



## Year 6 Long Term Planning 2024-2025

**Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Pride</b>	<b>Confidence</b>	<b>Respect</b>	<b>Equality</b>	<b>Belief</b>	<b>Trust &amp; responsibility</b>
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
<b>Core texts</b>	<b>The Journey - Francesca Sana (PoR)</b>	<b>Dracula - Pop-up Tale Clare Beaton</b>	<b>Archie's war - Marcia Williams</b>	<b>When the sky falls Phil Earle</b>	<b>Cosmic - Frank Cottrell- Boyce</b>	<b>1001 Arabian Nights The Lady of Shalott - Alfred Tennyson</b>
<b>Writing Genres</b>						
<b>Fiction</b>	Writing to entertain: Blog - diary  Writing to entertain: Monologue Character description	Writing to entertain: Setting description  Writing to entertain: Letter writing  Writing an information text	Writing to entertain: Historical fiction narrative  Writing to inform: Informal letter	Writing to entertain: Diary entry  Writing to entertain: Historical narrative - alternative ending	Writing to entertain: Action narrative  Writing to inform: Formal letter Recount  Writing to entertain:	Writing to entertain: Serialised story Comic Book  Writing to entertain: Playscript - (LoS)



	Writing to entertain: Dilemma story	Whitby travel brochure  Writing to entertain: Poetry – visual (shape)			Rhyming poetry - rap	
<b>Non-fiction</b>	Writing to inform: News report  Writing to inform: Non-chronological report (Whitby)	Writing to discuss: Balanced argument	Writing to persuade: Persuasive speech	Writing to inform: Non-chronological report (Evacuees)	Writing to inform: Informative text - Gobi Desert	Writing to persuade: Film review
<b>Cross curricular writing opportunities</b>	Geography - Whitby report  Informative leaflet - dummies guide to looking after yourself	Science - Biography – Mary Anning  Curriculum Day Poetry	History - Non-chronological report – WWI events  Double page Presentation about the local history WWI	History - Biography – Anne Frank  Video blog - Kindertransport  Science- Non-chronological report – Classification of animals.	Annotated model of the eye	History- Comparison of Baghdad and Ludenberg 900AD  Podcast - golden age of Islam  Science - Biography – Nikola Tesla



<b>Maths</b>	Mental arithmetic Place Value Number: Addition, subtraction, multiplication and division	Mental arithmetic Fractions Geometry: Position and direction	Mental arithmetic Fractions, decimals and percentages. Algebra Measurement: Converting Units	Mental arithmetic Perimeter, area and volume. Ratio Geometry: Properties of shapes. Abraham Sharp - Polygons	Mental arithmetic Problem solving Statistics	Mental arithmetic Investigations
<b>Cross-curricular maths links</b>	Geography – Coordinates & measurement.	Geography - Data handling – <i>Holderness case study.</i> Greenhouse gases- Bradford Council data	History - Statistics - WW casualties Science - statistics (species variation)	History - stats	Measurement and statistics- light LUX graphs	Geometry- History Islamic art  Algebra - Islamic mathematicians Timelines in history
<b>Science</b>	<b>Animals and living things</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood	<b>Evolution and heritance</b>  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the	<b>Evolution and heritance</b>  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<b>All living things including microorganisms</b>  Describe how living things are classified into broad groups according to common observable	<b>Light</b>  To recognise that light appears to travel in straight lines  To use the idea that light travels in straight lines to explain that	<b>Electricity</b>  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit



	<p>vessels and blood.</p> <ul style="list-style-type: none"> <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> </ul>	<p>Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>		<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>objects are seen because they give out or reflect light into the eye</p> <p>To 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</p>	<p>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</p>
<p><b>History</b></p>	<p>PSHEE - Challenging discrimination - Black History Month (PHSE) 'Proud to be'</p> <p>English Curriculum Day - Remembering the</p>		<p><b>World War I</b></p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To regularly address and</p>	<p><b>World War 2</b></p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant</p>		<p><b>Islamic Civilisation</b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study</p>



	Indian Soldiers of WWI and WWII -		sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	historical information To understand a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		of Baghdad c. AD 900.
<b>Geography</b>	<p><b>How is our world always changing?</b> (Links to Whitby &amp; East Coast)</p> <p><b><u>Locational knowledge</u></b> To understand how geographical features such as <b><i>coasts and rivers</i></b>, and how they have changed over time. To identify key topographical features.</p> <p><b><u>Human and Physical Geography</u></b> To understand and describe key aspects of the water cycle, the distribution of natural resources including water and energy.</p>	<p><b>Local area</b> <b>World War</b></p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>To understand geographical similarities and</p>				



	<p><b><u>Geographical Skills and Fieldwork</u></b> I can find the same place on an atlas and a globe. To measure, observe, record and present information using technology and sketch maps.</p> <p>Holderness case study.</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom</p>			
<p><b>Art</b></p>	<p><b>Seascapes - How can paint represent feelings?</b> <b>John Freeman Watercolours</b> <b>Katsushika Hokusai, Monet, Ivan Aivazovsky,</b></p> <p>Content - describe the art. Look at social, historical factors that affect the work.</p> <p>Process - when and how the art was made. What materials and techniques are used.</p>	<p><b>Rob McDonald</b> <b>Wasted 1914</b></p> <p><b>Monoprinting -</b> <b>Screen/Relief</b> <b>printing</b> <b>War</b></p> <p>To improve their mastery of art and design techniques, including <b>printing</b>.</p>	<p><b>Henry Moore</b> <b>Sculptures</b></p> <p><b>Form, movement</b> <b>and structure</b> <b>through</b> <b>sketching and</b> <b>clay</b></p>		<p><b>Islamic</b> <b>Civilisation</b> <b>Collage</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>



	<p>Formal elements - line, tone, colour, shape, form, composition, pattern, texture</p> <p>Mood - emotions conveyed</p>				<p><b>Yahya ibn Mahmud al Waisiti</b> <b><u>Islamic Civilisation</u></b> <b>Collage</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b><u>Islamic Calligraphy</u></b> <b>Al-Muqla</b> <b>Ibn-al-Bawaab</b> <b>Hassan Massoudy</b></p> <p>To know about great artists, architects and designers in history British Artist</p>
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						<b>Zarah Hussain's</b> <b>- Numina</b> <b>Toy studio's</b> <b>Bloom</b> <b>Aya Murad</b>
<b>Design Technology</b>		<b>Geography - To make a working RNLI boat that moves.</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design To use research and develop design criteria to			<b>Business Enterprise</b> Learn about: Business design market research and product creation. Bank account, ledger, income and expenditure, profit.  <b>Make a pencil case to sell at the fair.</b>  To cut and stitch using a pattern. Attach a fastening.	<b>PSHEE - Create an Iraqi meal.</b>  Understand and apply the principles of a healthy and varied diet





		inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.			<p>Include a seam allowance. Incorporating a fastening component – button/zip/press stud.</p> <p>Mood board, pattern cutting, design and plan, research</p>	
<b>Music Charanga Scheme)</b>	<p><b>Singing</b>  <b>Sea Shanty</b>  <b>Dracula</b>  <b>Autumn 1 Happy.</b>  <b>(see planning summary)</b>  <b>Autumn 2 Classroom jazz 2</b></p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>	<p><b>Composing</b>  <b>World War Songs</b>  <b>Spring 1 A New Year's Carol</b>  <b>Spring 2 You've got a friend.</b>  <b>(see planning summary)</b></p> <p>To improvise and compose music for a range of purposes using the Inter-related dimensions of music.</p>	<p><b>Understanding musical notation</b>  <b>Summer 1 Music and Me.</b>  <b>Summer 2. Leavers Assembly.</b>  <b>Arabian Nights</b></p> <p>Use and understand staff and other musical notations. Recap theory and introduce keyboard skills.</p>			



<b>French (KS2)</b>	<b>Autumn 1: Phonetics 1-3 (EX)/The date (IN)</b>	<b>Autumn 2: Do you have a pet? (IN)</b>	<b>Spring 1: Clothes (IN)</b>	<b>Spring 2: At school (PR)</b>	<b>Summer 1: At the weekend (PR)</b>	<b>Summer 2: Vikings (PR)</b>
<b>PSHEE</b>	<b>Belonging</b>	<b>Keeping safe</b>	<b>Getting along and falling out</b>	<b>Healthy lifestyles and healthy mind</b>	<b>Money and work</b>	<b>Healthy relationships and growing up</b>
	Valuing diversity; challenging discrimination and stereotypes	Recognising and managing pressure; consent in different situations  Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Influences and attitudes to money; money and financial risks  Money workshops	Human reproduction and birth; increasing independence; managing transition  RSHE Year 6- Lesson 1- Puberty and Reproduction Lesson 2- Understanding Relationships Lesson 3- Conception and Pregnancy Lesson 4- Communicating in Relationships



<b>Online safety</b>	Self-image and identity	Privacy & security Copywrite & ownership	Online Bullying	Managing Information Online	Health, Well-being & Lifestyle	Online Relationships / Online Reputations
<b>Personal development</b>	To consider response to immigration	To learn from our past	To consider language and freedom of speech		To consider causes of racism	To explore prejudice and discrimination
<b>British Values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
	Valuing diversity; challenging discrimination and stereotypes.	Recognising and managing pressure; consent in different situations  Keeping personal information safe; regulations and choices; drug use and the law; drug and the media.	Expressing opinions and respecting other points of view, including discussing topical issues and resolving conflicts.	Influences and attitudes to money; money and financial risks	Understanding what affects mental health and ways to take care of it; managing change, loss and bereavement.	Human reproduction and birth; increasing independence; managing transition
<b>Religious Education</b>	<b>6. 1 How can we use Sikh values and</b>	<b>6.3 Growing up brings responsibilities</b>	<b>6.2 What do Christians believe</b>		<b>6.4 Jewish belief in Kings and Prophets.</b>	



	<p><b>commitments in our daily lives?</b> Understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism</p>	<p>Personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood.</p>	<p><b>about Jesus' death and resurrection?</b> Five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship.</p>		<p>The covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets; about the great festivals of Rosh Hashanah, Purim and Hanukkah.</p>	
<p><b>Computing</b></p>	<p><b>Podcast (Creating Media)</b></p>	<p><b>Video Creation</b> Combine audio and video. Editing other media and films.</p>	<p><b>MicroBits</b></p>	<p><b>SATs preparation</b></p>	<p><b>Variables in gaming</b> <b>Scratch coding</b> To select, use and combine a variety of</p>	<p><b>App Prototype</b>  Information Technology  Presentations</p>



		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 and systems.			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.	
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<p><b>PE</b></p>	<p><b>Hockey (Invasion Games)</b></p> <p><b>Tag-Rugby (Invasion Games)</b></p> <p><b>Games - Hockey</b> To play competitive games, modified where appropriate</p> <p><b>Games</b> Use running, jumping, throwing and catching in isolation and in combination to play competitive games, modified where appropriate</p>	<p><b>Gymnastics</b></p> <p><b>Dodgeball (Target Games)</b></p> <p><b>Gymnastics</b> To develop flexibility, strength, technique, control and balance</p> <p><b>Games</b> Use running, jumping, throwing and catching in isolation and in combination to play competitive games, modified where appropriate</p>	<p><b>Dance (Artistic)</b></p> <p><b>Badminton Volleyball (Net/Wall Activities)</b></p> <p><b>Games -Benchball</b> To develop and apply skills and tactics To play competitive games modified where appropriate</p> <p><b>Dance</b> To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Orienteering (O &amp; A)</b> To play competitive games, modified where appropriate</p> <p><b>Gymnastics</b> To develop flexibility, strength, technique, control and balance</p> <p><b>Dance</b> To compare their performances with previous ones and demonstrate improvement to achieve their personal best. To improve agility, balance, coordination.</p>	<p><b>Tennis (Net/Wall Activities)</b></p> <p><b>Basketball (Invasion Games).</b></p> <p><b>Striking and fielding</b> Use running, throwing and catching in isolation and in combination.</p> <p>Play competitive games modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p><b>Games -Basketball</b> To develop and apply skills and tactics To play competitive games modified where appropriate</p>	<p><b>Athletics (Fundamentals)</b></p> <p><b>Cricket (Striking &amp; Fielding)</b></p> <p><b>Striking and fielding</b> Use running, throwing and catching in isolation and in combination.</p> <p>Play competitive games modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p><b>Athletics</b> Use running, jumping, catching and throwing in isolation and in combination Develop flexibility, strength, technique, control and balance, (athletics) Compare their performances with previous ones and demonstrate improvement to</p>
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						achieve their personal best
<b>Debating/Circle Time</b>	Gather ideas for/against  Strategies for organising ideas	How to structure a debate	Preparing for a debate  Taking on roles	Anticipating the other team's responses.	Hold debates	Hold debates



		Understanding roles within a debate.				
<b>Educational Visits, Visitors, Experiences</b>	Whitby	RE: Buddhaland			Eden camp	