



St Michael with St Thomas CE Primary School

Year 6 Long Term Plan 2022 -2023

	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>Romeo and Juliet</p> <p style="text-align: center;">FBV link to mutual respect and tolerance</p>
	Genres	Genres	Genres	Genres	Genres	Genres
	<p>Narrative (description, retell from different perspectives, recount, diary, letter)</p>	<p>Narrative (description, retell from different perspectives, diary)</p> <p>Sequel</p> <p>Persuasive writing</p>	<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>Play writing</p> <p>Graphic novel inspired narrative</p> <p>Monologue</p>
MATHS	<p>Integers and decimals</p> <p>Multiplication and decimals</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to ten million 	<p>Multiplication and Division</p> <p>Calculation Problems</p> <p>Missing angles and length</p> <ul style="list-style-type: none"> Identify and use properties of number, focusing on primes <ul style="list-style-type: none"> Multiply larger integers and decimal numbers 	<p style="text-align: center;">Fractions</p> <p>Percentages and statistics</p> <ul style="list-style-type: none"> Deepen understanding of equivalence Order, simplify and compare fractions, 	<p style="text-align: center;">Percentages and statistics</p> <p>Decimals and measures</p> <p>Proportion problems</p>	<p style="text-align: center;">Coordinates and shapes</p> <ul style="list-style-type: none"> Draw a range of geometric shapes using given dimensions and angles 	<p style="text-align: center;">Checkpoints transition</p>



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	<ul style="list-style-type: none"> • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction • Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies 	<p style="text-align: center;">using a range of strategies</p> <ul style="list-style-type: none"> • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies • Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values • Compare and classify a range of geometric shapes • Use angle facts to find unknown angles 	<p style="text-align: center;">including those greater than one</p> <ul style="list-style-type: none"> • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions • Represent multiplication involving fractions • Multiply two proper fractions • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalent of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts 	<ul style="list-style-type: none"> • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalent of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts • Use, read, write and convert between standard units of measure, length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles • Calculate, estimate and compare the volume of cuboids • Use fractions to express proportion 	<ul style="list-style-type: none"> • Describe, draw, translate and reflect shapes on a co-ordinate plane
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				<ul style="list-style-type: none"> Identify ration as a relationship between quantities and as a scale factor Unequal sharing involving ration 		
Subjects taught discretely throughout the year:						
SCIENCE	<u>Animals including humans</u>	<u>Living things and habitats: classification</u>	<u>Electricity</u>	<u>Light</u>	<u>Evolution and Inheritance</u>	
	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.	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 how living things are classified into broad groups according to common observable characteristics.	
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 	<u>Celebrating difference:</u> <ul style="list-style-type: none"> Perceptions of normality Understanding disability 	<u>Dreams and goals:</u> <ul style="list-style-type: none"> Personal learning goals, in and outside of school Success criteria Emotions in success 	<u>Healthy me:</u> <ul style="list-style-type: none"> Taking personal responsibility How substances affect the body 	<u>Relationships:</u> <ul style="list-style-type: none"> Mental health Identifying mental health worries and 	<u>Changing me:</u> <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth



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	<ul style="list-style-type: none"> 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;">FBV link to individual liberty and rule of law</p> <p style="color: red;">RRSA – Protect children from child labour</p>	<ul style="list-style-type: none"> Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <p style="color: red;">FBV link to individual liberty.</p> <p style="color: red;">FBV link to mutual respect and tolerance.</p>	<ul style="list-style-type: none"> Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<p>sources of support</p> <ul style="list-style-type: none"> Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <p style="color: red;">FBV link to mutual respect and tolerance.</p>	<ul style="list-style-type: none"> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition
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:					



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	<p>Unit: 6.1 Life as a Journey and Pilgrimage</p>	<p>Unit 6.2 How do Christians prepare for Christmas?</p>	<p>Unit: 6.3 Why is the Exodus such a significant event in Jewish and Christian history?</p>	<p>Unit 6.4: Who was Jesus? Who is Jesus?</p> <p>Unit 6.5: Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?</p>	<p>Unit: 6.6 Ideas about God</p>	<p>Unit: 6.7 People of faith How does having faith affect a believer's lifestyle</p>
	<p>The aim of this unit is to:</p> <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 understand the concept of undertaking a religious pilgrimage. 	<p>The aim of this unit is to:</p> <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). 	<p>The aim of this unit is to:</p> <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. <p style="color: red;">RRSA – freedom of belief and religion.</p>	<p>The aim of this unit is to:</p> <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 of others in the past and today. <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • delve deeper into the meaning and impact of these events. 	<p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • further the children's understanding of the nature of God, His characteristics and His relationship with people. 	<p>The aim of this unit is to:</p> <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 kingdom here on earth.



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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 style="color: red;">FBV – Democracy and individual liberty.</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> <p>How did Stone Age people come to be on the earth in the first place?</p>			
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>	



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				Why do human beings live in dangerous places? How do we cope with adversity? Does the planet pose more of a danger to humans or humans to the planet? RRSA – Right to a safe home		
ART	<u>Drawing</u>		<u>Painting</u>		<u>Textiles</u>	
	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.		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.		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.	
DT	<u>Enterprise week</u>			<u>Fairground ride</u>		
		We will learn how to design, create and evaluate a gift, which will be sold at a fair.		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.		
MUSIC	Cyclic Patterns: African Drumming	Reggae, Reggae Sauce: vocal harmony and accompaniments	Music in the media	Folk Song	Modal Jazz	3 Minute Musical
	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	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	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,	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	. 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	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



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	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.	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 ostinati	action and historical period of the chosen clip.	utilise this repertoire to compose their own songs.	(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.	involved in staging a performance of the whole piece to an audience.
SPECIAL EVENTS/ TRIPS/VISITS		WW2 week Enterprise Week/Christmas Fair Liverpool Museum – Egyptians trip				Summer Fair Sports Day Residential trip to London