

Year 6 – Long-term plan 2022-2023

2022-2023	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>There's a Boy in the Girls' Bathroom by <i>Louis Sachar</i></p> <p>Paperman (video)</p> <ul style="list-style-type: none"> • <i>Diary entries</i> • <i>Letters</i> • <i>Scripts</i> • <i>Drama</i> • <i>Narratives</i> • <i>Persuasive texts</i> • <i>Balanced arguments</i> • <i>Poems</i> • <i>Reading skills</i> 	<p>Goodnight Mister Tom by <i>Michelle Magorian</i></p> <p>Rose Blanche by Christophe Gallaz and Roberto Innocenti</p> <p>Beyond the Lines (video)</p> <p>Remembrance Day service poetry</p> <ul style="list-style-type: none"> • <i>Diary entries</i> • <i>Letters</i> • <i>Descriptions</i> • <i>Newspaper reports</i> • <i>Poems</i> • <i>Non-chronological reports</i> • <i>Reading skills</i> 	<p>Coraline by <i>Neil Gaiman</i></p> <p>Dreammaker (video)</p> <ul style="list-style-type: none"> • <i>Descriptions</i> • <i>Narratives</i> • <i>Explanations</i> • <i>Instructions</i> • <i>Poems</i> • <i>Book/film reviews</i> • <i>Reading skills</i> 	<p>Time travelling in literature</p> <p>Authors from Shakespeare to Tom Fletcher</p> <ul style="list-style-type: none"> • <i>Drama</i> • <i>Descriptions</i> • <i>Explanations</i> • <i>Narratives</i> • <i>Newspaper reports</i> • <i>Poems</i> • <i>Balanced arguments</i> • <i>Persuasive texts</i> • <i>Reading skills</i> 	<p>Varmints by <i>Helen Ward</i></p> <ul style="list-style-type: none"> • <i>Descriptions</i> • <i>Persuasive texts</i> • <i>Balanced arguments</i> • <i>Newspaper reports</i> • <i>Letters</i> • <i>Narratives</i> • <i>Poems</i> • <i>Reading skills</i> 	<p>From Book to Film – Content to be decided by the class</p> <ul style="list-style-type: none"> • <i>Scripts</i> • <i>Narratives</i> • <i>Balanced arguments</i> • <i>Persuasive texts</i> • <i>Descriptions</i> • <i>Reading skills</i>
Maths	<p>Number</p> <ul style="list-style-type: none"> • Place Value • Addition • Subtraction • Multiplication • Division 	<p>Number</p> <ul style="list-style-type: none"> • Fractions <p>Geometry</p> <ul style="list-style-type: none"> • Position and Direction 	<p>Number</p> <ul style="list-style-type: none"> • Decimals • Percentages • Algebra 	<p>Measurement</p> <ul style="list-style-type: none"> • Converting Units • Perimeter • Area • Volume <p>Number</p>	<p>Geometry</p> <ul style="list-style-type: none"> • Properties of Shape <p>Consolidation of SATs preparation</p>	<p>Consolidation</p> <p>Investigations</p> <p>Preparations for KS3</p>

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

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

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

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

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

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