



Year 6 Long Term Plan 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Democracy and Identity <i>This is me: this is my voice!</i>		Stewardship <i>Can we live healthier lives?</i>		Legacies <i>Ancient Greece</i>	
Please include hook, visits, enrichment activities	Team building afternoon. E.g. Planks of wood, hula hoops. Year 6 assembly – This is me: this is my voice. Personal strengths and talent show. London residential for migration Campaigning for pickups of fly tipping. Letter and petition to be delivered to City Hall.		Fitness day – Joe Wicks Healthy fitness launch day Making positive health choices including all aspects of our wellbeing Born in Bradford recent studies Daily mile initiative		Ancient warrior day Greek themed Day with costumes. An immersion into Ancient Greek life. Visit to Whitby #y6 memories Year 6 leavers' assembly	
English (Include any books/texts to be used)	<u>Picture Books</u> The Arrival The Suitcase <u>Class novels</u> Refugee Boy Benjamin Zephaniah inspired poetry		<u>Class novel</u> Holes	<u>Class novel</u> The city of Ember	Greek myths	Greek myths
	<u>Writing</u> PERSUASION Campaign for fly tipping DIARY Refugee experience travelling to the UK	<u>Writing</u> DESCRIPTI ON Descriptive write based on the Refugee crisis	<u>Writing</u> Suspense Suspense story based on 'Francis'	<u>Writing</u> Non-Chronological Report on Healthy living	Newspaper report On a greek myth Character description for mythical creatures	Playscript Retelling of a famous myth, setting, characters and plot.
Maths	Place value Statistics	Addition & Subtraction	Multiplication & Division Area & Perimeter	FDP	FDP	Geometry
Science	Evolution and Fossils <u>Concept Development</u> - Characteristics are passed from parents to their offspring - Variation in offspring over time can make animals more or less able to survive in particular environments. How Charles Darwin developed his ideas on evolution Plants All living things can be grouped according to shared observable characteristics - Broad groupings can be subdivided into smaller groups based on their similarities and differences Concepts We can order living things in		Electricity How to construct a simple circuit - To know and can use conventional symbols when drawing a simple circuit - To know that electricity output from a cell Lemon and potato experiments electromagnets Explain reasons for their findings, using appropriate scientific vocabulary - To apply scientific knowledge to solve a practical problem	Humans - They can identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood That diet, exercise, drugs and lifestyles impact on the way their body functions Analyse and makes links on the relationship between diet, exercise, drugs, lifestyle, health Provide clear, succinct explanations	To know that light appears to travel in straight lines. To know that objects are seen because they give out or reflect light into the eye. - To know shadows have the same shape as the object that cast them. Make predictions about the behaviour of light (light sources, reflection, shadows) and create investigations to test the theory. Test predictions by planning and executing a scientific enquiry independently using appropriate scientific equipment -Some may investigate colour refraction (rainbows, soap bubbles) or objects looking bent in water. Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings.	

	<p>different groups according to their characteristics</p> <p>To confirm order and a deeper understanding of the living world</p>	<p>Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings, using appropriate, conventional circuit symbols</p> <p>Concepts</p> <p>Altering different elements of the circuit will affect the electrical output e.g. brighter bulb or louder buzzer - Voltage affects the electrical output of a component.</p>	<p>using scientific knowledge and evidence</p> <p>Concepts</p> <p>Every individual has the choice in how they live their lives and the choices we make can impact our health and well-being and therefore life expectancy</p>	<p>Concepts</p> <p>Light appears to travel in straight lines and blockages cause shadows in the same shape as the object blocking. - It is the object that can be seen that gives out or reflects the light into our eyes.</p>
History	<p>Democracy</p> <p>History of voting.</p> <p>National and Local politics.</p> <p>Focus on British civilisation (with a focus on democracy, contributions to mathematical & scientific thinking, theatre, architecture). The voting history/suffragettes/female empowerment. - Analyse trends over time and explain the trend (why is it a trend and not a series of separate events) (Skill)</p> <p>Concept</p> <p>Continuity between the way we live today and previous civilisations</p>	<p>Migration</p> <p>Migration to Bradford.</p> <p>Analyse industrial revolution in Bradford.</p> <p>To have an overview of Bradford since and including the industrial revolution-democratic system in Bradford. Understand the hierarchy system in politics. Migration in Bradford (Maths opportunity-data handling) the tale of the Giraffe's neck -Analyse and make links between causes and events which affect the history of a place – creating own case study/report after a week of research; subject knowledge.</p> <p>Concept</p> <p>Continuity between the way we live today and previous civilisations</p>	<p>To know history of Electricity from early times to present day</p> <p>Analyse and make links between causes and events which affect the history</p> <p>Concept</p> <p>How has electricity changed and adapted over time (old to modern and how has it changed our lives) E.g. telegram to phone to mobiles to smartphones inc the internet (energy efficient)</p>	<p>To know about Greek civilisations and how this contrasts with British civilisation (with a focus on democracy, contributions to mathematical & scientific thinking, theatre, architecture)</p> <p>To compare/contrast civilisations (Greek/Brit)</p> <p>To use different 1st/2nd hand sources of evidence and identify similarities/differences and read critically and evaluate evidence and apply independently</p> <p>- Child led project on the Greek which children design, research, evidence and pre-sent independently</p> <p>Analyse and make links between causes and events which affect the history of a place</p> <p>T</p> <p>Concept</p> <p>Trends have elements that are continuous but some adapt/change</p>
Geography	<p>To know key topographical features of UK compared to a range of other countries (hills mountains, coasts, rivers).</p> <p>To use a range of maps/atlasses to locate Bradford and Middle-Eastern countries (refugee). To explain the reasons for similarities and</p>		<p>Human activity is dependent on physical features & locations (climate). -People are dependent on the environment in which they live and so the environment</p>	<p>To understand the geographical similarities & differences in the physical & human geography of Leeds & Athens (Links to Ancient Greece).</p> <p>To use a range of maps & atlases to locate Leeds and Greece/Athens. -To explain the reasons for similarities and</p>

	<p>differences in geographical terms using physical & climatic features. Human activity is dependent on physical features & locations (climate). People are dependent on the environment in which they live and so the environment depends on humans looking after it.</p> <p>Concepts The world is a bigger place than just the space around them.</p>			<p>depends on humans looking after it. (Analysis of local geography fast food outlets – data and statistics)</p> <p>Concepts People are dependent on the environment in which they live. (Jump campaign – Born in Bradford)</p>	<p>differences in geographical terms using physical & climatic features.</p> <p>Human activity is dependent on physical features & locations (climate).</p> <p>Explore Africa and countries visited by Greek Heroes.</p>	
Art	<p>L.S. Lowry feature artist Record their observations and use them to review and revisit ideas To improve their mastery of art techniques, including drawing, painting with pencil, charcoal and paint. Drawing: charcoal, line and texture. Experiment with shading to create form and texture Research and learn about L.S Lowry and his work. Continuously refer back to artist in history for inspiration and comparison</p>		<p>Night time lightning http://www.reyweb.com/famous-paintings-of-lightning/ Various Artist creation of pattern Matisse, Sol Lewitt Pattern: patterns reflect personal experiences and expression</p>	<p>Body sketches Using different media Fruit designs Textiles: Able to discriminate between materials Simple stitching – uses a long needle to straight stiches Uses contrasting colours in stitching and weaving. Stitching using various needles to produce more complex patterns Body sketches using different media</p>	<p>Drawing & Sculpture Minoan art Greek pottery Sketch books to record observations and use them to review and revisit ideas</p>	
DT	Topographical 3D map of Bradford		Creating a circuit board using appropriate resources, reviewing and analysing for improvements		Design and make a boat for the greeks to travel as quickly as possible (float, number of people, and speed)	
PHSCE	<p>Teamwork and Growth Mindset <i>Type of learner.</i> <i>Growth mindset. Year 6 responsibilities within school and out in the community.</i> <i>Being a good citizen.</i> <i>Classroom responsibilities.</i> <i>Heritage. Past reflection.</i> <i>Where do I fit in?</i> My personal strengths and talents.</p>	Debating and self-confidence	Conflict and resolution	Bullying Restorative justice	Negative thinking with brave thinking	Negative thinking with brave thinking
RE	<p><u>Why do people need to express their beliefs?</u> UK being an immigrant country, history of this, people arriving. Out of Africa – human migration/mix overtime, mitochondrial, inheritance/evolution. - To use different 1st/2nd hand sources of evidence and identify similarities/differences and read critically and evaluate evidence and apply independently</p>		<p><u>Forms of expression- How do our beliefs lead us to believe in our god?</u> Linking to learning in Autumn term. -Describe and begin to understand religious and other responses to ultimate and ethical questions. - Describe the variety of practices and ways of life in religions and understand where these stem from, and are clearly connected to, beliefs and teachings. - <i>Reflect on sources of inspiration in their own and others' lives</i> - <i>Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways.</i></p>		<p><u>What makes something special to an individual?</u> -Interpret the significance and impact of different forms of religious and spiritual expression -explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. -discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>	