

## LONG TERM PLAN - YEAR 6

Theme	Diversity	Values and Perception	Social Justice	Sustainable development	Interdependence	Aspirations
<b>Lead Question</b>	Can I appreciate different perspectives on Global issues?	Can I understand the power of the media?	Am I motivated to assist equality?	Can one person make a difference?	Do I understand that the world is a global community and what it means to be a global citizen?	How do I become the person I want to be?
EI	Be Respectful	Be Understanding	Be Compassionate	Be Responsible	Be Patient	Be Positive
<b>Genre</b>	Narrative - the Island Speech - gender equality	Historical Explanation Text Newspaper report - false advertising	Diary - wonder Biography - malala	Narrative - The last tree Persuasive writing on single use plastics	Graduation speech Historical explanation text	Poem - natural world Transition Text
<b>Reading</b>	Meaning of words in context  Retrieval  Inference	Retrieval  Inference  Text organisation	Retrieval  Inference  Summarise main ideas from more than one paragraph.	Meaning of words in context  Retrieval  Inference  Comparison	Prediction  Summarising  Inference	Meaning of words in context  Retrieval  Inference
<b>Writing/SPAG</b>	Sentence and phrase structures, cohesion, tense	<i>Cohesion, punctuation, sentence structure, tense</i>	<i>Clauses, punctuation, tense, cohesion,</i>	<i>Clause, punctuation, tense, sentence structures, word classes, grammar</i>	Clauses, punctuation, sentence structures	Clauses, punctuation, sentence structures
<b>Mathematics</b>	Place Value Rounding BODMAS Multiplication/ Division	Fractions Decimals Word problems	Percentages Word Problems Measurement	Measurement Ratio Algebra Geometry/Angles/3D Shapes Mean	Neg Numbers Geometry - Pos/Dir Statistics Roman Num Scale Factor Parts of a Circle Miles - Km	Word Problems Y6 Fluency Independent journal activities
<b>Science</b>	<b>ELECTRICITY</b>  (Connect with Global Issue of Electricity not available to all, Also in Term 1 to be close with year 4)  Alessandro Volta (Physicist who developed the electric battery)	<b>LIVING THINGS AND THEIR HABITATS</b> <i>Classification</i>  <i>Agnes Arber</i> <i>(Botanist and first woman to become a fellow of the Royal Society who studied aquatic flowering plants and monocots, a group of flowering plants)</i>	<b>EVOLUTION AND INHERITANCE</b>  (inherit genetics but we can choose to make everyone equals)  Scientists, Charles Darwin and Alfred Wallace Nettie Stevens (Geneticist who concluded that sex is inherited as a chromosomal factor and	<b>EARTH AND SPACE</b>  (Connect with Neil Armstrong - one person? Moved from Year 5 NC to build on Forces)  Scientists, Galileo Galilei, Ptolemy, Alhazen and Copernicus Margaret Hamilton (Computer Scientist who was responsible for the software that allowed	<b>ANIMALS INC HUMANS</b> Circulatory system, diet/lifestyle, water transported  (Impact of one's actions on self and others. Blood / bone marrow donors)  William Harvey (Doctor who discovered the nature of blood circulation and the function of the heart as a pump)	<b>CONSOLIDATION OF UPPER KS2</b>

			that males determine the gender of offspring)	astronauts Neil Armstrong and Buzz Aldrin to land on the Moon) Steven Hawking Katherine Johnson	Richard Doll (Doctor who proved the link between lung cancer and smoking)	
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<b>Lead Question</b>	Can I appreciate different perspectives on Global issues?	Can I understand the power of the media?	Am I motivated to assist equality?	Can one person make a difference?	<i>Do I understand that the world is a global community and what it means to be a global citizen?</i>	How do I become the person I want to be?
<b>EI</b>	Do I behave in a way that shows my values? Am I able to accept other for who they are? Do I take pride in all that I do?	Can I understand my feelings? Can I adjust my actions? Am I able to explain to others effectively?	Do I develop realistic self talk? Can I recognise when others require support? Do I recognise that learning takes time?	How can I make considered choices? Do my responses help others? Do I make informed choices about my learning?	Can I estimate how long things take? How do I show that I value other people's time? Do I understand the purpose of learning?	What is my greatest achievement this year? How do I consistently share positive messages with others? How would I like to be remembered as a learner?
<b>Computing</b>	Computing systems and networks – Communication	Creating media – 3D Modelling	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Programming B – Sensing
<b>Design Technology</b>	Food- Celebrating culture and seasonality			Electrical Systems - - More complex circuits and switches	Structures- Frame structures	
<b>Art and design</b>		Drawing	Painting			Collage

<b>History</b>	How has the role of women in society changed since 1066?		How did the Peterloo massacre impact on our local area?	How did the Peterloo massacre impact on our local area?		
<b>Geography</b>	Trade and economics		Our earth (River systems and processes)	A changing world	Our World (Time Zones)	Our Earth (Mountains and Volcanoes)
<b>Foreign Language</b>	Los Verbos Irregulares (Irregular verbs)	¿Qué tiempo hace? (The weather)	¿Tienes una mascota? (Pets)	Desayuno en el Café (At the café)	El Fin de Semana (Weekend)	La Comida Sana (Healthy Lifestyle)
<b>PE</b>	Football (Racism in Football) (Look at and explore barriers to Sports participation) (Gender inequality & perceptions in Sport)  Gymnastics - counter balance and counter tension	Tag Rugby  Dance	, Fitness  Gymnastics	Handball  Dance	Tennis  OAA	Athletics  Rounders
<b>RE</b>	<b>Strand: Living Christians, Muslims and non-religious people</b> U2.9 What can be done to reduce racism? Can religion help?  Links to the whole school theme and EI value <b>*New unit from the new framework 2022-23</b>	<b>Strand: Expressing Christians and Muslims</b> U2.4 If God is everywhere, why go to a place of worship?	<b>Strand: Expressing Christians, Muslims and non-religious people</b> U2.5 Is it better to express your beliefs through arts and architecture or in charity and generosity?	<b>Strand: Living Christians, Hindus, Muslims and Jewish people</b> U2.10 Green religion? How and why should religious communities do more to care for the Earth?  <b>*New unit from the new framework 2022-23</b>	<b>Strand: Living Christians and non religious-people</b> U2.7 What matters most to Christians and Humanists?	<b>Strand: Living Christians, Hindus and Muslims</b> U2.8 What is 'ahimsa' (harmlessness), 'Grace' and 'Ummah' (community) and what difference does it make to believe in them?

Music	Musical Revolutions (Theme: Women in Music)	Film music	Music from India & Pakistan	The Planets	Chair drumming	Leavers' Production
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PSHE	Attraction to others; romantic relationships; civil partnership and marriage	Recognising is and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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