

YEAR 6 LONG TERM PLAN 2020-21

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM – under development
ENGLISH	Street Child – Letter, description, news report, story	Floodland - Letter, diary, balanced discussion, instructions, newspaper	Boy in a Girls bathroom Balanced discussion, Letter – Changing, Instructions for Bradley, Imaginary world story
MATHS	Number Negatives Four operations Factors Bidmas Shapes Fractions, decimals and percentages Circles Graphs	Coordinates Negatives Translation and reflection Area and perimeter Fractions Angles and graphs FDP and rounding Scaling and algebra Ratio and measure Volume and Decimals Graphs and Average	Revision of all areas £5 challenge
SCIENCE	Light -Understand 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, and to predict the size of shadows when the position of the light source changes. 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.	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.	Humans and animals -Identify and name the main parts of the human circulatory system, and explain 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 -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.
PSHCE	Heartsmart units 1 and 2	Heartsmart units 3 and 4	Heartsmart units 5 and 6
RE	Christian Faith In Action The Magi/Promises	Living in a global community Easter through Art	Making Choices Judaism
PE	Swimming Gymnastics	Football Badminton	Handball Outdoor Activities - Residential

	Indoor Athletics / Cross Country Golf	Dance Dodgeball	Sports Day Athletics Cricket
MFL Spanish	Revision:- Name, age, greetings, where you live Numbers 1 – 100 Telling the Time Christmas	Fruit and Vegetables Dictionary skills	Wild Animals Adjectives for Animals Querido Zoo audio story (Dear Zoo Story)
HISTORY	History curriculum project – see separate plan	Environment curriculum project – see separate plan	Historical events that have had a significant impact on sport
GEOGRAPHY			Brazil and the Olympic legacy Locational knowledge -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 Human and physical geography -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
ART			Recycled trophies -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]
DT			Sports Kit -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 -Generate, develop, model and communicate their ideas through discussion and annotated sketches -Select from and use a wider range of tools, equipment, materials and components, including textiles -Investigate and analyse a range of existing products -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
MUSIC	Victorian Music (First Half Term)	Schools Concert (TBC) Lesson plans provided by The Royal Liverpool Philharmonic Orchestra	Classroom Jazz (First Half Term) Elements of improvisation and composition in Jazz style History and emergence of Jazz
COMPUTING	Coding E-safety Further curriculum-linked activities – see History curriculum plan	Coding E-safety Further curriculum-linked activities – see Environment curriculum plan	E-safety – inferring feelings/cyber-bullying History links Sound recording, audio buttons (Jesse Owens, Hillsborough) Geography links Google Earth (Brazil)

			DT links Research (existing products) Designing website (designing T-shirt)
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