

Year 6 Long Term Planning 2024-2025

	Autumn Term	Spring Term	Summer Term
Special visits	'Evacuation' experience at STEAM Museum Condoover – Week Residential	Ashmolean Museum	The Living Rainforest, Newbury
English	Blitz Narrative Evacuee Diary Fire work Poetry Farley Hill School Brochure	Portal Story Escape from the tomb instructions Narrative Persuasive argument Formal letter of complaint	Shakespeare – Character description Narrative Newspaper Setting description Speech
Maths	Place Value Addition, Subtraction, Multiplication and division Fractions	Converting units Ratio Algebra Decimals Fractions Decimals Percentages Area, perimeter and volume Statistics	Shape Position and direction Themed projects, consolidation and problem solving
Science	Light - recognise that light appears to travel in straight lines - 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 - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 - use recognised symbols when representing a simple circuit in a diagram. *Pupils are expected to learn only about series circuits	Animals including humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.	Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics. - find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Evolution and inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. - find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.
Computing	Internet Communication Variables in games	Spreadsheets Sensing	3D Modelling Web Page
History	WWII: The Battle of Britain Pupils should be taught about: a local history study Examples (non-statutory) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) - a significant turning point in British history, for example, the first railways or the Battle of Britain.	Ancient Egypt Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Mayan Civilisation Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Geography	The UK – Scotland Where is Scotland in the world and in the UK? What is the physical geography of Scotland? How does the physical geography of Scotland impact how people live? How were the mountains and Lochs formed in	Egypt Where is Egypt? What is the geographical landscape of Egypt? Where have the cities developed? Why? Why is the Nile important to the Egyptians?	South America - Brazil Where are South America, Brazil and the Amazon Rainforest in the world? What is a rainforest? What is a climate zone? What is a biome? How have animals adapted to live in the rainforest?

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	Scotland? What drives the economy in Scotland?		How do indigenous people live in the Amazon rainforest compared to the UK? Why is the Amazon rainforest important (ecological impact)? What are the threats to the rainforest?
Design & Technology	Remembrance Memorial	How did the Ancient Egyptians carry water from the Nile? Egyptian shadufs.	Textiles: Design and make their own rainforest animal
DT Cookery	Wartime ration recipes. e.g. shortbread.		Master Chef Competition: design and make a main course for 2
Art & Design	World War Two Europe: France Blitz scenes using chalk and silhouette layers Propaganda Art Scottish Landscape watercolour	Ancient Egypt	Mayan Civilisation South America: Brazil
Music	Music and technology 1940s Music	Creative composition Musical Styles Connect Us	Improvising with confidence Farewell tour Year 5/6 Production
P.E.	Basketball Gymnastics Football Dance – Lindy Hop	Hockey Gymnastics 2 Dance Tennis	Yoga Athletics OAA Rounders
R.E.	Children will follow the 'Discovery' RE scheme of work for Year 6 Islam: how do Muslims show commitment to God? Inspirational People/leaders Christianity and the Christmas story Responsibilities Respecting others	Children will follow the 'Discovery' RE scheme of work for Year 6 The Journey of Life and Death Easter Influence of family	Children will follow the 'Discovery' RE scheme of work for Year 6 Beliefs in Action – The Environment Values, beliefs and ideas
P.S.H.E.	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
French	La phonétique (Phonics & Pronunciation) À l'école (At School)	Moi dans le monde (Me in the World) Le week-end (The Weekend)	Manger et Bouger (Healthy Lifestyles)