

Year 6 – Long-term plan 2023-2024

2023 - 2024	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</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 Michelle Magorian</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 Neil Gaiman</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 Helen Ward</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 	<p>Number</p> <ul style="list-style-type: none"> • Fractions <p>Geometry</p>	<p>Number</p> <ul style="list-style-type: none"> • Decimals • Percentages • Algebra 	<p>Measurement</p> <ul style="list-style-type: none"> • Converting Units • Perimeter 	<p>Geometry</p> <ul style="list-style-type: none"> • Properties of Shape 	<p>Consolidation</p> <p>Investigations</p>

	<ul style="list-style-type: none"> • Multiplication • Division 	<ul style="list-style-type: none"> • Position and Direction 		<ul style="list-style-type: none"> • Area • Volume <p>Number</p> <ul style="list-style-type: none"> • Ratio • Statistics 	Consolidation of SATs preparation	Preparations for KS3
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • How living things change • Fossils • Offspring and DNA • Adaptation 	<p>Light</p> <ul style="list-style-type: none"> • Travels in straight lines • How we see • Shadows 	<p>Electricity</p> <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 	<p>Animals, including humans</p> <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 	<p>Living things and their habitats</p> <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 	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Enquiring, investigating, experimenting • Planning, recording, measuring • Refuting, arguing, persuading
<p>Computing</p> <p>Online safety is included in every unit</p>	<p>Computing skills and presentation</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Select, use and combine a variety of software to accomplish given goals: 	<p>Data and Information</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software to accomplish given goals: collecting, analysing, evaluating and present data 	<p>Animation</p> <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, 	<p>Programming</p> <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 	<p>Programming</p> <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 	<p>3D Modelling</p> <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

	collecting, analysing, evaluating and present data and information	and information	analytically to solve problems	some simple algorithms work	some simple algorithms work	
History	Significant People: Links to Science <ul style="list-style-type: none"> Charles Darwin Mary Anning A study of an aspect or theme in British history that extends pupils' chronology beyond 1066 	Second World War <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronology knowledge beyond 1066 	Second World War <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronology knowledge beyond 1066 	Maya People <ul style="list-style-type: none"> An overview of where and when the first civilisations appeared A non-European society that provides contrasts with British History 	Maya People <ul style="list-style-type: none"> An overview of where and when the first civilisations appeared A non-European society that provides contrasts with British History 	Significant people: Links to Kent <ul style="list-style-type: none"> A depth study linked to the British areas of study – local
Geography	Locational Knowledge South America (key countries and major cities) <ul style="list-style-type: none"> Place knowledge – understanding geographical similarities and differences through the 	European countries - linked to History <ul style="list-style-type: none"> Knowledge and understanding beyond the local area to include Europe Locate the world's countries, using maps to 	Local Study – sustainability – contrast with Mesoamerica <ul style="list-style-type: none"> Understanding geographical similarities and differences through studying the human and physical 	Biomes <ul style="list-style-type: none"> Physical Geography Climate zones Biomes Vegetation belts 	Coasts: Dover or Folkestone <ul style="list-style-type: none"> Key topographical features including coasts and rivers 	

	study of human and physical geography <ul style="list-style-type: none"> • Map work • Grid references (6-figure) 	focus on Europe	geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country			
PE	Football and Swimming <ul style="list-style-type: none"> • Play competitive games • Apply basic principles suitable for attacking and defending • Swim competently and confidently over a distance of at least 25 metres • Take part in outdoor and adventurous activity challenges both individually 	Basketball and Swimming <ul style="list-style-type: none"> • Use running, jumping, throwing and catching • Apply basic principles suitable for attacking and defending • Use a range of strokes effectively 	Badminton and Dance <ul style="list-style-type: none"> • Play competitive games • Perform dances using a range of movement patterns • Compare performances with previous ones and demonstrate improvement 	Gymnastics and Multi skills <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare performances with previous ones and demonstrate improvement • Take part in outdoor and adventurous activity challenges both individually and within a team 	Hockey and Cricket <ul style="list-style-type: none"> • Play competitive games • Apply basic principles suitable for attacking and defending • Perform safe self-rescue in different water-based situations 	Swimming and Athletics <ul style="list-style-type: none"> • Play competitive games • Develop flexibility, strength, technique, control and balance

	and within a team (residential trip)					
Music	<p>Composition, listening and Playing</p> <p>Use body percussion, hand drumming patterns and chords and arpeggios using the calypso rhythm. Listening: <i>Calypso solèy levé</i> by Lily May, <i>Under the sea</i> by Howard Ashman and Alan Menken, <i>Emmanuel Road</i> (trad. Jamaican), <i>Will you be there</i> by Michael Jackson</p>	<p>Singing, composing and playing</p> <p>Keep the Home Fires Burning. Sing as a group. Compose a a fanfare. Combine singing and playing for a performance.</p>	<p>Composition, listening and playing</p> <p>Listening: Carnival tabanca by Bunji Garlin, ‘Will you be there’ (theme from Free Willy) by Michael Jackson. Playing: learning to play the accompaniments and melodies 1 and 2 Composition: improvising on the G major pentatonic</p>	<p>Listening, Singing and playing</p> <p>‘You to me are everything’ by The Real Thing – British soul music. Listening: Review of Evolution of Music. Variations on Twinkle Twinkle Little Star K. 265—Mozart Inter House Music competition</p>	<p>Singing, playing and performing</p> <p>Using the song ‘Nobody Knows’ by The Lumineers from the film Pete’s Dragon. Learn the melody, two harmonies and the accompaniment. Perform together as a class</p>	<p>Composition: Leaver’s songs</p> <p>Using the sing ‘Nobody Knows’ by The Lumineers compose a leaver’s song with a chorus and verses.</p>
Art & Design	<p><u>Art</u> Drawing Skills</p> <ul style="list-style-type: none"> • Create sketch books to record observations 	<p><u>Art</u> WWII Artists</p> <ul style="list-style-type: none"> • Improve mastery drawing (pencil, chalk and charcoal) 	<p><u>Art</u> Animation</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including 	<p><u>Art</u> Time travelling in Art</p> <ul style="list-style-type: none"> • Learn about great artists, architects and 	<p><u>Art</u> Painting</p> <ul style="list-style-type: none"> • Improve their mastery of techniques including painting 	<p><u>Art</u> Printing</p> <ul style="list-style-type: none"> • Use a range of materials, with creativity, experimentation and increasing

	<ul style="list-style-type: none"> Improve drawing skills 	<ul style="list-style-type: none"> Artists and designers (Henry Moore, LS Lowry, William Paterson) 	<p>drawing, painting and sculpture</p> <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 	<p>designers in history</p> <ul style="list-style-type: none"> Record observations in sketchbooks 	<ul style="list-style-type: none"> Record observations in sketchbooks 	<p>aware of different kinds of art, craft and design</p>
D&T		<p><u>DT</u> Anderson shelters and Stick Reindeer</p> <ul style="list-style-type: none"> Design, make and evaluate 		<p><u>DT</u> Architecture</p> <ul style="list-style-type: none"> Design, make and evaluate 	<p><u>DT</u> Habitats</p> <ul style="list-style-type: none"> Design, make and evaluate 	<p><u>DT</u> Barham Bake off</p> <ul style="list-style-type: none"> Understand healthy and varied diet Prepare and cook predominantly savoury dishes using a range of techniques <p>Theme Park Project</p> <ul style="list-style-type: none"> Design, make and evaluate
RE	<p>CREATION Creation and science: conflicting</p>	<p>GOSPEL What would Jesus do?</p>	<p>HUMANISM What is Humanism?</p>	<p>JUDAISM</p>	<p>UNIVERSAL</p>	<p>KINGDOM OF GOD What kind of king is Jesus?</p>

	or complementary? in the wider context of 'Big Questions'			What does it mean to be Jewish in Britain today?	What can be done to reduce racism? Can religion help?	
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 <ul style="list-style-type: none"> Sense of belonging Welcoming others into your life Being healthy 	Let's Celebrate! <ul style="list-style-type: none"> Similarities and differences Friendships and conflict Concept of normality 	Hopes and Dreams <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 	Healthy Me <ul style="list-style-type: none"> Emotional health Mental health 	Who Am I? <ul style="list-style-type: none"> Building respectful relationships with the self and family 	All Change <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
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