

Lionel Walden Primary School: Long Term Plan – Year 6 – 2025/26

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values and Learning Behaviours	Ready, Respectful and Safe	Kindness	Dream Big	Staying Positive	Managing Change	Healthy Lifestyles
	Wider Experience	Harvest Food Bank Appeal National Poetry Day Caythorpe Court Residential	Church Carol Concert Remembrance Day Anti-Bullying Week	Internet Safety Week RE Day	World Book Day Science Week Shakespeare Week	International Week	Healthy Week Transition Events
	PSHE/RSE Y6	Citizenship Rights, Rules & Responsibilities What are the conventions of courtesy & manners and how do these vary? RR How does my behaviour online affect others and how can I show respect? IS/RR Why is it important to keep my personal information private, especially online? IS How can I contribute to making and changing rules in school? How else can I make a difference in school? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? How do I take part in debate, respectfully listening to other people's views? RR	Myself & My Relationships Anti-bullying Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? How do people use technology & social media to bully others and how can I help others to prevent and manage this? What do all types of bullying have in common? Might different groups experience bullying in different ways? How can people's personal circumstances affect their experiences? How does prejudice sometimes lead people to bully others? Can I respond assertively to bullying, online and offline? How might bullying affect people's mental wellbeing and behaviour? How and why might peers become colluders or supporters in bullying situations? Can I identify ways of preventing bullying in school and the wider community?	Healthy & Safer Lifestyles Personal Safety How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or trusted friend? How can I seek help or advice from someone on my network of support and when should I review my network? How could I report concerns of abuse or neglect? Can I identify appropriate & inappropriate or unsafe physical contact? How do I judge when it is not right to keep a secret and what action could I take? How can I recognise risks online and report concerns? What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?	Economic Wellbeing Financial Capability What different ways are there to gain money? What sort of things do adults need to pay for? How can I afford the things I want or need? How can I make sure I get 'value for money'? Why don't people get all the money they earn? How is money used to benefit the community or the wider world? What is poverty?	Myself & My Relationships Managing Change What positive and negative changes might people experience? How do people's emotions evolve over time as they experience loss and change? How can I manage the changing influences and pressures on my friendships and relationships? What different strategies do people use to manage feelings linked to loss and change and how can I help? How might people whose families change feel? When might change lead to positive outcomes for people? What positive and negative changes have I experienced and how have these experiences affected me? What strategies will help me to thrive when I move to my next school?	Healthy & Safer Lifestyles Relationships & Sex Education What are different ways babies are conceived and born? (Sex Education) What effect might puberty have on people's feelings and emotions? How can my words or actions affect how others feel, and what are my responsibilities? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like? Healthy & Safer Lifestyles Personal Safety How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or trusted friend? How can I seek help or advice from someone on my network of support and when should I review my network? How could I report concerns of abuse or neglect? Can I identify appropriate & inappropriate or unsafe physical contact? How do I judge when it is not right to keep a secret and what action could I take? How can I recognise risks online and report concerns? What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?
Languages	English Key Texts	Hansel and Gretel by Neil Gaiman (Narrative) Paperman (Narrative)	Letters from the Lighthouse by Emma Carroll (Recount) Letters from the frontline WWII	Hatshepsut Egypt by Kate Pankhurst (Biography) Tutankhamun (Biography)	Moth by Isabel Thomas (Poetry: Narrative poem) Narrative poems based on evolution and inheritance	Greta by Greta Thunburg (Speech) Pet Peeves (Blog)	Everest by Sangma Francis and Lisk Feng (Non-chronological report)
	Writing Outcomes	Writing to entertain: Narrative	Writing to inform: Non-fiction recount	Writing to inform: Non-fiction biography	Writing to entertain: Narrative poem	Writing to persuade: persuasive speech Writing to discuss: blog	Writing to inform: non-chronological report
	MFL - French	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	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.	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.	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	Light (Physics) – How does light allow us to see? Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	Electricity (Physics) – Can we vary the effects of electricity? Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.	Evolution and Inheritance (Biology) – What is evolution, how does it happen and how do scientists know? Know about evolution and can explain what it is Know how fossils can be used to find out about the past Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		Living Things and Their Habitats (Biology) – In what ways can we sort living things? Classify living things into broad groups according to observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics	Animals, Including Humans (Biology) – How do our choices affect how our bodies work? Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	
	DT	<u>Super Seasonal Cooking</u> -Taste and evaluate seasonal foods -Explain the importance of protein as a proportion of a healthy varied diet -Explain how to correctly store and handle meat and fish -Prepare, cook and evaluate a healthy seasonal meal.		<u>Marvellous Structures</u> -Investigate free standing structures -Use a wide range of tools and equipment to perform practical tasks accurately -Develop a range of practical skills to create bends -Select from and use materials and components to make a marble run.		<u>Programming Adventures</u> -Program and control floor robots -Generate and develop ideas through discussion -Research a range of materials -Plan an adventure map -Use appropriate materials based on research.		
	Computing & Online Safety	Online safety will cover aspects of: <ul style="list-style-type: none">Health, Wellbeing and LifestylesOnline RelationshipsSelf-Image and Identity		Online safety will cover aspects of: <ul style="list-style-type: none">Online BullyingOnline Reputation		Online safety will cover aspects of: <ul style="list-style-type: none">Managing Online InformationCopyright and OwnershipPrivacy and Security		
Humanities	Geography	United Kingdom * (<i>fieldwork opportunity</i>) Compare and contrast the different countries of the UK Identify where I live in the UK and locate the UK’s major cities Identify physical characteristics of the UK Understand how people have affected the United Kingdom’s landscape Describe and explain the sorts of industries in which people in the UK work Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy		Local area and region – Upper KS2 * (<i>Integrates fieldwork</i>) To locate the region and local area in relation to other places - maps, google maps, locate Doddington and key locations To use an aerial image to describe the key physical and human features of the region and local area To understand local, regional, national and international links to the local area – road and rail links, agriculture, new housing, reservoir, local plan for Doddington To identify the principal features of a region within the UK - Fens is unique (history of drainage and peat soil) Link to eels work in Y5 To locate key sites on a regional map To use scale on a map to measure approximate distances - OS map plan and mark a route round the village to take in key landmarks To use distance and compass points to identify the approximate location of a place				
	History	The World Wars NC Obj: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Children will: <ul style="list-style-type: none">Learn about the main causes of World War I.Learn about the daily life of soldiers in World War I.Understand the impact of World War I on British civilians.Explore the technological advancements during World War I.Understand the impact of World War I on British civilianLearn about the key causes of World War II.Understand what the Blitz was and its impact on British civilians.Explore technological advancements during World War II.The Role of Women in World War IILearn how World War II ended and its impact on Britain.		Ancient Egypt NC Obj: the achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt Understand the geographical location of Ancient Egypt and the importance of the Nile River in the development of the civilisation. Identify and describe the structure of Egyptian society, including the roles of the Pharaoh, priests, scribes, and common people. Explore the role of the Pharaoh in Ancient Egypt, focusing on significant rulers such as Tutankhamun and Cleopatra. Understand Ancient Egyptian beliefs about the afterlife, and describe the process and significance of mummification. Investigate the construction, purpose, and significance of pyramids and other famous monuments, such as the Great Sphinx and temples. Identify key gods and goddesses in Ancient Egyptian religion, and explain their roles and importance in everyday life and religious practices. Examine what daily life was like for different groups in Ancient Egypt, including their homes, clothing, food, and education. Learn about the development of hieroglyphics and their role in communication and record-keeping, including writing a short message in hieroglyphs. Analyse the economy of Ancient Egypt, including its trade networks, agriculture, and use of the Nile for transportation and commerce. Explore Ancient Egyptian advancements in science, medicine, mathematics, and their contributions to later civilizations. Learn about key archaeological discoveries, such as the Rosetta Stone and the discovery of Tutankhamun's tomb, and their impact on our understanding of Ancient Egypt.				

			Evaluate the long-lasting influence of Ancient Egypt on modern society, including art, architecture, and culture.				
	RE	How should we treat each other?		Christian Bible - Explore the new Testament teaching on living a Christian life e.g. The fruits of the Spirit in Galatians 5 and I Corinthians 13 on love and consider the relevance for today’s world.		Humanism- Do you need to believe in a god to have human moral values? <ul style="list-style-type: none">Children explore what it means to be human.They reflect on and explore different beliefs and religionChildren explore the concept of right and wrong and who tells you that it is soThey explore the big question of what happens when you die? What do they believe? What does Hinduism and Buddhism say? People of Faith Courage and Commitment – Use examples of real living humans from different faiths. E.g. Bear Grylls, Mo Farrah.	
		Begin to understand and compare ideas of how we should treat and look after the people around us The ten commandments come from the Torah People who believe in Humanism have a golden rule 'Treat other people as you'd want to be treated in their situation’ Other religions have rules about how we should treat each other. Christianity: Who do people say Jesus is?		Holy Qur’an – Understand why Muslims show respect for the Quran and its significance as a guide today in their lives.			
		By the end of year 6 children should be able to learn about religion and belief by: <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 and to learn from religion and belief: <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		L.S .Lowry “WWII” Oil/acrylic paint	Friedensreich Hundertwasser “Landscapes” Water colour, oil/acrylic paint		Romare Bearden “Memories” Oil/acrylic paint	
	Music	Sing Up: Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Sing up: Shadows Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music.	Charanga A: Happy To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs: What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity	Sing Up: Ain’t Gonna Let Nobody Improvise over the chords C minor and G7. Sing accurately in three parts. Play chords on tuned percussion, ukulele, keyboard, or apps. Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.	Charanga A: Classroom Jazz 2 To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs: What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity	Sing Up: Race! Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure their ideas into a full soundtrack.
Sports	PE & Games	Rugbykids Swimming	Yoga Tag Rugby	Hockey Gymnastics	Archery Tri-Golf	Swimming Athletics	Rounders Tennis