

Year 6 – Long-term plan 2025-2026

| 2053 - 2026 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| English | <p>There's a Boy in the Girls' Bathroom by Louis Sachar</p> <p>Paperman (video)</p> <ul style="list-style-type: none"> Diary entries Letters Scripts Drama Narratives Persuasive texts Balanced arguments Poems Reading skills | <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"> Diary entries Letters Descriptions Newspaper reports Poems Non-chronological reports Reading skills | <p>The Journey by Francesca Sanna</p> <p>Dreammaker (video)</p> <ul style="list-style-type: none"> Descriptions Narratives Explanations Instructions Poems Book/film reviews Reading skills | <p>Time travelling in literature: Authors from Shakespeare to Tom Fletcher</p> <ul style="list-style-type: none"> Drama Descriptions Explanations Narratives Newspaper reports Poems Balanced arguments Persuasive texts Reading skills | <p>Varmints by Helen Ward</p> <ul style="list-style-type: none"> Descriptions Persuasive texts Balanced arguments Newspaper reports Letters Narratives Poems Reading skills | <p>Wild by Emily Hughes</p> <ul style="list-style-type: none"> Explore a high quality picture book Engage with illustrations Explore how to use drawing as an approach to enhance writing Explore process that an author/illustrator goes through Create a picture book <p>From Book to Film – Content to be decided by the class</p> <ul style="list-style-type: none"> Scripts Narratives Balanced arguments Persuasive texts Descriptions Reading skills |
| Maths | <p>Number</p> <ul style="list-style-type: none"> Place Value | <p>Number</p> <ul style="list-style-type: none"> Fractions | <p>Number</p> <ul style="list-style-type: none"> Decimals | Measurement | Geometry | Consolidation |

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| | <ul style="list-style-type: none"> Addition Subtraction Multiplication Division | Geometry <ul style="list-style-type: none"> Position and Direction | <ul style="list-style-type: none"> Percentages Algebra | <ul style="list-style-type: none"> Converting Units Perimeter Area Volume Number <ul style="list-style-type: none"> Ratio Statistics | <ul style="list-style-type: none"> Properties of Shape Consolidation of SATs preparation | Investigations Preparations for KS3 |
| 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 |
| RE | CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions' | GOSPEL What would Jesus do? | HUMANISM What is Humanism? | JUDAISM Why is the Torah so important to Jewish people? | KINGDOM OF GOD What kind of king is Jesus? | UNIVERSAL Why do some people believe in God and some not? How does faith help people when life gets hard? |
| Computing | Digital Foundations | Creating Media | Animation | Programming | Programming | 3D Modelling |

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| Online safety is included in every unit | <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 | <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 | <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 | <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 | <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 | <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 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 | European countries - linked to History | Local Study – sustainability – | Biomes | Coasts: Dover or Folkestone | |

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| | South America (key countries and major cities) <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) | <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 | contrast with Mesoamerica <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 | <ul style="list-style-type: none"> Physical Geography Climate zones Biomes Vegetation belts | <ul style="list-style-type: none"> Key topographical features including coasts and rivers | |
| 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 | 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 | 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 |

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| | of at least 25 metres <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team (residential trip) | | | <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team | | |
| Music | Composition, listening and Playing 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 | Singing, composing and playing Keep the Home Fires Burning. Sing as a group. Compose a a fanfare. Combine singing and playing for a performance. | Composition, listening and playing 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 | Listening, Singing and playing '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 | Singing, playing and performing Learn the melody, two harmonies and the accompaniment. Perform together as a class | Composition: Leaver's songs Compose a leaver's song with a chorus and verses. |
| Art & Design | <u>Art</u> | <u>Art</u> | <u>Art</u> | | | |

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| | South American Art <ul style="list-style-type: none"> Create sketch books to record observations Sculpt, make, draw collage and print in the style of South American artists | This is Me <ul style="list-style-type: none"> Improve drawing skills Understand the work of portraiture Explore relevant artists | Painting <ul style="list-style-type: none"> Improve their mastery of techniques including painting Record observations in sketchbooks | | Art 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> Structures: Playground | | <u>DT</u> Cooking and nutrition: Come dine with me | | <u>DT</u> Textiles: Waistcoats and banner |
| 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 | <ul style="list-style-type: none"> Introduction Family and relationships | <ul style="list-style-type: none"> Health and wellbeing (pt1) | <ul style="list-style-type: none"> Health and wellbeing (pt2) Economic Wellbeing (pt1) | <ul style="list-style-type: none"> Economic Wellbeing (pt2) Citizenship (pt1) | <ul style="list-style-type: none"> Citizenship (pt2) Safety and the changing body (pt1) | <ul style="list-style-type: none"> Safety and the changing body (pt2) Identity Transition |

