



St Michael with St Thomas CE Primary School

Year 6 Long Term Plan 2021 -2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	Text(s)	Text(s)	Text(s)	Text(s)	Text(s)	Text(s)
	<p>The Boy at the Back of the Class</p> <p>FBV link to democracy</p> <p>RRSA – Right to an education, Rights for children seeking refuge and Right to family reunification.</p>	<p style="text-align: center;">Once</p> <p>FBV link to mutual respect and tolerance.</p> <p>RRSA – Rights to practice their religion.</p>	<p>Titanic film clips/Titanic poem (Valerie Dohren)</p> <p style="text-align: center;">FBV link to Rule of Law.</p>		<p>The Hunger Games</p> <p style="text-align: center;">FBV Democracy</p>	<p style="text-align: center;">Holes</p> <p>RRSA – Article 32 Child labour.</p>
	Genres	Genres	Genres	Genres	Genres	Genres
	Narrative (description, retell from different perspectives, recount, diary, letter)	Narrative (description, retell from different perspectives, diary) Sequel Persuasive writing	<p>Non-chronological report</p> <p>Historical story</p> <p>Balanced argument</p> <p>Diary</p> <p>Descriptive writing</p> <p>Newspaper article/magazine</p>		<p>Persuasive speech</p> <p>Recount</p> <p>Narrative</p> <p>Monologue</p>	<p>Leaflet/brochure</p> <p>Informal letter</p> <p>Diary</p>
MATHS	<p>During this half term we focus on place value, multiplication facts and multiplication and division.</p>	<p>During this half term we will learn about area, perimeter, converting units of measure and addition and subtraction.</p>	<p>During this half term we learn about fractions, decimals and percentages. We will be simplifying, comparing, adding, subtracting, multiplying and dividing fractions. We will be finding, ordering and comparing decimals and percentages.</p>	<p>During this half term we will learn ratio and proportion, statistics and geometry.</p>	<p>During this half term we will learn about geometry, algebra and multi-step problems in all contexts.</p>	<p>During this half term we will focus on algebra, properties of number and consolidate previous learning.</p>
Subjects taught discretely throughout the year:						



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SCIENCE	<u>Living things and habitats: classification</u>	<u>Evolution and Inheritance</u>	<u>Electricity</u>	<u>Light</u>	<u>Animals including humans</u>	
	We will cover how living things are classified into broad groups according to common observable characteristics.	We will learn how animals adapt and survive and about the significance of fossils.	During this topic, we will discover how battery voltage can affect component output and the correct electrical symbols.	During this topic, we will learn how light travels and how shadows are formed.	We will cover the main parts of the human circulatory system and the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	
PSHE & RSE	Throughout the year, we will use our Jigsaw PSHE materials to study the following topics:					
	<u>Being me in my world:</u> <ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children’s universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role modelling <p style="color: red; font-size: small;">FBV link to individual liberty and rule of law</p>	<u>Celebrating difference:</u> <ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy <p style="color: red; font-size: small;">FBV link to individual liberty.</p> <p style="color: red; font-size: small;">FBV link to mutual respect and tolerance.</p>	<u>Dreams and goals:</u> <ul style="list-style-type: none"> • Personal learning goals, in and outside of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<u>Healthy me:</u> <ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including ‘county lines’ and gang culture • Emotional and mental health • Managing stress 	<u>Relationships:</u> <ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings Power and control • Assertiveness • Technology safety • Take responsibility with technology use <p style="color: red; font-size: small;">FBV link to mutual respect and tolerance.</p>	<u>Changing me:</u> <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Transition



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	RRSA – Protect children from child labour					
PE	<u>Games</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Athletics</u>	<u>Orienteering</u>	<u>Games (striking and fielding/net and wall)</u>
	<u>Football</u>	<u>Dodgeball</u>	<u>Lacrosse</u>	<u>Basketball</u>	<u>Netball</u>	<u>Rounders & Cricket</u>
RE	We follow the Blackburn scheme of work to study the following topics throughout the year:					
	Unit: 6.1 Life as a Journey and Pilgrimage	Unit 6.2 How do Christians prepare for Christmas?	Unit: 6.3 Why is the Exodus such a significant event in Jewish and Christian history?	Unit 6.4: Who was Jesus? Who is Jesus? Unit 6.5: Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?	Unit: 6.6 Ideas about God	Unit: 6.7 People of faith How does having faith affect a believer's lifestyle
	The aim of this unit is to: <ul style="list-style-type: none"> • give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. • enable pupils to begin to 	The aim of this unit is to: <ul style="list-style-type: none"> • delve deeper into the themes of the season of Advent. • introduce pupils to the Christian belief that Jesus will return (the second coming). 	The aim of this unit is to: <ul style="list-style-type: none"> • give pupils a greater understanding of the significance of the Exodus and Passover. • introduce pupils to the links between Christianity and Judaism. 	The aim of this unit is to: <ul style="list-style-type: none"> • allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views 	The aim of this unit is to: <ul style="list-style-type: none"> • further the children's understanding of the nature of God, His characteristics and His relationship with people. 	The aim of this unit is to: <ul style="list-style-type: none"> • explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. • discuss that Christian people are called to build God's

RRSA – freedom of belief and religion.



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	understand the concept of undertaking a religious pilgrimage.			of others in the past and today. The aim of this unit is to: <ul style="list-style-type: none"> delve deeper into the meaning and impact of these events. 		kingdom here on earth.
COMPUTING	<u>Communication</u>	<u>Variables in games</u>	<u>3D Modelling</u>	<u>Spreadsheets</u>	<u>Sensing</u>	<u>Web page creation</u>
	Health, well-being and lifestyle Online relationships Online reputation Managing online information Online bullying Privacy and Security	Health, well-being and lifestyle.	Copyright and ownership Privacy and security	Managing information online Privacy and Security	Health, well-being and lifestyle	Managing online information Copyright and ownership Health, well-being and lifestyle Privacy and Security
TOPICS	<u>Ancient Egypt</u>		<u>The Stone Age</u>		<u>Natural Disasters</u>	
HISTORY	<p>We will be exploring the following:</p> <p>What did the Ancient Egyptians teach us about building and preservation?</p> <p>What impact did they have on the ancient world?</p> <p>How interdependent was the ancient world?</p> <p>Is it right that we take the bodies of ancient people and exhibit them in museums?</p>		<p>We will be exploring the following:</p> <p>What impact did the shift from hunter gatherer to nomads and agricultural settlements have on our world?</p> <p>How do we know about the Stone Age people and how they lived?</p> <p>Why did Stone Age people make art and how?</p>			



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		FBV – Democracy and individual liberty.	How did Stone Age people come to be on the earth in the first place?	
GEOGRAPHY	<p>We will be exploring the following:</p> <p>Location knowledge – Egypt (and Cairo/Luxor/Valley of the Kings/The Nile).</p> <p>The importance of rivers to life in ancient times.</p>		<p>We will be exploring the following:</p> <p>Migration of pre-historic people.</p> <p>Locational knowledge – Lascaux, Skara Brae, Stonehenge, Castle Rigg.</p>	<p>We will be exploring the following:</p> <p>How does Geography impact on the way we live our lives?</p> <p>How do human beings harness nature (e.g. hot springs)? Interdependence.</p> <p>Why do human beings live in dangerous places?</p> <p>How do we cope with adversity?</p> <p>Does the planet pose more of a danger to humans or humans to the planet?</p> <p>RRSA – Right to a safe home</p>
ART	<u>Drawing</u>		<u>Painting</u>	<u>Textiles</u>
	<p>Still Life: I can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/ detail. · I can plan and complete extended sets of drawings in my sketchbook to plan a painting, print or sculpture. I can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/ designs.</p>		<p>Urban Landscape: I can create a range of different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers, saying which works well and why. I can show the effect of light and colour, texture and tone on natural and man-made objects. · I can use my sketchbook to collect and record visual information from different sources, as well as planning and collecting source material. · I can use my own style of painting and describe what this is.</p>	<p>Pop-up puppets: · I can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil. I can attach different elements using stitching – straight stitch, running or cross stitch. I can produce more complex patterns using different needles, with care and some accuracy. · I can select and use contrasting colours and textures in stitching and weaving. · I can dye fabrics and use tie-dye techniques to control and create a fabric image.</p>
DT		<u>Enterprise week</u>		<u>Fairground ride</u>
		<p>We will learn how to design, create and evaluate a gift, which will be sold at a fair.</p>		<p>We will learn how to plan, design, create and evaluate our own ride for a fair ground. We will learn how to strengthen, stiffen and reinforce more complex structures.</p>



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MUSIC	Cyclic Patterns: African Drumming	Reggae, Reggae Sauce: vocal harmony and accompaniments	Music in the media	Folk Song	Modal Jazz	3 Minute Musical
	<p>This unit develops the children’s ability to perform rhythmic patterns confidently and with a strong sense of pulse. They investigate and master rhythmic devices used in many drumming traditions. They play different stokes on percussion instruments to affect the dynamics and timbre as a means of adding variety to their rhythmic ideas. They invent and improvise layered and interlocking rhythmic patterns based upon the music they have studied in this unit.</p>	<p>This unit explores the realisation of vocal melodies, harmonies and accompaniments within the reggae musical tradition of the Caribbean. The children investigate the use of syncopation, its roots in African musical traditions and western harmonies and melodies alongside a understanding of the political and equality messages the music often contains. They will investigate how fragmented melodic ideas can be used as riffs and hooks. Children will create their own arrangements of the repertoire that will comprise different textural layers using rhythmic and melodic ostiniti</p>	<p>This unit aims to give the children the experience of being “film soundtrack composers” and explores the challenges of writing to a visual scripted brief. The children compose their own soundtrack to a film clip, learning how film composers use “Cue sheets” to create music to fit with visual cues and to reflect the mood, emotion, action and historical period of the chosen clip.</p>	<p>This unit explores the traditions of folk music from different countries and cultures. Children will learn a broad selection of songs alongside background information about the musical traditions and they countries they come from. They will utilise this repertoire to compose their own songs.</p>	<p>. This unit will build on skills in composition and improvisation whilst introducing the modal scales and harmonies used in jazz. Children will listen to, perform, improvise, and compose using a variety of modes (e.g., Dorian, Phrygian, Aeolian). They will learn how melodies and harmonies are created with modes and how they relate to major and minor tonalities.</p>	<p>This unit consolidates the students’ musical skills and knowledge to compose a three-minute musical. Children create a story or script and lyrics as appropriate and then compose a series of short songs/instrumental pieces that reflect the narrative. The children seek to solve problems and issues involved in staging a performance of the whole piece to an audience.</p>
SPECIAL EVENTS	Autumn disco	WW2 week Enterprise Week/Christmas Fair Anti-bullying Week Arts Week	Fun chef Valentine’s Disco	Internet Safety Day Local History Week	Stephen Lawrence Day	Summer Fair Sports Day
TRIPS/VISITS						Residential trip to London