



## Year 6 Long Term Plan

| Subject        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|----------------|--|--|--|---|--|---|
| <b>English</b> | <ul style="list-style-type: none"> <li>Character description</li> <li>Persuasive formal letter</li> <li>Poem</li> </ul>  | <ul style="list-style-type: none"> <li>Mystery/suspense story</li> <li>Informal letter</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion</li> <li>Instructions</li> </ul>   | <ul style="list-style-type: none"> <li>Historical story</li> <li>Biography</li> </ul>   | <ul style="list-style-type: none"> <li>Narrative – dialogue based</li> <li>Non-chronological report</li> </ul>   | <ul style="list-style-type: none"> <li>Fantasy story</li> <li>Playscript</li> </ul> |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>Place value</li> <li>Ordering and rounding</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>  | <ul style="list-style-type: none"> <li>Using all four operations with fractions</li> <li>Percentages</li> <li>Factors and multiples</li> </ul>   | <ul style="list-style-type: none"> <li>Properties of 2D/3D shapes</li> <li>Perimeter and area</li> <li>Angles</li> <li>Units of measure</li> </ul>   | <ul style="list-style-type: none"> <li>Co-ordinates</li> <li>Translation</li> <li>Ratio</li> </ul>  | <ul style="list-style-type: none"> <li>Time/timetables</li> <li>Graphs and charts</li> </ul>   | <ul style="list-style-type: none"> <li>KS3 transition</li> </ul>                    |
| <b>Science</b> | <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Circulatory system –</li> <li>Explore the function of the heart<br/>Investigate the effect of exercise on heart rate</li> <li>Dissect actual hearts</li> <li>Impact of diet, exercise, drugs and lifestyle on the way the body works-</li> <li>Make large tubes to show how arteries can become clogged</li> <li>Describe the ways nutrients and water can be transported in humans and animals</li> </ul>  | <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>Visit the local quarry to classify a range of plants by their characteristics</li> <li>Research the role of Carl Linneaus, a pioneer of classification</li> </ul> | <p><b><u>Evolution and inheritance</u></b></p> <ul style="list-style-type: none"> <li>Discover how fossils provide information and evidence that living things have changed over time</li> <li>Explore the work of palaeontologists such as Mary Anning and Charles Darwin</li> <li>Research the features of an animal or plant and its adaptations that make it suited to its environment</li> <li>Invite dog owners of crossbreeds to discover the effect of variation in offspring</li> <li></li> </ul> |   | <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Know that light appears to travel in straight lines</li> <li>explain that objects are seen because they give out or reflect light into the eye</li> <li>Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use shadow puppets to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Know which symbols represent which component in a circuit</li> <li>Explain what would happen to the brightness of a lamp or the volume of a buzzer when the number and voltage of cells is increased</li> </ul> <p>Give reasons for how components function in a circuit when components are increased or decreased</p> |   |
| <b>History</b> | <p><b><u>World War II – how did it impact Coventry?</u></b></p> <ul style="list-style-type: none"> <li>Analyse and justify the causes and consequences of World War II using a range of evidence</li> <li>Understand the use of propaganda during WW2</li> <li>Explore the effects of evacuation for the children and parents and how this would have affected children living in Coventry</li> <li>Learn about the causes and consequences of rationing during WWII and how this would have impacted people living in Coventry</li> </ul> |  |  | <p><b><u>Tudors – how did Tudor monarchs influence Britain?</u></b></p> <ul style="list-style-type: none"> <li>Learn how propaganda was used to influence people living Britain</li> <li>Identify periods of rapid change in religion during the Tudor era on a timeline and contrast these against times of relatively little change</li> <li>Explain how Tudor monarchs demonstrated punishment throughout their reign</li> <li>Compare the differences between food for the rich and for the poor</li> </ul> <p>Investigate journeys and discoveries made by Tudor explorers</p> |  |   |

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|                  | <ul style="list-style-type: none"> <li>Research the bombing of Coventry in 1940 and the destruction of the cathedral</li> </ul>   |   |   |  |  |   |
| <b>Geography</b> | <ul style="list-style-type: none"> <li>Locate major cities in Russia, using technical geographical vocabulary</li> <li>Explore the variation in climate zones and biomes of Russia</li> <li>Research the mountain ranges of Russia and compare them to those in the UK</li> <li>Produce a tourist video for Russia</li> </ul> | <ul style="list-style-type: none"> <li>Use maps and atlases to plot the journeys of Tudor explorers-</li> <li>Name and locate counties in the UK (link to Wars of the Roses)</li> </ul> | <ul style="list-style-type: none"> <li>Explore how human activity impacts our planet</li> <li>Understand the causes and effects of global warming</li> <li>Explain the impact of non-renewable energy sources on the climate</li> <li>Fieldwork study - analyse how waste impacts the planet</li> </ul> |  |  |   |
| <b>Art</b>       | <b><u>Sculpture</u></b>   |   | <b><u>Drawing</u></b>   |  | <b><u>Sculpture</u></b>  |   |
|                  | <ul style="list-style-type: none"> <li>Study the artist Barbara Hepworth- investigate her work</li> <li>Apply knowledge of Barbara Hepworth to create sculpture inspired Christmas cards</li> </ul>   |   | <ul style="list-style-type: none"> <li>Investigate shade and proportion- produce a small section of a larger class piece of art: Henry VII or Richard III</li> </ul>  | <ul style="list-style-type: none"> <li>Revisit work of Barbara Hepworth and create a clay sculpture</li> </ul> |  |   |
| <b>DT</b>        | <b><u>Significant designers</u></b>   | <b><u>Food</u></b>  | <b><u>Electrical systems</u></b>  |  | <b><u>Mechanics</u></b>  |   |
|                  | <ul style="list-style-type: none"> <li>Find out why Graham Alexander Bell is a significant designer</li> </ul>  | <ul style="list-style-type: none"> <li>Create WWII bread and refine the recipe using different ingredients and techniques</li> </ul>  | <ul style="list-style-type: none"> <li>Design, make and evaluate an electrical burglar alarm system</li> </ul>  |  | <ul style="list-style-type: none"> <li>Design, create and evaluate a fairground with moving rides</li> </ul> |   |
| <b>Computing</b> | <ul style="list-style-type: none"> <li>Esafety</li> </ul> <p>Different languages</p>  | Meeting a brief   | Flowol and internet searches  | Code breakers  | Solving problems using data  | Internet fairness   |
| <b>PE</b>        | <ul style="list-style-type: none"> <li>tag rugby</li> <li>sports hall athletics</li> </ul>  | <ul style="list-style-type: none"> <li>hand ball</li> <li>sports hall athletics</li> </ul>  | <ul style="list-style-type: none"> <li>dance</li> <li>fitness circuits</li> </ul>   | <ul style="list-style-type: none"> <li>outdoor adventure</li> <li>tennis</li> </ul>                            | <ul style="list-style-type: none"> <li>rounders</li> <li>gymnastics</li> </ul>                               | <ul style="list-style-type: none"> <li>basketball</li> <li>athletics</li> </ul>   |
| <b>Music</b>     | <ul style="list-style-type: none"> <li>Explore Gamelan music a five note scale working towards an authentic sounding whole class performance</li> <li>Sing Christmas choruses with more than one part</li> <li>Sign with expression and explore cultural context of music</li> </ul>  |   | <ul style="list-style-type: none"> <li>Use music notation to vocally perform an underground music piece using dynamics, duration, texture, sense of pulse and round</li> </ul>  |  | <ul style="list-style-type: none"> <li>Underground music - Dynamics, full notation reading</li> </ul>        | <ul style="list-style-type: none"> <li>Choose and learn songs with social meaning and perform to a wide audience</li> </ul> |
| <b>RE</b>        | <ul style="list-style-type: none"> <li>Is it better to express your beliefs in arts and architecture or in charity and generosity?</li> </ul>   | <ul style="list-style-type: none"> <li>What difference does it make to believe in ahimsa, grace and/or Ummah?</li> </ul>  | <ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> </ul>  |  | <ul style="list-style-type: none"> <li>What do religions say to us when life gets hard?</li> </ul>           |   |
| <b>PHSE</b>      | <ul style="list-style-type: none"> <li>Taking care project</li> <li>My mental health and me</li> </ul>  | <ul style="list-style-type: none"> <li>Enterprise project- Christmas fair</li> <li>Choices, choices, choices</li> </ul>   | <ul style="list-style-type: none"> <li>Living in an online world</li> </ul>   | <ul style="list-style-type: none"> <li>Changing relationships</li> </ul>                                       | <ul style="list-style-type: none"> <li>Reproduction</li> </ul>   | <ul style="list-style-type: none"> <li>Enterprise project</li> <li>School summer fete</li> <li>Moving on up</li> </ul>      |
| <b>French</b>    | <ul style="list-style-type: none"> <li>Body parts</li> <li>Illnesses and injuries</li> </ul>  | <ul style="list-style-type: none"> <li>Traditional French foods</li> </ul>  | <ul style="list-style-type: none"> <li>Numbers up to 100</li> <li>where I live</li> </ul>   | <ul style="list-style-type: none"> <li>weather forecast</li> </ul>   | <ul style="list-style-type: none"> <li>School equipment</li> </ul>   | <ul style="list-style-type: none"> <li>hobbies and activities</li> </ul>  |

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| <b>Class assemblies</b>   | <ul style="list-style-type: none"> <li>council representatives- General election and developing a manifesto</li> <li>Sustainability issues. Learning dispositions- secrets of success</li> </ul> | <ul style="list-style-type: none"> <li>Conflict resolution</li> <li>E Safety and cyber bullying</li> <li>Difference of opinion</li> <li>Peer pressure</li> <li>Risk taking- anti social behaviour.</li> <li>Aspects of civil and criminal law and the justice system.</li> </ul> | <ul style="list-style-type: none"> <li>High aspirations: qualifications needed for employment</li> <li>Diversity of employment opportunities</li> <li>Achieving personal goals</li> </ul> | <ul style="list-style-type: none"> <li>Knowing where to go for help- network</li> <li>Managing uncomfortable feelings</li> </ul> | <ul style="list-style-type: none"> <li>National, religious and ethnic identities in the UK</li> <li>Challenging stereotypes</li> </ul> | <ul style="list-style-type: none"> <li>Anti- social behaviour and the consequences</li> <li>Rules and the law</li> <li>Discovering democracy. Voting and debating- Understanding how the general election process works</li> <li>Environmental awareness and responsibility</li> <li>Inequalities</li> <li>Trade across the world</li> <li>throughout the world- global perspective</li> </ul> |
| <b>Educational Visits</b> | <ul style="list-style-type: none"> <li>The Houses of Parliament</li> </ul>   | <ul style="list-style-type: none"> <li>11 b4 11 good deed: tidy church for Christmas</li> <li>Coventry Cathedral</li> </ul>  | <ul style="list-style-type: none"> <li>11 b4 11 Shakespeare</li> </ul>  |  | <ul style="list-style-type: none"> <li>11 b4 11 mess about on the water</li> </ul>   | <ul style="list-style-type: none"> <li>11 b4 11: create something amazing</li> </ul>   |
| <b>Class texts:</b>       | <ul style="list-style-type: none"> <li>Goodnight Mr Tom</li> <li>Spooks Apprentice</li> <li>Archer's Goon</li> </ul>   |  |   |  |  |  |