



Long Itchington CE Academy
Year 6 Long Term Plan

"Whatever you do, work at it with all your heart."
(Colossians 3:23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING – MAIN TEXTS	Coming to England by Floella Benjamin (Topic link)	Carrie’s War by Nina Bawden (Topic link)	Julius Caesar: A Shakespeare Story by Andrew Matthews and Tony Ross (English link)	Journey to the River Sea by Eva Ibbotson (English link)	The Wild Robot by Peter Brown (Topic link)	Asha and the Spirit Bird by Jasbinder Bilan (RE link)
ENGLISH	Survivors Focus: 1. Internal monologue 2. Recount 3. Informal letters	World War Two Focus: 1. Poetry 2. Non-chronological report	RSC: Julius Caesar Focus: 1. Drama 2. Balanced argument 3. Monologue	Journey to the River Sea Focus: 1. Narrative writing 2. Diary writing	Alma Focus: Narrative writing SATS	The Ridge Focus: 1. Descriptive writing 2. Poetry
MATHS	Place Value Addition, Subtraction, Multiplication & Division Fractions	Fractions Measures / Converting Units	Decimals Fractions, Decimals and Percentages Ratio	Algebra Area, Perimeter, Volume Statistics	Shape Financial Education	Themed projects: Profit & Loss / Measures / Best Value Statistics / Conversion / Budget / Time Salary / Bills / Mortgages / Household bills
HISTORY	Black and British To understand how long Black people have lived in Britain. To understand the significance of John Blanke and what he tells us about Black people in Tudor England. To understand how the slave trade affected the experiences of Black people in Britain. To understand the roles of Black people in WW1 and WW2. From Windrush to Notting Hill: To understand what the experience of the first post-war Black Immigrants was like. To consider how far has life improved for Black people living in Britain in the last 60 years?	WW2 To understand why Britain went to war in 1939. To understand why evacuation was necessary and to gain a greater insight into what this was like. To learn how Britain was able to stand firm against the German threat. To understand rationing and why this was brought in. To research evidence of how life was able to carry on at home whilst Britain was at war. To revisit the term propaganda means and how this can be used to influence public opinion. To know the events that led to the end of WWII and to begin to understand the lasting impact of the war. To consider the role Coventry, as a local study, played in the war and the consequences of this (focus on the Cathedral and how this a become a symbol for peace and reconciliation).			Mayan Civilisation To know that the Mayans were an ancient civilisation from Central America who were at their peak by 900AD. To know that the Mayans built pyramids and cities without metal tools and inventions such as cartwheels. To know that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found. To understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing. To know that Mayan’s history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices. To know that the four surviving codices tell us about everyday life and events. To know that human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice. To know that a range of factors such as drought, disease, limited amount of land, increased population caused the ancient	

					civilisation to decline but the actual reason is not known.	
GEOGRAPHY			<p>South America To know that South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina. To know the Incan Empire was located in South America, despite the challenging geography of the area. To know that the Andes mountains have varied terrain including deserts, lakes, forests and volcanoes. To understand that farming and energy production are important to Brazil's economy. To understand that deforestation is a major threat to biodiversity in the Amazon Rainforest.</p>	<p>Spatial Sense To know that lines of longitude and latitude divide the world into sections. To know that the Arctic and Antarctic circles are regions close to the Earth's Poles. To know that the world is divided into 24 hourly time zones. To understand that map projection is a method that involves representing our round Earth on a flat piece of paper. To explore how maps can help us to understand data about places, people and the environment.</p>		<p>British Geographical Issues To understand that the air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce waste from our homes, businesses and industry; managing this waste is a challenge. To recognise that litter is waste left in open, public spaces. It can cause environmental damage. To understand how our local area responds to the challenge of (insert relevant issue).</p>
SCIENCE	<p>Animals including humans <i>Opportunities for writing include writing non-chronological reports and explanation texts</i></p> <p>Key concepts to explore: - human skeletal system - organ systems (including digestive, respiratory, cardiovascular and reproductive) - measuring heart rates - effects of smoking and alcohol</p> <p>Comparisons to be made between human biology and other animals. Understanding how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Ability to recognise the impact of diet, exercise, drugs and lifestyle on the way that the body functions.</p>	<p>Chemical reactions <i>Opportunities for writing include explanation texts</i></p> <p>Key concepts to explore: - Different types of reactions - Acids and alkalis - Changes of state: - Melting, freezing, evaporation, sublimation, condensation, dissolving</p> <p>Pupils to explore solids, liquids and gases and begin to understand the particle model. Identifying similarities and differences, including density differences between solids, liquids and gases. The difference between chemical and physical changes</p>	<p>Electricity <i>Opportunities for writing include instructions and information leaflet</i></p> <p>Key concepts to explore: - simple series circuits - recognised symbols of components - component functionality</p> <p>Working scientifically by systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights. Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p>Evolution and Inheritance <i>Opportunities for writing include Charles Darwin/Jane Goodall biographies and Mary Anning fact file.</i></p> <p>Key concepts to explore: - evolution and natural selection - adaptation - variation - fossils</p> <p>Comparing how living things adapt to the environment and how this can lead to evolution of species; analysing advantages/disadvantages of specific adaptations; recognising that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago; understanding that living things produce offspring that vary and are not identical to biological parents.</p>	<p>Living things and their habitats <i>Opportunities for writing include information/fact file on Carl Linnaeus.</i></p> <p>Key concepts to explore: - classification systems - broad groupings and subdivision - food webs including prey, predator and producer</p> <p>Understanding of how living things are classified according to characteristics and based on similarities and differences supported with reasoning. Discussions of why living things are placed in a particular group.</p> <p>Direct observation and classification of invertebrates (such as insects, spiders, snails, worms). They should discuss reasons why living things are placed in one group and not another. Working scientifically by using classification systems and keys. Practical investigation into the characteristics of aquatic mammal otters.</p>	<p>Light <i>Opportunities for writing include explanation texts and non-chronological reports</i></p> <p>Key concepts to explore: - direction of light travel - reflection - refraction - shadows - the light colour spectrum - features of the human eye</p> <p>Working scientifically to understand that light appears to travel in straight lines, that objects are seen because they reflect light into the eye, travel from light sources > object > eye and that shadows have the same shape as the objects that cast them. Practical investigations into how periscopes work and the patterns in ways shadows are formed and how their size changes.</p>

<p>COMPUTING</p>	<p>Purple Mash – Online Safety <i>Laptops / Desktops</i></p> <p>I can understand benefits and risks of working collaboratively. I demonstrate an understanding of my responsibility to others as well as myself when communicating and sharing content online. I have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft. I understand why some online content is rated and what to do if I am upset by anything online.</p>	<p>Teach Computing – Coding – Variables in Games <i>Laptops / Desktops</i></p> <p>I can explain why variables are used in programming. I can choose how to improve a game by using variables. I can design a project that builds on a given example. I can design and evaluate my project.</p>	<p>Purple Mash – Blogging <i>Laptops / Desktops</i></p> <p>I can identify the key features of a blog. I can create a blog for a specific purpose and post on a class blog. I can plan, design and create a blog working collaboratively with others.</p>	<p>Purple Mash – Understanding Binary <i>Laptops / Desktops</i></p> <p>I can explore how whole numbers are used as the basis of representing all types of data. I know that binary codes only contain the numbers 0 and 1. I can use binary to create an off and on switch. I can use binary and code to make my own program.</p>	<p>Purple Mash / MS Excel – Spreadsheets <i>Laptops / Desktops</i></p> <p>I can use a spreadsheet to model a real-life situation. I can create a spreadsheet to include a graph to represent data. I can create a computational model to support planning a whole school event.</p>	<p>Purple Mash – Quizzing <i>Laptops / Desktops</i></p> <p>I can plan, design and create quizzes using a variety of software. I can create purposeful online quizzes for an intended audience. I can use text, images and audio to enhance my quizzes.</p>
<p>ART AND DESIGN</p>		<p>Collage 2D Drawing to 3D Making</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That drawing and making have a close relationship. - That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. - That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. - That we can use methods such as the grid method and looking at negative space to help us draw. - That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 		<p>Printing Print & Activism</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. - That artists acting as activists often use print because it allows them to duplicate and distribute their message. - That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. - That through art as activism we can come together. 		<p>Drawing/Painting Exploring Identity</p> <p>Key concepts –</p> <ul style="list-style-type: none"> - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - That people are the sum of lots of different experiences, and that through art we can explore our identity. - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.
<p>DESIGN AND TECHNOLOGY</p>	<p>Food Celebrating culture and seasonality Traditional Diwali Food</p>		<p>Electrical systems More complex switches and circuits Design and make alarm circuits using inputs with computer control</p>		<p>Textiles Combining different fabric shapes using computer aided design Memory piece for their time at Long Itchington before moving to secondary school</p>	

<p>MUSIC</p>	<p><u>Charanga – Happy</u></p> <p>Listening to and appraising Happy by Pharrell Williams and other songs in different styles about being happy. Pulse and rhythm games combined with singing. Composition using Music Explorer Composition Tool.</p>	<p><u>Charanga – Classroom Jazz 2</u></p> <p>Listening to and appraising two tunes: Bacharach Anorak and Meet The Blues. Musical activities learning about interrelated dimensions, playing instruments and improvising.</p>	<p><u>Charanga - A New Year Carol</u></p> <p>Learning focussed around Benjamin Britten’s Friday Afternoons: A New Year Carol. Children create their own cover versions.</p>	<p><u>Charanga – You’ve Got a Friend</u></p> <p>Listening to and appraising You’ve Got a Friendlong and other Carole King songs. Improvising and composing own song using instruments.</p>	<p><u>Charanga – Music and Me</u></p> <p>Learning focusses around the under-representation of female artists in the music industry. Explores various female artists including Eska and Anna Meredith. Children to create their own music that represents their own identity.</p>	<p><u>Charanga – Reflect, Rewind and Replay</u></p> <p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Includes improvisation using voices and instruments, composition and performances.</p>
<p>RE</p>	<p>U2.5 How do beliefs and ideas about land shape the way human beings live? (8 lessons)</p> <p>UC 2B.2 Creation and Science: conflicting or complementary? Creation/ Fall + 2B.8 What kind of king is Jesus? Kingdom of God (5 hours)</p>		<p>SACRE U2.6 How might your worldview impact on the way you understand death and beyond? (8 lessons)</p> <p>UC 2B.7 What difference does the resurrection make to Christians? Salvation (5 hours)</p>		<p>SACRE U2.7 What is truth and where might it be found? (8 lessons)</p> <p>UC 2B.3 How can following God bring freedom and justice? People of God (5 hours)</p>	
<p>PE</p>	<p>Dance Unit 1</p> <p>Respecting traditional dance (Haka dance). Performing dance actions with precision of control and fluency with phasing. Sequencing of movements creatively applied by working independently and collaboratively in groups.</p> <p>Basketball</p>	<p>Fundamental movement</p> <p>Learning will focus around the twelve fundamental movement skills of balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking. New skill to be the focus each week.</p> <p>Hockey</p> <p>Selecting and implementing a range of strategies and tactics. Performing more complex skills at speed. Consolidating and improving the quality of passing receiving skills. Working collaboratively as a small group.</p>	<p>Dance Unit 2</p> <p>Looking at West Side Story and the way the characters’ movements tell the story. Investigating how we can show that we belong to a gang through our movements. Working in pairs and small groups to invent own dance sequences.</p> <p>Indoor athletics</p>	<p>OAA</p> <p>Work with a partner to successfully orient and follow a map. identify objects for a scavenger hunt from a written description. Safely perform a pyramid balance in a small group. Work efficiently as part of a team to complete a range of tasks.</p> <p>Tennis</p>	<p>Personal Challenge</p> <p>Learning will focus around personal goal setting and building a sense of independent achievement. Children will participate in several activities across the half term including:</p> <ul style="list-style-type: none"> - speed bounce - standing long jump - alternate hand throw - zig zag agility - stork balance - distance running 	<p>Rounders</p> <p>Learning will focus around batting and fielding tactics and working co-operatively as part of a team. Understanding and application of rules and layout of the pitch. Roles of the bowler, batter and fielder secured.</p>
<p>PSHE & CITIZENSHIP</p>	<p>Protective Behaviours and Keeping Safe</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - understanding emotional needs - staying safe online - drugs: norms and risks (including the law) 	<p>Me and My Relationships</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - assertiveness - cooperation - safe/unsafe touches - positive relationships 	<p>Valuing Difference</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - recognising and celebrating difference - recognising and reflecting on prejudice-based bullying - understanding bystander behaviour - gender stereotyping 	<p>Rights and Responsibilities</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - understanding media bias, including social media - caring: communities and the environment - earning and saving money - understanding democracy 	<p>Growing and Changing</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - coping with changes - keeping safe - body image - sex education - self-esteem 	<p>Being My Best</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> - aspirations and goal setting - managing risk - looking after my mental health

MFL	La fonética / La Fecha – the date	Mi familia - My family	Mi casa – My house	En la cafetería - In the cafe	El fin de semana – At the weekend	En el colegio – At school
	<p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p>	<p>By the end of this unit pupils will have the knowledge and skills to talk about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary.</p>	<p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>In this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p>In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>