



Year 6 Long Term Plan 2020-2021

	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>		Electricity: a force of nature?	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 (on the field/via Teams) – This is me: this is my voice. Personal strengths and talent show. Campaigning for the council to put in place better structures to deal with littering. Write letters to the council and to Local MPs. Online gaming e-safety sessions with local PCSO		Fitness day (Outdoors) Healthy fitness launch day Making positive health choices including all aspects of our wellbeing Media Museum – Healthy lifestyle workshops Born in Bradford recent studies: JUMP Smile Study Daily mile initiative 'Walk to school' campaign with the local MP Naz Shah		Ancient warrior day Greek themed Day with costumes. An immersion into Ancient Greek life. Visit to Whitby #y6 memories Year 6 leavers' assembly Tallships Charity y6 support for Cancer Research	
English (Include any books/texts to be used)	<u>Picture Books</u> The Arrival The Suitcase Here to Stay <u>Class novels</u> Refugee Boy Shadow – Michael Morpergo Journey to Jo'Burg Benjamin Zephaniah inspired poetry Floella Benjamin poetry Diary of a Suffragette <u>Extracts</u> Non-fiction relating to the environment, campaigning, science First chapters of Boy 87		<u>Class novel</u> The city of Ember <u>Short reads:</u> Frankenstein & Dracula	<u>Class novel</u> Holes <u>Picture Book</u> The heart and the bottle	Traditional Tales from the Middle East?	Greek myths
	<u>Writing Persuasion</u> Campaign to make some change in regard to littering/laws relating to this area.	<u>Writing Description</u> Descriptive write based on the Refugee crisis <u>Diary</u> Refugee experience travelling to the UK	<u>Writing Suspense</u> Suspense story based on 'Francis' Poetry on thunder and lightening	<u>Writing Non-Chronological</u> Report on Healthy living	<u>Writing Adventure story</u> On a greek myth Character description for mythical creatures and settings	<u>Writing Newspaper report</u> Retelling of a famous myth, setting, characters and plot.
Maths	Place value Statistics Addition & Subtraction		Multiplication & Division Area & Perimeter	FDP	FDP	Geometry

<p>Science</p>	<p>Evolution and Fossils</p> <p><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.</p> <p>How Charles Darwin developed his ideas on evolution</p> <p>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</p> <p>Concepts We can order living things in different groups according to their characteristics</p> <p>To confirm order and a deeper understanding of the living world</p>		<p>Electricity</p> <p>How to construct a simple circuit -To know and can use conventional symbols when drawing a simple circuit - To know 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</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>Humans</p> <p>Identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood</p> <p>That diet, exercise, drugs and lifestyles impact on the way their body functions</p> <p>Analyse and makes links on the relationship between diet, exercise, drugs, lifestyle, health</p> <p>Provide clear, succinct explanations 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>Light</p> <p>To know that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings.</p> <p>Concepts 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>
<p>History</p>	<p>Democracy History of voting. 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>Migration to the UK Migration to Bradford. British Empire in India Partition in 1947, creation of Pakistan. 1971 formation of Bangladesh. Creation of NHS 05.07.1948 - Migrant workers and end of WW2</p> <p>https://www.bbc.co.uk/history/british/modern/partition1947_01.shtml</p> <p>Cyrill Radcliffe https://www.bbc.co.uk/news/av/world-asia-40788079/cyri-</p>	<p>To know the 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 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 - 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 T</p> <p>Concept Trends have elements that are continuous but some adapt/change</p>	

	<p>Concept Continuity between the way we live today and previous civilisations</p>	<p>radcliffe-the-man-who-drew-the-partition-line</p> <p><u>Key figures</u> Nehru – India Gandi – India Muhammad Ali Jinnah – Pakistan Cyrill Radcliffe – Lawyer who drew up separation lines Last viceroy of India - Lord Mountbatten Mujibur Rahman – Bangladesh</p> <p>Analyse industrial revolution in Bradford and why migration was needed</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; about migration to the UK</p> <p>Concept Continuity between the way we live today and previous civilizations</p>			
<p>Geography</p>	<p>To know key topographical features of UK compared to a range of other countries (hills mountains, coasts, rivers). To use a range of maps/atlasses to locate Bradford and Middle-Eastern countries (refugee). To explain the reasons for similarities and 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, migration to the UK during India partition.</p> <p>Concepts The world is a bigger place than just the space around them.</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 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</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 differences in geographical terms using physical & climatic features.</p> <p>Explore Africa and countries visited by Greek Heroes.</p> <p>Concept Human activity is dependent on physical features & locations (climate).</p>	

			which they live. (Jump campaign – Born in Bradford)	
Art & Artist	<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</p> <p>Focus Artist: Matthew Albanese Lightning and the power of nature</p> <p>https://www.matthewalbanese.com/bio To explore different medium techniques to create the effect of lightning. To express their own perception of the power of lightning. http://www.reyweb.com/famous-paintings-of-lightning/</p> <p>Colour: Considering colour for purposes, use colour to express mood and feelings, explore the texture of paint, add PVA, consider artists use of colour and application of it. To improve their mastery of art techniques, including wax crayons, paint.</p>	<p>Large scale body sketches Using different media</p> <p>Fruit designs and still drawings</p> <p>Textiles: Able to discriminate between materials Simple stitching – uses a long needle to straight stitches Uses contrasting colours in stitching and weaving. Stitching using various needles to produce more complex patterns</p> <p>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	<p>Outdoor project linked to litter/maintaining the environment – the health and wellbeing benefits of being outdoors.</p> <p>Technical drawing.</p> <p>Evaluation of existing products.</p> <p>*lots of maths links to geometry – nets, 3D shapes.</p> <p>Design Use research and generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Make Select from and use a wider range of tools and equipment select from and use a wider range of materials and components,</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Food</p> <p>Celebrating culture and seasonality Healthy and varied diets</p> <p>Understand how key events and individuals in food have helped shape the world. key chefs: Nadiya Begum, Jamie Oliver school lunch healthier meals initiative.</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from recipe.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Knowledge: Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique Skills: Measure accurately and calculate ratios of ingredients to scale up or down from recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Design Use research and develop, model and communicate their ideas through discussion to inform of their planned meals are appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make</p>	<p>Design and make a boat for the greeks to travel as quickly as possible (float, number of people, and speed)</p> <p>Mechanical Systems</p>	

			<p>Select from and use a wider range cooking tools, ingredients and equipment according to the requirements of their meal.</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>			
PSHE	<p>Teamwork and Growth Mindset</p> <p>Type of learner. Growth mindset. Year 6 responsibilities within school and out in the community. Being a good citizen. Classroom responsibilities. Heritage. Past reflection. Where do I fit in? My personal strengths and talents.</p>	<p>Bullying Restorative justice</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours- Including cyber bullying, use of prejudice based language, how to respond and ask for help.</p>	<p>Conflict and resolution</p> <p>That their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>Zone of Regulation</p>	<p>Negative thinking with brave thinking</p> <p>What positively and negatively affects their physical, mental and emotional health (including the media)</p>	<p>Negative thinking with brave thinking</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>Debating and self-confidence</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p>
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>Viewpoints from:</p> <ul style="list-style-type: none"> • Islam • Christianity • Sikhism • Judaism • Buddhism • Hinduism <p>Non-religious viewpoints</p>	<p><u>Forms of expression- How do our beliefs lead us to believe in our god?</u> Linking to learning in Autumn term.</p> <p>-Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>- 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.</p> <p>- <i>Reflect on sources of inspiration in their own and others' lives</i></p> <p>- <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>Viewpoints from:</p> <ul style="list-style-type: none"> • Islam • Christianity • Sikhism • Judaism • Buddhism • Hinduism <p>Non-religious viewpoints</p>	<p><u>What makes something special to an individual?</u></p> <p>-Interpret the significance and impact of different forms of religious and spiritual expression</p> <p>-Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>-Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Viewpoints from:</p> <ul style="list-style-type: none"> • Islam • Christianity • Sikhism • Judaism • Buddhism • Hinduism <p>Non-religious viewpoints</p>			