



Broadbent Fold Primary School and Nursery
Long Term Planning
Year 6
Teacher Miss Harvey

Term BV - Identify British Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question	What makes you unique?	Did we used to be apes?	Were Vikings viscious or victorious?	What did the Windrush scandal teach us?	Skellig: is it a bird or mythical creature?	Why were the Mayans magnificent?
Hooks: Trips/ Visitors	A unique talent show Black History month World Space Week	Evolution and Inheritance Workshop Safe Squad Workshop Anti-Bullying Week	Viking dress up and role play a Viking siege Internation Women in Science Day E Safety Week Mental Health Week	World book day Science week activities- electricity workshop	Gorse Hall Picnic Outdoor Learning Day- invertebrate hunt Magistrates in the Community presentation	Anderton Centre trip ADVENTURE Transition Workshop
Texts	<u>Fiction</u> Can you see me now? Wonder <u>Poetry</u> Pie Corbett	<u>Non-fiction</u> All about evolution by Robert Winston Endangered animals <u>Poetry</u> The listeners- narrative poetry	<u>Fiction</u> Viking Boy <u>Non-fiction</u> Newspapers from History: The Anglo-Saxon Times	<u>Fiction</u> The Arrival The Windrush Child	<u>Fiction</u> Skellig <u>Poetry</u> The Malfeasance- monster poetry	<u>Fiction</u> The Hero Twins: against the lords of death.
Genre focus	Stories from another's perspective Balanced argument Pie Corbett poetry <u>Cross-curricular</u> Persuasive advert for new wife for Henry VII	Biography Adventure narrative <u>Cross-curricular</u> Balanced arguments about selective breeding	Newspapers Viking sagas <u>Cross-curricular</u> Explantion of the circulatory system Biography of a Viking warrior	Formal Letter to MP Historical recount Descriptive poetry <u>Cross-curricular</u> Newspaper report about the Windrush scandal	Suspense narratives Haiku poetry <u>Cross-curricular</u> Non-chronological report about desert animals	Persuasive advert/letter Myths/legends <u>Cross-curricular</u> Information leaflets and Mayan civilisations
Significant People	Black history- Rosa Parks Libby Scott Banksy Keith Haring	(Scientists)	Leif Erikson Ragnar Lothbrok	Sam Beaver King Floella Benjamin Shaun Tan	David Almond Andy Warhol Piet Mondrian	Famous Ancient Mayans



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Maths	Number: place Value Number: Addition, subtraction, multiplication, division	Number: fractions Measurement: converting units	Number: ratio Number : algebra Number: decimals	Number : algebra Number: decimals, fractions and percentages Measurement: area, perimeter and volume Statistics	Geometry: shape Geometry: position and direction SATS- reasoning and arithmetic consolidation	Preparations for KS3- real life problems and consolidation
Science	<u>Light and shadow</u> - know how light travels - know and demonstrate how we see objects - know why shadows have the same shape as the object that casts them - know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	<u>Evolution and inheritance</u> - know how the Earth and living things have changed over time - know how fossils can be used to find out about the past - know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) - know how animals and plants are adapted to suit their environment - link adaptation over time to evolution	<u>Animals, including humans</u> - identify and name the main parts of the human circulatory system - know the function of the heart, blood vessels and blood - know the impact of diet, exercise, drugs and lifestyle on health - know the ways in which nutrients and water are transported in animals, including humans	<u>Working scientifically</u> - focus on AT1 objectives - scientific vocabulary Linked to British Science Week Y6 Science fair for KS1 and KS2	<u>Living things and their habitats</u> - classify living things into broad groups according to observable characteristics and based on similarities and differences - know how living things have been classified - give reasons for classifying plants and animals in a specific way	<u>Electricity</u> - compare and give reasons for why components work and do not work in a circuit - draw circuit diagrams using correct symbols - know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
Famous scientists	Isaac Newton	Charles Darwin Alfred Russell Wallace	William Harvey Marie Curie		Carl Linnaeus Alexander Flemming	Alessandro Volta Thomas Edison William Kamkwamba



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History	<p><u>Theme in history:</u> The changing power of the Monarchs</p> <ul style="list-style-type: none"> - know about a theme in British history which extends beyond 1066 - know how to place historical events and people from the past societies and periods in a chronological framework - know how Britain has had a major influence on the world 		<p><u>Vikings/Anglo-Saxons</u></p> <ul style="list-style-type: none"> - know where the Vikings originated from and show this on a map - know that the Vikings and Anglo-Saxons were often in conflict - know why the Vikings frequently won battles with the Anglo-Saxons 			<p><u>Ancient Maya</u></p> <ul style="list-style-type: none"> - know about the impact of the Mayan civilization - know why they were considered an advanced society in relation to that period of time in Europe
Geography		<p><u>Google Earth and OS Symbols</u></p> <p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>		<p><u>Windrush scandal</u></p> <p>Human and physical: identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> - know why industrial areas and ports are important - know main human and physical differences between developed and third world countries <p>BV- democracy</p>	<p><u>World deserts</u></p> <p>Human and physical: locate some of the world's deserts</p> <p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	



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Computing / Esafety	<u>Internet Safety</u> <u>Computer systems and networks</u> - be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable - learn about the World Wide Web as a communication tool	<u>Data and information- spreadsheets</u> - organise data into columns and format data to support calculations - apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them - use spreadsheets and create graphs and charts, and evaluate their results in comparison to questions asked. INTERNET SAFETY DAY	<u>Programming: variables in games</u> - learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard.	<u>Creating media- 3D modelling</u> - develop knowledge and understanding of using a computer to produce 3D models - familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics.	<u>Programming- 2Code</u> - To understand how 2Code can be used to make a text-based adventure game on Purple Mash WORKSHOP- Crumble Coding	<u>Creating media- webpage creation</u> - identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.
P.S.H.E and SRE	<u>Relationships</u> Families and friendships	<u>Relationships</u> Safe relationships Respecting ourselves and others BV- Individual liberty and Rule of law	<u>Living in the wider world</u> Belonging to a community (BV- mutual respect)	<u>Philosophy For Children-</u> Building Resilience to Extremism through Enquiry (BREE) BV- Tolerance-different faiths and beliefs BV- Mutual respect	<u>Health and wellbeing</u> Keeping safe Growing and changing BV- Rule of law	<u>Health and wellbeing</u> Physical health and mental wellbeing Transition to secondary school BV- Mutual respect
Music	Chiranga: Happy	Chiranga: Jazz Music	Chiranga: Don't stop believing	Rock Music	Chiranga: Musical styles connect us	End of year performance
Art and Design	<u>Famous artists: street art</u> - understand what a specific artist is trying to achieve in any given situation - understand why art can be very abstract			<u>Observational art- Shaun Tan artwork</u> - use a full range of pencils, charcoal or pastels when creating a piece of observational art	<u>Screen printing</u> - know how to overprint to create different patterns	



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Design and Technology		<u>Make a board game</u> Design a product - use research and develop design criteria to inform the design of an innovative, functional, appealing products that is fit for purpose	<u>Make a pop-up adventure book about the Vikings</u> Mechanical systems- explore levers, spacers, sliders, layers. Design and create a pop-up book using different components	<u>Computing- design a pencil pot using modelling software</u> (Use 3D modelling software)		<u>Develop a three-course meal</u> Cooking and nutrition- use a range of cooking techniques and explore how food is sourced
P.E.	Team building and problem solving Games: tag rugby	Games: hockey skills Games- basketbal	Active Body, Active Mind with Tameside Active	Games: Cricket Games: Volleyball	Gymnastics Games: Rounders	Dance through the ages Athletics
MFL	Polish greetings, wellbeing questions, numbers to 20	Clothing and colours	Food and drink	Sports and activities	Weather	Seasons Likes/dislikes
R.E.	<u>Living strand</u> What difference does it make to believe in Ahimsa (harmlessness- Hindu), Grace (Christian) and Ummah (Community- Muslim)? BV- Mutual respect	<u>Living strand</u> What matters most to Christians and Humanists? BV- Individual liberty	<u>Expressing Strand</u> What can be done to reduce racism? Can religion help? BV- Tolerance-different faiths and beliefs BV- Mutual respect	<u>Believing strand</u> What does religion say to us when life gets hard? BV- Individual liberty		