li>• Play competitive games</li> <li>• Develop flexibility, strength,</li> </ul>

	<p>suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>Swim competently and confidently over a distance of at least 25 metres</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team (residential trip)</li> </ul>	<ul style="list-style-type: none"> <li>Apply basic principles suitable for attacking and defending</li> <li>Use a range of strokes effectively</li> </ul>	<p>movement patterns</p> <ul style="list-style-type: none"> <li>Compare performances with previous ones and demonstrate improvement</li> </ul>	<p>control and balance</p> <ul style="list-style-type: none"> <li>Compare performances with previous ones and demonstrate improvement</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>for attacking and defending</p> <ul style="list-style-type: none"> <li>Perform safe self-rescue in different water-based situations</li> </ul>	<p>technique, control and balance</p>
Music	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listening: Caucasian Sketches, Suite 1 no 3: <i>In a Mosque</i> – Mikhail Mikhaylovich Ippolitov-Ivanov</li> </ul>	<p><b>Singing: WW2 songs</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices</li> <li>Develop an understanding of the history of music</li> <li>Listening: Gershwin - Rhapsody in Blue, Piano Concerto in F</li> </ul>	<p><b>Playing Ocarinas: reading notation</b></p> <ul style="list-style-type: none"> <li>Use and understand staff and other musical notations</li> <li>Play and perform in solo and ensemble contexts playing musical instruments</li> <li>Listening: Doctor Who Theme Tune - Delia Derbyshire</li> </ul>	<p><b>Time travelling through music</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music</li> <li>Appreciate and understand a wide range of music from different traditions, composers and musicians</li> <li>Listening: Review of Evolution of Music.</li> <li>Variations on Twinkle Twinkle Little Star K. 265—Mozart</li> </ul>	<p><b>Playing Djembes</b></p> <ul style="list-style-type: none"> <li>Use and understand staff and other musical notations</li> <li>Play and perform in solo and ensemble contexts playing musical instruments</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Listening: Anna Meridith – Connect It. 90s RnB: Say My Name – Destiny’s Child</li> </ul>	<p><b>Composition: Leaver’s songs</b></p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes</li> <li>Play and perform in solo and ensemble contexts, using their voices</li> <li>Listening: Carmina Burana: O Fortuna – Carl Orff</li> </ul>

				<ul style="list-style-type: none"> <li>• Inter House Music competition</li> </ul>		
<b>Art &amp; Design</b>	<u>Art</u> <b>Drawing Skills</b> <ul style="list-style-type: none"> <li>• Create sketch books to record observations</li> <li>• Improve drawing skills</li> </ul>	<u>Art</u> <b>WWII Artists</b> <ul style="list-style-type: none"> <li>• Improve mastery drawing (pencil, chalk and charcoal)</li> <li>• Artists and designers (Henry Moore, LS Lowry, William Paterson)</li> </ul>	<u>Art</u> <b>Animation</b> <ul style="list-style-type: none"> <li>• Improve mastery of art and design techniques, including drawing, painting and sculpture</li> <li>• Use a range of materials, with creativity, experimentation and increasing aware of different kinds of art, craft and design</li> </ul>	<u>Art</u> <b>Time travelling in Art</b> <ul style="list-style-type: none"> <li>• Learn about great artists, architects and designers in history</li> <li>• Record observations in sketchbooks</li> </ul>	<u>Art</u> <b>Painting</b> <ul style="list-style-type: none"> <li>• Improve their mastery of techniques including painting</li> <li>• Record observations in sketchbooks</li> </ul>	<u>Art</u> <b>Printing</b> <ul style="list-style-type: none"> <li>• Use a range of materials, with creativity, experimentation and increasing aware of different kinds of art, craft and design</li> </ul>
<b>D&amp;T</b>		<u>DT</u> <b>Anderson shelters and Stick Reindeer</b> <ul style="list-style-type: none"> <li>• Design, make and evaluate</li> </ul>		<u>DT</u> <b>Architecture</b> <ul style="list-style-type: none"> <li>• Design, make and evaluate</li> </ul>	<u>DT</u> <b>Habitats</b> <ul style="list-style-type: none"> <li>• Design, make and evaluate</li> </ul>	<u>DT</u> <b>Barham Bake off</b> <ul style="list-style-type: none"> <li>• Understand healthy and varied diet</li> <li>• Prepare and cook predominantly savoury dishes using a range of techniques</li> </ul> <b>Theme Park Project</b> <ul style="list-style-type: none"> <li>• Design, make and evaluate</li> </ul>
<b>RE</b>	<b>Christianity</b>	<b>Islam</b>	<b>Sikhi</b>	<b>Christianity</b>	<b>Christianity</b>	<b>Christianity</b>

	<p>Creation and Science: Conflicting or Complementary? In the wider context of 'Big Questions'</p> <ul style="list-style-type: none"> <li>• Timeline of the 'big story of the Bible'</li> <li>• What type of text is Genesis 1?</li> <li>• God as the Creator</li> <li>• Many Christians find science and faith go together</li> </ul>	<p>What does it mean to be a Muslim in Britain today? (Part 2)</p> <ul style="list-style-type: none"> <li>• The Five Pillars</li> <li>• The value and purpose of religious practices and rituals in a Muslim's daily life</li> <li>• Views and ideas on the importance of pilgrimage, fasting, charity and celebrations</li> <li>• Key questions from different perspectives</li> </ul>	<p>What is important to Sikhs in Britain today?</p> <ul style="list-style-type: none"> <li>• The origins of the Sikh faith</li> <li>• The Sikhi way of life</li> <li>• Understanding concepts such as equality, authority and sharing</li> <li>• Think about questions to do with the community, values and commitments</li> </ul>	<p>Salvation - Resurrection for Christians</p> <ul style="list-style-type: none"> <li>• Timeline of the 'big story' of the Bible</li> <li>• Centrality of the Christian belief in Resurrection</li> <li>• Sacrifice, Resurrection, Salvation, Incarnation and Hope</li> <li>• Good Friday and Easter Sunday</li> </ul>	<p>Gospel – What Would Jesus Do?</p> <ul style="list-style-type: none"> <li>• Identify features of Gospel texts</li> <li>• Clear connections between Gospel texts and how Christians live in the Christian community</li> <li>• Relate biblical ideas, teachings or beliefs about peace, forgiveness and healing</li> </ul>	<p>Kingdom of God - What kind of king is Jesus?</p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the Kingdom of God</li> <li>• Show awareness of different ideas</li> <li>• Understand how Christians put their beliefs into practice in different ways</li> <li>• Relate teachings to their own lives</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Describe the weather</li> <li>• Colours with common nouns</li> <li>• Number and gender of nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Key features of Spain – forming plurals of nouns and using the adjective 'mucho'</li> <li>• Key cities and their location in Spain - using the points of a compass</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of the features of the main festivals in Spain</li> <li>• Recognise questions, matching to appropriate answers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the infinitive verb</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions and recognising answers whilst travelling in Spain</li> <li>• Review of key features, cities and locations in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions and recognising answers whilst travelling in Spain</li> <li>• Review of key features, cities and locations in Spain</li> </ul>
PSHE	<b>My Wonderful World</b>	<b>Let's Celebrate!</b>	<b>Hopes and Dreams</b>	<b>Healthy Me</b>	<b>Who Am I?</b>	<b>All Change</b>

	<ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Welcoming others into your life</li> <li>• Being healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Friendships and conflict</li> <li>• Concept of normality</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes, dreams and goals for future success</li> <li>• Personal strengths and how to overcome challenges</li> <li>• Feelings of pride, ambition and disappointment</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional health</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Building respectful relationships with the self and family</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Becoming a teenager</li> <li>• Growing</li> </ul>
Local link	<ul style="list-style-type: none"> <li>• Samphire Hoe</li> <li>• The Warren</li> </ul>	<ul style="list-style-type: none"> <li>• Elham trenches</li> <li>• Battle of Britain Museum</li> <li>• Marlowe Theatre</li> <li>• St John's church</li> <li>• Rev T</li> </ul>	<ul style="list-style-type: none"> <li>• Churchyard visit</li> <li>• Village walk</li> <li>• Science link with SLGGS</li> </ul>	<ul style="list-style-type: none"> <li>• Local census</li> <li>• Old school records</li> <li>• History society</li> </ul>	<ul style="list-style-type: none"> <li>• Heart's Delight farm</li> <li>• SLBGS - coding with microbits</li> </ul>	
Focus weeks/days	<ul style="list-style-type: none"> <li>• Languages day</li> <li>• Harvest Festival</li> <li>• Residential</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• DT afternoon</li> <li>• Decorations</li> <li>• Children in Need</li> <li>• Carol service</li> <li>• Talent show</li> <li>• Pantomime</li> <li>• YR &amp; KS1 nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Art afternoon</li> <li>• Safer internet day</li> <li>• Dance Festival</li> </ul>	<ul style="list-style-type: none"> <li>• World book day</li> <li>• Daffodil tea</li> <li>• Inter-house music</li> <li>• Spring Music concert</li> <li>• Easter service</li> </ul>	<ul style="list-style-type: none"> <li>• DT Afternoon</li> <li>• Ascension day</li> </ul>	<ul style="list-style-type: none"> <li>• Big band day</li> <li>• Sports week</li> <li>• Production</li> <li>• Transition</li> <li>• Leaver's Service</li> </ul>