

Long Term Planning 2021-2022

Year 6

	Term 1		Term 2		Term 3	
Weeks / Theme	It's all Greek to me (9 weeks)	From Dinosaurs to Now (5 weeks)	Victorians Victorian children (9 weeks)	It's Electrifying (4 weeks)	Up Hill and Down Dale SATs focus (4 weeks, 4 days)	The Wider World Trade and Economics (7 weeks)
Engage (Hook for learning)	Toga Party Greek food making	Fossil Observations	Quarry Bank Mill (Styal) Victorian schoolroom	Creating own electrical games	Field Trip to the Peak District National Park	Feast from around the World Bread Making Day
Learning log starter	What can you find out about the people of Greece? Can you retell a Greek myth?	What can you find out about evolution and adaptation?	What was life like for children in the past? What was it like in Victorian times?	What can you find out about electricity?	Where are the UK's National Parks?	What can you find out about trade – including fair trade?
Suggested texts	Percy Jackson and the Lightning Thief by Rick Riordan Range of Greek mythology	The Lion, The Witch and the Wardrobe by C. S. Lewis	Street Child by Berlie Doherty Victorian texts from Literacy Shed Video focus: Alma	Letters from the Lighthouse by Emma Carroll Video focus: Lighthouse Keeper	Ghost of Gosswater Hall by Lucy Strange Video focus: Frances Brandywine	The London Eye Mystery by Siobhan Dowd
Literacy Links	Slow write: Athens description Character Description: Mrs Dodds Newspaper report: Percy in trouble	Debate linked to UK Parliament week Narrative: cinema trip Explanation texts Biography: Mary Anning/Charles Darwin Christmas poetry	Ghostly story: Alma Diary entry: Jim Jarvis Persuasive leaflet: visit to Quarry Bank Mill Non-chronological report: Victorian children	Escape description: Jim Jarvis Thriller narrative: Frances Brandywine Joy for writing – the dragon Lighthouse diary or report	Persuasive Leaflet Poetry – different forms based on syllables Joy for writing choice of genre	Explanation texts Joy For Writing; Make own books – narrative writing
Science	Sc6/1.3 working scientifically: classification keys, tables, scientific diagrams and labels Sc6/2.1a living things and their habitats: describe how living things are classified including micro-organisms Sc6/2.1b: give reasons for classifying plants and animals. Scientist: Carl Linnaeus Louis Pasteur Edward Jenner	Sc6/2.3a: evolution; recognise living things have changed over time Sc6/2.3b: evolution; living things produce offspring which are not always identical to parents Sc6/2.3c: evolution; how animals and plants adapt to their environment. Scientist: Mary Anning, Charles Darwin	Sc6/1.1: working scientifically: plan scientific enquiries to answer questions including variables Sc6/1.2: take measurements using a range of scientific equipment Sc6/1.3: record data and results in diagrams, labels, tables and graphs Sc6/4.1a: light travels in straight lines Sc6/4.1b: light reflected into the eye Sc6/4.1c: light sources and sight Sc6/4.1d: blocked light causes shadows Scientist: Isaac Newton	Sc6/1.1 working scientifically: plan scientific enquiries to answer questions including variables Sc6/4.2a: electricity; voltage and brightness etc Sc6/4.2b: compare and give reasons for how components function Sc6/4.2c: circuit diagrams and symbols Scientist: Thomas Edison		Sc6/1.1: working scientifically: plan scientific enquiries to answer questions including variables Sc6/1.2: take measurements using a range of scientific equipment Sc6/1.3: record data and results in diagrams, labels, tables and graphs Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.
History	Hi2/2.4: Ancient Greeks study of Greek life and achievements and their influence on the western world. Comparison of city states; Alexandra the Great, using sources of evidence		Hi/2.2d extended chronological study: aspects of social history focusing on child welfare. Victorians: Life of a Victorian child, workhouses and Dr. Barnardo.			
Geography		Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including

		<p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Climate Change focus</p>			<p>rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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</p> <p>Ge2/1.4c 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.</p> <p>Britain's National Parks</p>	<p>energy, food, minerals and water</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities</p>
Art	<p>Ar2/1.1 - 1.2 improve mastery of art including drawing – collage. Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p> <p>Still Life Use meaningful objects to sketch, observe, compose and paint Study work by Cezanne and Camargo; create abstract art using chalk and charcoal; mix colours in paint, negative imagery; work with light, shade and graphic representations.</p>	<p>AR2/1.3 Great artist: - William Morris: patterns (overlying patterns to create a design) Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p> <p>Card and calendar making: improving mastery of art techniques including drawing.</p>	<p>Photography including photomontage, truisms, self-portraiture and impressions.</p> <p>Study work by Artsy, Opie and Picasso; learn about composition and history of photomontages; use digital techniques to convey messages; combine photography and line drawings; replicate the mood and expression of a painting through photography</p>	<p>Learn about the basics of perspective in art</p>	<p>Ar2/1.1 - 1.2 improve mastery of art including drawing – collage. Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p> <p>Impressionism Study work by Monet and Hopper Mix colours in paints</p>	<p>Ar2/1.1 - 1.2 improve mastery of art including drawing – collage. Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p> <p>Create a graffiti artist's tag; study the work of Kollwitz and Picasso; produce work that uses different tonal values; learn how to mask parts of the painting with masking tape</p>
DT	<p>DT2/2.1b – cook a variety of savoury dishes DT2/2.1c – use awareness of taste, texture and smell to decide on seasoning and combining of ingredients. Make Tsatsiki and pita bread</p>			<p>DT2/1.1b; use research and develop design criteria to inform the design of innovative and appealing products that are fit for purpose DT2/1.4c understand and use electrical systems in their products</p> <p>Design a prototype using electrical components</p>		<p>DT2/2.1a – understand and apply the principles of a healthy and varied diet DT2/2.1b – cook a variety of savoury dishes DT2/2.1c – use awareness of taste, texture and smell to decide on seasoning and combining of ingredients.</p> <p>bread making</p>
Music Listening:	<p>Listening: A Bao A Qu by Mason Bates</p> <p>Improvising and composing rhythms and simple tunes to represent mythical creatures</p>	<p>Listening: Fossils by Saint Saens Jurassic Park theme; compare their structure and place in history</p>	<p>Listening: Music Hall songs</p> <p>Music hall songs -Daisy Bell, Cockles and Mussels (traditional songs) and their cultural influences</p>	<p>Alpha by Vangelis</p> <p>Develop understanding of Gospel and Spiritual songs and their cultural influences</p>	<p>Listening: blues/scat</p> <p>Sing favourite songs</p>	<p>Listening: compare and Contrast African and Indian music with Western music</p> <p>Sing sea shanties and traditional songs</p>
PSHE	<p>Being me in my world:</p> <p>Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life</p>	<p>Celebrating differences:</p> <p>Empathise with people who are different and be aware of my own feelings towards them • Identify feelings</p>	<p>Dreams and goals:</p> <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that 	<p>Healthy me:</p> <ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to 	<p>Relationships:</p> <ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help 	<p>Changing me:</p> <p>Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen</p>

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	with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive rolemodel • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions	associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy	they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements	find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure	themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being	to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
RE	What do religions say when life gets hard? U2.3 new syllabus beliefs about death.	Christmas unit: How are stories depicted through art and word?	Is it better to Express your religion in art and architecture or in charity and generosity?	Easter unit – what is belief? Witness and proof.	What matters most to Christians and Humanists?	What difference does it make to believe in Ahmsa, Grace and Ummah?
Classics	To be able to introduce oneself & greet another To know what the Romans ate. To understand the ways Romans entertained. To know how nouns & adjectives are used in Latin.	To know the role of slaves in Roman times. To know how verbs are used in Latin. To know how the ending of a verb changes depending upon who is doing the action. To understand the education system in Roman times. To revise nouns, adjectives and verbs in Latin.	To understand the life of the slave Candidus under Roman rule. To introduce the use of adverbs in Latin. To understand travel in Roman Britain. To consolidate the use of nouns, adjectives verbs and adverbs in Latin.	To understand the Roman Army. To give commands – (bossy verbs!) To know what happens to the word when a command is given to more than one person. To understand the purpose of the Roman baths and the role of the doctor in Roman Britain. To name parts of the body based upon their Latin derivatives. To revise the use of adverbs and bossy verbs in Latin.	To understand life in the Roman Army. To use prepositions accurately in Latin. To become familiar with the jewellery, clothes and cosmetics worn by Roman women. To use conjunctions accurately in Latin.	To become familiar with how death and burials are dealt with in Roman life. To understand the concept of subject & object in Latin sentences. To become familiar with the part religion played in Roman life. To revise the grammar learned in previous chapters.
PE	E2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1d perform dances using a range of movement patterns PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
End of Term Show and Share or Work to Display		Debates centred around UK Parliament week Wax resist fossils	William Morris designs	Electricity work	Map-work and field work	Leavers' assembly

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