

Year 6 Big Picture Long Term Plan 2023 - 2024

Year 6 Long Term Planning

Term	Autumn		Spring			Summer	
Topic Title	Hola Mexico!		Frozen Kingdom			A Child's War	
Book Links							
Lyfta Links	Mother of the Forest Amazonian Treats						
Visit/ experience linked to topic	JCA		Warning Zone			Holocaust Centre	Drayton Manor
UN Global Goal Links							



	<p>way their bodies function</p> <ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans. 	<p>offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		<ul style="list-style-type: none"> 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. 	<p>the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram.
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History	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Pupils should understand how our knowledge of the past is constructed from a range of sources 		<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
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Geography	<p><u>National Curriculum Objectives</u> Pupils should be taught to</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography 	<p><u>National Curriculum Objectives</u> Pupils should be taught to</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic 	<p><u>National Curriculum Objectives</u> Pupils should be taught to</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich 	<p><u>National Curriculum Objectives</u> Pupils should be taught to</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge 	
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	of a region within North or South America <ul style="list-style-type: none"> physical geography, including: biomes and climate zones 	Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Meridian and time zones (including day and night)	of the United Kingdom and the wider world		
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Music

National Curriculum Objectives
Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Pulse <ul style="list-style-type: none"> I can maintain a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can share opinions about own and others' music and be willing to justify these using musical vocabulary. 	Voice <ul style="list-style-type: none"> I can experiment with and refine sounds with my voice. I can maintain a part in a performance with my voice. I can create and perform a vocal piece by following a graphic / notated score. 	Rhythm <ul style="list-style-type: none"> I can use a variety of musical devices, timbres, textures, techniques when creating and playing music I can confidently maintain an independent part when playing an instrument (smaller groups / more parts) I can follow staff and other notations while playing short passages of music 	Pitch <ul style="list-style-type: none"> I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal I can create music which demonstrates understanding of structure and discuss the choices made I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music 	Music Technology <ul style="list-style-type: none"> To use a variety of musical devices when making music to include timbres, textures, techniques etc. To create music which demonstrates an understanding of structure and discuss the choices made. To listen, evaluate and share opinions about range of live and recorded music from different 	20th Century <ul style="list-style-type: none"> To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques. To listen to and evaluate a variety of recorded music from different
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	<ul style="list-style-type: none"> I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. 		<ul style="list-style-type: none"> I can critique my own and others' work, offering specific comments and justifying these. 	<ul style="list-style-type: none"> I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary 	<p>traditions, genres, styles and times with a focus on structure.</p> <ul style="list-style-type: none"> To share opinions about own and others music and be willing to justify these, using technical vocabulary. 	<p>traditions, genres, styles, and times.</p> <ul style="list-style-type: none"> To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.
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R.E	<p>Why do Hindus want to be good?</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs Give meanings for the story of the man in the well and explain how it 	<p>What matter most to Humanists and Christians?</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad. Make links with sources of authority 	<p>Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is and its purpose. Taking account of the context, suggest what Genesis 1 might mean, 	<p>What do Christians believe Jesus did to save people?</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say 	<p>For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the 	<p>How does faith help when life gets hard?</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people 	<p>RE Today Antiracism lessons</p>
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	<p>relates to Hindu beliefs about samsara, moksha etc.</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways. • Make connections between Hindu beliefs studied and explain how and why they are important to Hindus. • Reflect on and articulate what impact belief in 	<p>that tell people how to be good.</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Raise important questions and suggest answers about how and why people should be good, • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<p>and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account giving good reasons for their views. 	<p>that Jesus' death was a sacrifice, using theological terms.</p> <ul style="list-style-type: none"> • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice in different ways. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<p>kingdom of God.</p> <ul style="list-style-type: none"> • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice in different ways. • Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today. • Articulate their own 	<p>in how to respond to good and hard times in life.</p> <ul style="list-style-type: none"> • Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life. • Give examples of ways in which beliefs about resurrection/judgement/ 	
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	<p>karma and dharma might have on individuals and the world, recognising different points of view.</p>				<p>responses to the idea of importance of love and service in the world today.</p>	<p>heaven/karma/reincarnation make a difference to how someone lives.</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. 	
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<p>Computing</p>	<p>Creating Media – Web Page Creation Pupils should be taught to</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content 	<p>Computing systems and networks –Communication Pupils should be taught to</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide 	<p>Data and Information – Spreadsheets Pupils should be taught to</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design 	<p>Creating Media – 3D Modelling Pupils should be taught to</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content • use technology purposefully to store and 	<p>Programming A – Variables in Games Programming B – Sensing Pupils should be taught to</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 		
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	<ul style="list-style-type: none"> use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school. 	<p>multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.</p>	<p>retrieve digital content and to recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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, systems and content that accomplish given goals.
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Art	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history
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	<p>Dia de Muertos</p> <ul style="list-style-type: none"> Understand about the work of Mexican Artists Frida Kahlo and Jean-Michel Basquiat. Develop sketches and artwork in the style of Kahlo and Basquiat. Investigate different cultural celebrations in Mexico such as 'Day of the Dead' 	<p>Discovery and Exploration</p> <ul style="list-style-type: none"> Understand about the work of illustrators and look at Charles Darwin sketches and the work of graphic designer, Sabina Redeva. Appraise and improve their work by re-looking back at their own sketches. Understand what makes an effective 	<p>All the drama!</p> <ul style="list-style-type: none"> Learn about set design and its purpose – look at set designers for theatre and film. Understand the terms, 'maquette', 'backdrop', 'foreground' and 'flats'. Know about warm-up sketching techniques using charcoal/chalks. Understand how to work in 3D and how this contrasts to 2D. 		<p>Propaganda Posters</p> <ul style="list-style-type: none"> Appreciate art created during the war and its purpose Know some features of propaganda poster art (bright, bold colours – usually only a few, simple message, bold text - minimal, picture related to the text) Design a propaganda poster following the criteria and traditional style of WW2. Using typography and contrasting colours (colour wheel) Create the poster using sketching techniques then paint (demonstrate colour mixing skills), a variety of brushes, brush techniques, black marker pens
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	<p>and link art ideas to the colours and themes from this festival.</p> <ul style="list-style-type: none"> • Understand about sugar skulls and experiment with colour and paint to create their own skull design. • Create a design for a sewing project and understand limitations of stitch and factor this into their ideas. • Build on their knowledge of sewing and create a felt sugar skull using blanket and running stitch. 	<p>illustrative design by appraising and commenting on various books covers relating to 'On the Origin of Species'.</p> <ul style="list-style-type: none"> • Know how to create an effective design for a specific target audience. 	<ul style="list-style-type: none"> • Learn how to problem solve by constructing set design pieces out of everyday objects. • Understand how choices of colour, lighting and texture can add to dramatic effect. • Be able to use lighting effects to create drama. 		<ul style="list-style-type: none"> • Know some of the artists behind propaganda posters James Fitton, Abram Games, Tom Purvis, Donia Nachsen, John Gilroy • Visit Tate Kids to find out about the role of a chosen war artist such as Paul Nash • Compare and contrast the work of different war artists – looking at composition, subject, style, mood and artistic elements • Recap and learn some charcoal techniques and use some charcoal tools – blending stump, kneaded eraser <p>Look at wartime photographs from both world wars and create a charcoal/graphite pencil representation of one as if they were a wartime artist.</p>
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DT	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately - 3D Day of the Dead Skulls • Cooking - Prepare and cook a variety 				<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products 	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional
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	of predominantly savoury dishes using a range of cooking techniques					properties and aesthetic qualities
P.E	Dance	Gymnastics	Basketball	Hockey	Athletics	Swimming
	Invasion games	Football	Dodgeball	OAA	Sticking and Fielding	Tennis

PSHE	<p>How can keep healthy as we grow?</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ➤ how to plan a healthy meal ➤ how to stay physically active ➤ how to maintain good dental health, including oral hygiene, food and drink choices ➤ how to benefit from and stay safe in the sun ➤ how and why to balance time spent online with other activities ➤ how sleep contributes to a healthy lifestyle ➤ effects of poor sleep; strategies that support good quality sleep ➤ □ how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 	<p>How can the media influence people?</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies • to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue 	<p>What will change as we become more independent?</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process – how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made? • how growing up and becoming more independent comes with
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	<ul style="list-style-type: none"> • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else' 	<ul style="list-style-type: none"> • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>increased opportunities and responsibilities</p> <ul style="list-style-type: none"> • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
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French	All Around Town <ul style="list-style-type: none"> • name some of the major cities of France; • identify and say typical amenities to be found in French towns; • say and order multiples of ten; • ask and give a simple address in French; • locate the correct part of a bilingual dictionary 	On the move <ul style="list-style-type: none"> name some types of transport; • use Je... and Tu... correctly in a simple sentence; • respond to simple instructions for direction and movement; • follow simple directions to find a place on a map. 	Going Shopping <ul style="list-style-type: none"> Listen and respond to topic vocabulary. • Answer questions using the topic vocabulary. • Take part in role play as a shopper/ shopkeeper, speaking in French. • Greet and respond 	Where in the World? <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer in a sentence using the topic vocabulary; • use an English/French dictionary to translate from English to French. 	What's the Time? <ul style="list-style-type: none"> • say and write a sentence to tell the time (o'clock); • count in fives to at least 30; • understand and use the terms avant and après; • answer questions about a TV schedule. 	Holidays and Hobbies. <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer in a sentence using the topic vocabulary; • present ideas and information orally to a range of audiences.
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to translate from French- English or vice versa.					
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