

## 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 writing - Protected Characteristics	Historical Explanation Text - world events Newspaper report - false advertising	Diary Entry - wonder Biography - Malala	Narrative Persuasive writing - Environmental issues	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>	<p><b>ELECTRICITY</b></p> <p>(Connect with Global Issue of Electricity not available to all, Also in Term 1 to be close with year 4)</p> <p>Alessandro Volta (Physicist who developed the electric battery)</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p><i>Classification</i></p> <p><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></p>	<p><b>EVOLUTION AND INHERITANCE</b></p> <p>(inherit genetics but we can choose to make everyone equals)</p> <p>Scientists, Charles Darwin and Alfred Wallace Nettie Stevens (Geneticist who concluded that sex is inherited as a</p>	<p><b>EARTH AND SPACE</b></p> <p>(Connect with Neil Armstrong - one person? Moved from Year 5 NC to build on Forces)</p> <p>Scientists, Galileo Galilei, Ptolemy, Alhazen and Copernicus Margaret Hamilton (Computer Scientist who was responsible for the</p>	<p><b>ANIMALS INC HUMANS</b></p> <p>Circulatory system, diet/lifestyle, water transported</p> <p>(Impact of one's actions on self and others. Blood / bone marrow donors)</p> <p>William Harvey (Doctor who discovered the nature of blood circulation and the function of the heart</p>	<p><b>CONSOLIDATION OF UPPER KS2</b></p>

		chromosomal factor and that males determine the gender of offspring)	software that allowed astronauts Neil Armstrong and Buzz Aldrin to land on the Moon) Steven Hawking Katherine Johnson	as a pump) 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?
EI	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>	<b>A significant turning point: What part did Manchester play in the Industrial Revolution?</b>			<b>Local History study: What does this building tell us about the impact of the first railway in Manchester?</b>		
<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>	En el Colegio	Verbos regulares)	El fin de semana	Yo en el mundo	Comer Sano	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	Swing music 'Hey Mr Miller'	Comparing genre 'Shadows'  Composing for protest	Textures 'Dona nobis pacem'	1970s soul music 'You to me are everything'  Composing 'twinkle variations'	Composing music to accompany a short film about a race	Exploring identity through song  Indian music 'Ame sau vala tara bal'
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PSHE	Attraction to others; 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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