

St Mary's Year 6 Long- Term Plan

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions > 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>		<p>Use, read, write and convert between standard units, Converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Draw 2- D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p>		<p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean as an average</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Reasoning/ Problem Solving in Real Life Contexts</p> <p>Budget/costing Profit/Loss</p> <p>Data Handling-</p> <p>Plants/Animals –classification (science)</p> <p>Shape & Space-Patterns in Art Stocks and Shares (Computing)</p>	

Multiply simple pairs of proper fractions, writing the answer in its simplest form

Divide proper fractions by whole numbers

Associate a fraction with division and calculate decimal fraction equivalents

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Multiply one-digit numbers with up to two decimal places by whole numbers

Use written division methods in cases where the answer has up to two decimal places

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

Solve problems involving similar shapes where the scale factor is known or can be found

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Use simple formulae

Generate and describe linear number sequences

Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with two unknowns

Enumerate possibilities of combinations of two variables

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Solve problems which require answers to be rounded to specified degrees of accuracy

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiple

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

*Star of Fear, Star of Hope by Jo Hoestlandt***Writing****Fiction writing**

Expanded noun phrases to convey complicated information concisely

Passive verbs

Link ideas across paragraphs

Dialogue to convey character and advance action

Colon to introduce a list

Punctuate bullet points

Final Outcome: To write a story with a flashback from another character's point of view.

Greater Depth: To write a story with a flashback from another character's point of view including a section in recount genre.

Courageous Advocacy Opportunity- Victims of persecution

Reading comprehension

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Predict from details stated and implied

Summarise main ideas

Identify how language, structure and presentation contribute to meaning

*Can we save the tiger? by Martin Jenkins***Writing****Report writing**

Enhance meaning through selecting appropriate grammar and vocabulary

Expanded noun phrases to convey complicated information concisely
Modal verbs and adverbs

Brackets, dashes or commas to indicate parenthesis

Final Outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)

Greater Depth: To write and present a 'Newsround' style TV news story about the tiger crisis.

Courageous Advocacy Opportunity- Conservation of species

Reading comprehension

Check sense

Summarise main ideas

Retrieve, record and present information

Identify how language, structure and presentation contribute to meaning

Participate in discussions

Explain and discuss understanding of reading

*The Selfish Giant by Oscar Wilde**Illustrated by Ritva Voutilainen***Writing****Fiction writing**

Identify the audience for and purpose of writing

Enhance meaning through selecting appropriate grammar and vocabulary

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings

Proof-read for spelling and punctuation errors

Final Outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Greater Depth: To write a version from the special tree's perspective

Reading comprehension:

Read and discuss a wide range of texts and ask questions

Make comparisons

Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence

Predict from details stated and implied

Evaluate author's language choice

Provide reasoned justifications for their views

Distinguish fact and opinion (GD)

*Island by Jason Chin***Writing****Recount writing – journalistic style**

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading

Enhance meaning through selecting appropriate grammar and vocabulary

Final Outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries

Greater Depth: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information

Additional outcome: To write a discussion about whether it was right to take Jemmy Button from his habitat.

Reading comprehension:

Make comparisons

Predict from details stated and implied

Draw inferences (characters, feelings, thoughts, motives) and justify with evidence

Ask questions

Summarise main ideas

Retrieve, record and present information

Provide reasoned justifications

*Manfish by Jennifer Berne***Writing****Recount writing**

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Use organisational and presentational devices

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Final Outcome: To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text

Greater Depth: To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate

Courageous Advocacy Opportunity- Protecting our oceans

Reading comprehension:

Identify and discuss themes and conventions

Identify how language, structure and presentation contribute to meaning

Evaluate author's language choice

Distinguish fact and opinion

Retrieve, record and present information

*Sky Chasers by Emma Carroll***Writing****Fiction writing from different viewpoints & autobiographical writing**

Identify the audience for and purpose of writing

Enhance meaning through selecting appropriate grammar and vocabulary

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings

Proof-read for spelling and punctuation errors

Precis longer passages

Final Outcome: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints.

Greater Depth: To write from three different viewpoints.

Further writing outcome: To write a personal autobiography recounting a significant achievement.

Reading comprehension:

Recommend books to peers

Learn poetry by heart

Prepare for performance

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Evaluate author's language choice

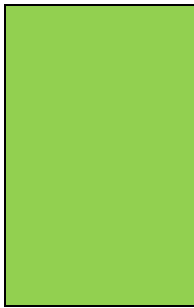
• Retrieve, record and present information

<p>Science</p>	<p>Work scientifically Learn about scientists who have helped us understand vaccination/inoculation. Louis Pasteur etc...</p> <p>Investigate 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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Courageous Advocacy Opportunity- Healthy Choices</p>	<p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate Living Things Explaining the findings and theories about Evolution and Adaptation.</p> <p>Understand the role of the circulatory system and its role and links with diet, exercise, drugs and lifestyle</p>	<p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate light and seeing Understanding how light and reflection affect sight.</p> <p>Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.</p> <p>Understand electrical circuits 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</p>
<p>R.E</p>	<p>Understand beliefs and teachings Understanding the key teachings of Christianity.</p> <p>Understand practices and lifestyles How do different Christians describe God?</p> <p>Understand how beliefs are conveyed Why is Jesus being the Light of the World important to Christians? Reflect Compare the 'Good news' to good news of their own and reflect on their own feelings.</p> <p>Understand values Symbolism in Jesus: the Light of the world painting by William Hunt.</p>	<p>Understand beliefs and teachings Understanding the key teachings of various religions.</p> <p>Understand practices and lifestyles What is the difference between forgiveness and justice?</p> <p>Understand how beliefs are conveyed What Jesus taught about the Kingdom of God. How that belief affects Christians' lives..</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values About the relationship between justice and repentance in the Old Testament Christians believe that God forgives those who love God.</p>	<p>Understand beliefs and teachings Understanding the key teachings of various religions.</p> <p>Understand practices and lifestyles Understanding the day to day lives and practices of various religions.</p> <p>Understand how beliefs are conveyed How belief in the teachings of Jesus might influence a Christian making a decision. How Jesus' teaching could influence personal response to ethical issues. Reflect Appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives.</p>
<p>Geography</p>	<p>Investigate places Locate Central America and Mexico today on a map of the world. Link to where the Maya settled and how the world was different geographically.</p> <p>Investigate patterns Look at location of Maya settlements. Why were they there?</p> <p>Communicate geographically Would it be difficult for the Maya to survive in today's regions in Central America? Why?</p>	<p>Investigate places Describe the geographical location of the continent of South America and specifically Brazil</p> <p>Investigate patterns Research the physical and human geography of Brazil</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques.</p>	<p>Investigate patterns Compare climate using equator, hemispheres, latitude to explain.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Using 6 figure grid references.</p>

<p>History</p>	<p>Investigate and interpret the past How do we know about the people and civilisation we have studied?</p> <p>What evidence do we have?</p> <p>How reliable is it?</p> <p>Were the Mayans ahead of their time?</p> <p>Build an overview of world history What can we infer about the Mayan people from the buildings that remain? How do these compare to other periods in history?</p> <p>Understand chronology Revise how we often use timelines in history. BC and AD explanation.</p> <p>Share some dates and events significant to the Mayans.</p> <p>Order events from Ancient Maya (and the era before and after them in South America) in chronological order.</p> <p>Communicate historically Settlement, timeline, civilizations, archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p>	<p>Investigate and interpret the past Cabral who discovered Brazil. What do we know about him? How was life in Brazil for the local people when he arrived?</p> <p>Build an overview of world history How did exploration influence British attitudes to people from different countries? How did this change over time?</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p>	<p>Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Use a range of sources from WWII. Coins from 60s</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different. Know key events in Britain during 40s and 60s. How did this shape the world we live in today?</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Timeline of Britain and other parts of the world for 40s and 60s</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. Archaeology, artefact, conquest, decade, century, interpretation, primary/secondary evidence, significance, evidence.</p> <p>Courageous Advocacy Opportunity- War</p>
<p>Computing</p>	<p>Communication Self-image and identity 3D modelling Online relationships</p>	<p>Web creation Presenting data Managing online information</p>	<p>Variables in games Privacy and security Sensing</p>
<p>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Invasion to score(Hockey/football) Travelling in WW2(Gymnastics) World War 2 (Dance)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Finding success(Outdoor adventurous) Net games for points(Net games) Competitive invasion(Netball/basketball)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Going for Gold (Athletics) Teamwork(Striking &Fielding) Rounders (Striking &Fielding)</p>
<p>DT</p>	<p>Master practical skills Learn how to use pulleys and gears to control mechanisms. Practice making pulleys and gear trains in different ways.</p> <p>Design, make, evaluate and improve Design and make a cable car.</p> <p>Take inspiration from design throughout history Study pulley and gear systems on cable cars.</p>	<p>Master practical skills Create an object (such as a mobile phone cover) that employs a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch, seams and running stitch to attach decoration) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</p> <p>Design, make, evaluate and improve Design, make and evaluate a mobile phone cover and consider how to make improvements.</p> <p>Take inspiration from design throughout history Appreciating the design process that has influenced the products we use in everyday life.</p>	<p>Master practical skills Developing the skills needed to make high quality product. Create circuits using electronic kits that employ a number of components. (Such as LEDs, resistors, transistors and chips) Use innovative combinations of electronics and mechanics in products Use prototypes, cross sectional diagrams and computer aided designs to represent designs.</p> <p>Design, make, evaluate and improve Developing the skills needed to design, make and evaluate a steady hand game.</p> <p>Take inspiration from design throughout history Create innovative designs that improve upon existing products.</p>

			Evaluate the design of products so as to suggest improvements to the user experience.
Art	<p align="center">'The Art of the ANATOMY'</p> <p align="center">Develop ideas Practice and develop sketches of wire frames to represent the human body considering correct proportion. Refine sketches and details.</p> <p align="center">Master techniques Use wire to create an interpretation of the Evolution of Man artwork. Enhance digital media by editing (including sound, video, animation, still images and installations).</p> <p align="center">Take inspiration from the greats The Ancient Greek sculptors. Albrecht Durer and mathematical shapes. Recap Leonardo da Vinci's Vitruvian Man art and the inspiration behind it (Renaissance).</p>	<p align="center">'ART and RELIGION'</p> <p align="center">Develop ideas Design stained-glass windows, experimenting with light and dark techniques. Explore different materials to create the effect.</p> <p align="center">Master techniques Practice producing religious art following the mannerism style and the use of pencil to create colour, light and dark effects. Use collage to create a stained glass window representation in the style of Christian stained-glass Art. Design and make a mobile phone cover (cross curricular - DT)</p> <p align="center">Take inspiration from the greats Christian Art. El Greco and the Mannerism style.</p>	<p align="center">'CONFLICT'</p> <p align="center">Develop ideas Copy and sketch ideas from 20th Century war artists that convey emotion with their style. Sketch a war scene that shows emotion and creates a message then develop into painting using an appropriate choice of media (watercolour or acrylic).</p> <p align="center">Master techniques Develop detailed sketching skills using increased pencil control including intensity of line and light and dark shading. Further develop painting skills including colour choice to show emotion as well as appropriate brush strokes and techniques.</p> <p align="center">Take inspiration from the greats Recalling work in year 5 by pre-20th Century artists, compare and contrast the features of war art created before the 20th century and that which was produced more recently. World War 2 artists Wyndham Lewis, Paul Nash, Stanley Spencer, Henry Moore and John Piper. (Cross curricular link to history – explore their roles and the role of propaganda)</p>
Music	<p>Musical Spotlight: Music and Technology</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Learning about how music and songs are often created and composed using a DAW (Digital Audio Workstation) and live instruments.</p> <p>Learning to tell the difference between live sounds and digital sounds?</p> <p>Learning about the YuStudio projects and how this will enrich and enhance your musical journey and inspire your creativity.</p> <p>Social Question: How Does Music Bring Us Together?</p>	<p>Musical Spotlight: Creative Composition</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>Learning how chords in compositions, we can create music that is more harmonically interesting.</p> <p>Learning how we can create accompaniment for a melody using chords.</p> <p>Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p>Social Question: How Does Music Improve Our World?</p>	<p>Musical Spotlight: Improvising with Confidence</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Learning how to create your own personal musical ideas. Learning to improvise using phrasing and dynamics. (A 'phrase' is sort of like a 'musical sentence'.)</p> <p>Learning about how sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody.</p> <p>Learning about how changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Social Question: How Does Music Shape Our Way of Life?</p>

	<p><u>Musical Spotlight: Developing Ensemble Skills</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Learning to use dynamics and expression when singing and playing together.</p> <p>Learning how to read a notated instrumental part.</p> <p>Learning how to listen to one another and follow the leader if there is one.</p> <p>Learning how to change the dynamics of music.</p> <p>Learning how to make gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p>	<p><u>Musical Spotlight: Musical Styles Connect Us</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>Learning about how Music is powerful and brings people from different backgrounds and parts of the world together.</p> <p>Learning about and exploring how different styles of music are developed from different social themes.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p>	<p><u>Musical Spotlight: Farewell Tour</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Learning how to practice and rehearse a last performance before you moving to high school.</p> <p>Learning how to vary the performance using small groups or bands and as a whole class.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p>
<p>MFL French</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My Class Days and months Birthdays Classroom objects</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My school My family</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Myself and my family Describing myself Clothes The weather</p>
<p>PSHE/RSE</p>	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful Relationships Being Safe</p> <p>Families and people who care for me</p> <p>Healthy Eating</p>	<p>Caring friendships</p> <p>Respectful Relationships</p> <p>Internet Safety and Harms</p> <p>Mental wellbeing</p> <p>Online relationships</p>	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Being Safe</p> <p>Respectful Relationships</p> <p>Health and prevention</p>



Health and prevention
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First Aid - Choking

Drugs, alcohol and tobacco

First Aid – Head injuries
Calling for help
Life support

Internet Safety and Harms

Drugs, alcohol and tobacco

Changing Adolescent Bodies.

**Courageous Advocacy Opportunity-
Importance of first Aid**