

Lionel Walden Primary School: Long Term Plan – Year 6

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values	Kindness, Thoughtfulness, Respect, Resilience	Curiosity, Courage, Teamwork	Ready, Respectful and Safe			
	Wider Experience	Harvest Food Bank Appeal	Church Carol Concert Remembrance Day	Cambridge Museum of Zoology Internet Safety Week Anti-Bullying Week Healthy Week	World Book Day Science Week	Year 6 Residential to Caythorpe Court Bikeability – Road Safety International Week Kings Coronation	Secondary Transition Life Education Bus
	PSHE/RSE		My Emotions	Citizenship: Working Together	Healthy and Safer Lifestyles: Drug Education		Relationship & Sex Education
Languages	English Key Texts	The Arrival by Shaun Tan (Narrative) Letters from the Lighthouse by Emma Carroll (Non-fiction: recount)	Paperman by Disney (Narrative) Hansel and Gretel by Neil Gaiman (Narrative)	Hatshepsut Egypt by Kate Pankhurst (Non-fiction: biography) Kensuke's Kingdom by Michael Morpurgo (Narrative: adventure)	Moth by Isabel Thomas (Poetry: Narrative poem) The Origin of Species by Sabina Radeva (Non-fiction: non-chronological report)	Varmints by Marc Craste (Narrative) Greta by Greta Thunberg (Non-fiction: speech)	Everest by Sangma Francis and Lisk Feng (Non-chronological report) A Monster Calls by Patrick Ness (Narrative: horror)
	Writing Outcomes	Writing to entertain: Narrative Writing to inform: Non-fiction recount	Writing to entertain: Narrative	Writing to entertain: Narrative Writing to inform: Non-fiction biography	Writing to entertain: Narrative poem Writing to inform: non-chronological report	Writing to entertain: Narrative Writing to inform: speech	Writing to entertain: Narrative horror genre Writing to inform: non-chronological report
	MFL - French	At school - À L'École Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.	Regular verbs Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	World War II Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside	The Weekend Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	My place in the world – Moi dans le monde About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).	
STEM	Maths	Place Value within 10,000,000 Four Operations	Fractions Position and direction	Decimals Percentages Algebra	Measurement (Conversion of units) Measurement (Perimeter, area and volume) Ratio and proportion	Geometry (properties of shape) Statistics	Consolidation and preparations for KS3

	Science	<p>Light (Physics) – How does light allow us to see?</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>Electricity (Physics) – Can we vary the effects of electricity?</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Evolution and Inheritance (Biology) – What is evolution, how does it happen and how do scientists know?</p> <p>Know about evolution and can explain what it is</p> <p>Know how fossils can be used to find out about the past</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>Living Things and Their Habitats (Biology) – In what ways can we sort living things?</p> <p>Classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Animals, Including Humans (Biology) – How do our choices affect how our bodies work?</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
	DT		Create an Anderson shelter (understand and use electrical systems in their products)			Structures: Earthquakes
		Computing	Staying Safe Online. Using search engines to research			The future of technology – how technology facilitates communication
Humanities	Geography	<p>Europe (comparisons to Europe in WWII)</p> <p>Place knowledge:</p> <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Locational knowledge:</p> <ul style="list-style-type: none">locate the world’s countries, using maps to focus on Europe (including the location of Russia)		<p>Settlement, Trade and Land Use: Ancient Egypt</p> <p>Human and physical geography:</p> <ul style="list-style-type: none">human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Mountains, volcanoes and earthquakes</p> <p>Human and physical geography- describe and understand key aspects of:</p> <ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
	History	<p>World War II</p> <p>NC Obj: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>		<p>Ancient Egypt</p> <p>NC Obj: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		
	RE	Christianity: Who do people say Jesus is?		Buddhism: What does it mean to be enlightened?	Humanism: Do people need to believe in a god to be a good person?	
		<p>By the end of year 6 children should be able to learn about religion and belief by:</p> <ul style="list-style-type: none">Making connections between different belief and practices of all religions.Making links and compare stories, beliefs and practices from different religions including differences and similarities.Understand and evaluate the diversity of belief in different religions, nationally and globally.Articulate and apply the different responses to ethical questions from a range of different religions <p>and to learn from religion and belief:</p> <ul style="list-style-type: none">Reflecting and responding to the significance of meaning behind different beliefs and practices.Responding thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.Expressing views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.Discussing and apply their own and others’ ideas about ethical questions and to express their own ideas clearly in response.				

Creative Arts	Art & Design	North American artists		Observational drawing: Ancient Egyptian artefacts Clay canopic jars Modroc sarcophagus		Sculpture: Volcanoes	
	Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay
Sports	PE & Games	Outdoor and Adventurous Activities Netball	Yoga Tag Rugby	Hockey Gymnastics	Archery Tri-Golf	Swimming Athletics	Rounders Tennis