

Year 6 Long-Term Plan Big Hub – 2021-2022

	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2		
Key Question	<b>Have we always looked like this?</b>		<b>Were the Vikings always vicious and victorious?</b>  <b>Where did the Vikings come from and where did they settle?</b>		<b>What would a journey through your body look like?</b>		<b>Will you ever see the water you drink again?</b>			<b>How would you light up your life? (Science – electricity and light focus)</b>				
	<b>Extra skills to teach:</b> Non-European history (Islamic Empire) compare – introduce through Vikings				<b>Extra skills to teach:</b> Geography skills – Make sure discrete lessons taught after/alongside water topic				<b>Extra skills to teach:</b> Local geography/map work – local studies week					
Babcock English Text	Biographical report Charles Darwin focus (3 weeks) Texts  Women in science Diary text – The Viking Boy 3 weeks		Non chronological report Animalium  Narrative Poem Bethlehem		No fiction Anatomy Explanation text  Blackberry Blue Short story in a fairy tale genre.		No fiction – recount Where me wellies take me.  Chronicles of Harris Burdick- settings, character description			The Lighthouse – Literacy Shed. Focus on poetry.  Grammar  Balanced Arguments - 'Are Humans Damaging the Atmosphere?' – Catherine Chambers from the Earth Debates Series				
Guided Reading	The Viking Boy		Holes (Or whole-class guided reading scheme)		Wonder (Or whole-class guided reading scheme)						Skellig  (Or whole-class guided reading scheme)		Performance Script	
White Rose Maths	Place Value	Addition, subtraction, multiplication and division	Fractions A	Fraction B  Converting units	Ratio	Algebra	Decimals	Fractions, decimals and percentages	Area, perimeter and volume  Statistics	Shape	Position and direction	Problem-solving	Investigations	

Year 6 Long-Term Plan Big Hub – 2021-2022

<p>Maths investigation</p>		<p>Autumn 2 (week 1) How many Jelly Beans? By Andrea Menotti</p>		<p>Spring 2 (week 1) Bean Thirteen by Matthew McEllicott</p>	<p>Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre</p>
<p>Science</p>	<p><b><u>Evolution and inheritance</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>		<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>AT1 Science investigation – Predictions, variables, heart rate cross-curricular maths/graphs</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<p>Geography</p>	<p><b><u>Geographical skills and fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b><u>Locational Knowledge:</u></b></p>				

Year 6 Long-Term Plan Big Hub – 2021-2022

	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Human and Physical Geography:</u> Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p>	
	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p>History</p>	<p>A history topic focusing on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>The evoking invasion of Britain</li> <li>Viking life</li> <li>Understanding artefacts</li> <li>Viking Gods</li> <li>Viking Warriors</li> </ul> <p><b>Were the Vikings always victorious and vicious?</b></p> <ul style="list-style-type: none"> <li>Can they say where a period of history fits on a timeline?</li> <li>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>Can they describe a key event from Britain’s past using a range of evidence from different sources?</li> </ul> <p><b>Where did the Vikings come from and where did they settle?</b></p> <ul style="list-style-type: none"> <li>Can they give extended descriptions of the physical features of different places around the world?</li> <li>Can they describe how some places are similar and others are different in relation to their human features?</li> <li>Can they give an extended description of the human features of different places around the world?</li> <li>Can they map land use with their own criteria?</li> <li>Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	

Year 6 Long-Term Plan Big Hub – 2021-2022

Computing (Purple Mash)	<p><b><u>Internet Safety</u></b> – Purple Mash and Google Curriculum. Revisited every term.</p> <p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
	6.1 Coding	6.2 Online Safety 6.3 Spreadsheets	6.4 Blogging	6.5 Text Adventures 6.6 Networks	6.7 Quizzing	6.8 Understanding Binary
PSHE (Jigsaw)	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art	<p>Self-portrait – Picasso (?) collage. Could be 3D built-up faces for HA.</p> <p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>Can they justify the materials they have chosen?</li> <li>Can they combine pattern, tone and shape</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> </ul>	<p>Viking shields – repeated patterns</p> <p><b><u>Printing</u></b> Can they overprint using different colours?</p> <ul style="list-style-type: none"> <li>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul> <p><b><u>Sketch Books</u></b> Do their sketch books contain detailed notes, and quotes explaining about items?</p> <ul style="list-style-type: none"> <li>Do they compare their methods to those of others and keep notes in their sketch books?</li> </ul>	<p>Henry Moore – sculpture</p> <p><b><u>3D/ Textiles</u></b> Can they create models on a range of scales?</p> <ul style="list-style-type: none"> <li>Can they create work which is open to interpretation by the audience?</li> <li>Can they include both visual and tactile elements in their work?</li> </ul>	<p>Water-based art (Monet?)</p> <p><b><u>Painting</u></b></p> <p>Can they explain what their own style is?</p> <ul style="list-style-type: none"> <li>Can they use a wide range of techniques in their work?</li> <li>Can they explain why they have chosen specific painting techniques?</li> </ul> <p><b><u>Sketch Books</u></b> Do their sketch books contain detailed notes, and quotes explaining about items?</p>	<p>Pixlr <a href="https://pixlr.com/">https://pixlr.com/</a> - Digitally editing photos taken on an iPad.</p> <p><b><u>Use of IT</u></b> Do they use software packages to create pieces of digital art to design.</p> <ul style="list-style-type: none"> <li>Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>	<p><b><u>Knowledge</u></b> Can they make a record about the styles and qualities in their work?</p> <ul style="list-style-type: none"> <li>Can they say what their work is influenced by?</li> <li>Can they include technical aspects in their work, e.g. architectural design</li> </ul>

Year 6 Long-Term Plan Big Hub – 2021-2022

	<ul style="list-style-type: none"> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> </ul> <p><b>3D/ Textiles</b></p> <ul style="list-style-type: none"> <li>• Can they create models on a range of scales?</li> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Can they include both visual and tactile elements in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>		<ul style="list-style-type: none"> <li>• Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>• Do they combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>		
<p>In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>						
DT	<p><b><u>Cooking and nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Can they investigate and analyse a range of existing products?</li> <li>• Can they understand and apply the principles of a healthy and varied diet?</li> <li>• Can they prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques?</li> <li>• Can they understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed?</li> </ul> <p><b><u>Bayeux tapestry - Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Can they select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities?</li> <li>• Can they understand how key events and individuals in design and technology have helped shape the world?</li> <li>• Can they evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> </ul>	<p><b><u>Moving paddle boats</u></b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Can they apply their understanding of how to strengthen, stiffen and reinforce more complex structures?</li> <li>• Can they understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• Can they evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> <li>• Can they select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately?</li> </ul>	<p><b><u>Light house -</u></b> Electrical and mechanical components</p> <ul style="list-style-type: none"> <li>• Can they use different kinds of circuit in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> <li>• Can they evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> </ul>			

## Year 6 Long-Term Plan Big Hub – 2021-2022

	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>					
French	Phonics & At School	Regular Verbs	The Weekend	World War II, Habitats or Planets	The Vikings	Me In The World
	<p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing Languages – key stage 2 3</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					

Year 6 Long-Term Plan Big Hub – 2021-2022

<p>Music (Charanga)</p>	<p>Happy</p>	<p>Classroom Jazz 2</p>	<p>A New Year Carol</p>	<p>You've got a friend</p>	<p>Music and Me</p>	<p>Reflect, Rewind and Replay</p>
<p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music &amp; listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>						
<p>RE</p>	<p>Creation and Science: conflicting or complimentary?</p>	<p>Why do some people believe in God and some people not?</p>	<p>Why do Hindus want to be good?</p>	<p>What do Christians believe Jesus did to 'save' people?</p>	<p>For Christians, what kind of king is Jesus?</p>	<p>How does faith help people when life gets hard?</p>
<p>PE</p>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Can they explain complicated rules?</li> <li>• Can they make a team plan and communicate it to others?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can they lead others in a game situation?</li> <li>• Do they combine their own work with that of others?</li> <li>• Can they link their sequences to specific timings?</li> </ul>		<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Can they develop imaginative dances in a specific style?</li> <li>• Can they choose their own music, style and dance?</li> </ul>		<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Can they demonstrate stamina?</li> <li>• Can they use their skills in different situations?</li> </ul> <p><b>Outdoor/Adventurous</b></p> <p>Can they plan a route and series of clues for someone else?</p> <ul style="list-style-type: none"> <li>• Can they plan with others taking account of safety and danger?</li> </ul>	
<p>In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>						
<p><b>Swimming:</b> In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>						