



Broadbent Fold Primary School and Nursery  
Long Term Planning  
Year 6  
Teacher: Mrs Higham

| Term<br>BV - Identify<br>British<br>Values | Autumn 1                                                                                                                                              | Autumn 2                                                                                                                   | Spring 1                                                                                                                                                                   | Spring 2                                                                                                                              | Summer 1                                                                                                                | Summer 2                                                                                                                                                                                                    |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme<br>Question                          | What makes you unique?                                                                                                                                | What did the Windrush scandal teach us?                                                                                    | Were Vikings vicious or victorious?                                                                                                                                        | Did we evolve from apes?                                                                                                              | Skellig: is it a bird or a mythical creature?                                                                           | Were the Mayans magnificent?                                                                                                                                                                                |
| Hooks:<br>Trips/<br>Visitors               | Unique Talent Show<br>Black History Month<br>Create 'Wonder' portraits<br>Safe Quad<br>Visit to Rayner Stephens<br>Space week<br><br>Careers overview | Magistrates Visit<br>Anti-Bully Week<br><br>Careers in Geography                                                           | Creative home learning task-<br>make<br>a Viking Longship<br>Viking dress-up day<br>Roll-play a Viking Saga<br>Magistrates- Cyber-bullying links<br><br>Careers in History | Evolution and<br>Inheritance Workshop<br>Mental Health week<br>Week<br>Science Fair<br>World Book Day<br><br>Careers in Science       | Gorse Hall Picnic<br>Career's Fair<br>SATS Breakfast<br><br>Careers Fair                                                | Transition Workshop<br>End of year 6 production<br>Leaver's assembly<br>Sport Week<br>Diversity Week<br>Cooking event- Rayner<br><br>Careers - educational journey/ aspiration after leaving Primary School |
| Texts                                      | <u>Fiction</u><br>Wonder<br>Can you see me?<br><u>Poetry</u><br>Pie Corbett                                                                           | <u>Fiction</u><br>The Arrival<br>The Windrush Child                                                                        | <u>Fiction</u><br>Viking Boy<br><u>Non-fiction</u><br>Newspapers from History:<br>The Anglo-Saxon Times                                                                    | <u>Non-fiction</u><br>All about evolution by Robert Winston<br>Endangered animals<br><u>Poetry</u><br>The listeners- narrative poetry | <u>Fiction</u><br>Skellig<br><u>Poetry</u><br>The Malfeasance- monster poetry                                           | <u>Non-Fiction</u><br>The Mayans- History<br>Detectives                                                                                                                                                     |
| Genre focus                                | Diary entry<br>Balanced argument<br>Stories from another's perspective<br><u>Cross-curricular</u><br>Persuasion piece on crime and punishment         | Stories about a journey<br>Formal Letter of Complaint<br><u>Cross-curricular</u><br>Newspaper report<br>Historical recount | Newspapers<br>Viking sagas<br><u>Cross-curricular</u><br>Biography about famous Vikings                                                                                    | Biography- science linked<br>Short scene Description<br><u>Cross-curricular</u><br>Balanced arguments- selective breeding             | Adventure narratives- Barnabus<br><u>Cross-curricular</u><br>Non-chronological report- strange creature<br>Descriptions | Myths/legends<br>Persuasive letter<br><u>Cross-curricular</u><br>Information leaflets                                                                                                                       |



Broadbent Fold Primary School and Nursery  
 Long Term Planning  
 Year 6  
 Teacher: Mrs Higham

|                    |                                                                                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                   |                                                                                                                                                                        |                                                                                                                                                                                                      |                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oracy              | To adjust tone, volume and pace for a given purpose and audience<br>To use humour effectively<br><br>Poetry recital- Black History links<br>Unique Talent Show presentations | To vary sentence structures and length for effect when speaking<br>To assess different viewpoints and present counter-arguments<br><br>Recount/ explain/ debate the Windrush Scandal | To use sophisticated vocabulary appropriate to the context and purpose of talk<br>To acknowledge and explain changes of position<br><br>Y1/Y6 Viking Saga reading | To be comfortable using idioms and expressions<br>To be able to read a room or a group and take action accordingly<br><br>Running/organising/ leading the Science Fair | To construct a detailed argument or complex narrative<br>To develop an awareness of group dynamics and invite those who haven't spoken to contribute<br><br>Auditions for the end-of-year production | To have a stage presence<br>To spontaneously respond to increasingly complex questions, citing evidence where appropriate<br><br>End of Year Production<br>Leaver's Assembly |
| Significant People | Black history- Rosa Parks<br>Libby Scott<br>Banksy                                                                                                                           | Sam Beaver King<br>Floella Benjamin<br>Shaun Tan                                                                                                                                     | Leif Erikson<br>Ragnar Lothbrok                                                                                                                                   | (Scientists)                                                                                                                                                           | Andy Warhol<br>Matisse<br>Paul Klee                                                                                                                                                                  | Famous Ancient Mayans                                                                                                                                                        |



Broadbent Fold Primary School and Nursery  
Long Term Planning  
Year 6  
Teacher: Mrs Higham

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



Broadbent Fold Primary School and Nursery  
Long Term Planning  
Year 6  
Teacher: Mrs Higham

|           |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History   | <u>Theme in history:</u><br>Crime and Punishment-<br>Know about crime and punishment in British history which extends beyond 1066 and explain why this was important. Know how to place historical events and people from the past societies and periods in a chronological framework. |                                                                                                                                                                                                                                                                                                                                                                       | <u>Vikings/Anglo-Saxons</u><br>- know where the Vikings originated from and show this on a map<br>- know that the Vikings and Anglo-Saxons were often in conflict<br>- know why the Vikings frequently won battles with the Anglo-Saxons |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                           | <u>Ancient Maya</u><br>- know about the impact of the Mayan civilisation<br>- know why they were considered an advanced society in relation to that period of time in Europe |
| Geography |                                                                                                                                                                                                                                                                                        | Human and physical:<br>identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br>- know why industrial areas and ports are important<br>- know the main human and physical differences between developed and third-world countries<br>BV- democracy |                                                                                                                                                                                                                                          | Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>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 | Human and physical:<br>locate some of the world's deserts<br>Locational knowledge:<br>identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones |                                                                                                                                                                              |



Broadbent Fold Primary School and Nursery  
Long Term Planning  
Year 6  
Teacher: Mrs Higham

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                                       |                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computing / Esafety                                                                                   | <u>Internet Safety</u><br><u>Computer systems and networks</u><br>- be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable<br>- learn about the World Wide Web as a communication tool<br><br><a href="https://teachcomputing.org/curriculum/key-stage-2">https://teachcomputing.org/curriculum/key-stage-2</a> | <u>Data and information-spreadsheets</u><br>- organise data into columns and format data to support calculations<br>- apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them<br>- use spreadsheets and create graphs and charts, and evaluate their results in comparison to the questions asked. | <u>Programming: variables in games</u><br>- 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.<br><br>INTERNET SAFETY DAY | <u>Creating media- 3D modelling</u><br>- develop knowledge and understanding of using a computer to produce 3D models<br>- 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><br>- To understand how 2Code can be used to make a text-based adventure game on Purple Mash | <u>Creating media-webpage creation</u><br>- design a micro: bit-based step counter<br>-take part in the BBC micro: bit Summer Project- 'Playground Survey' |
| P.S.H.E and SRE<br> | <u>Feelings and Emotions</u><br><u>Worry</u><br><br><a href="https://schools.1decision.co.uk/images/How-It-Works/List-of-Delivery-Plans-Trackers/year-by-year-delivery-plan.pdf">https://schools.1decision.co.uk/images/How-It-Works/List-of-Delivery-Plans-Trackers/year-by-year-delivery-plan.pdf</a>                                                                                | <u>Keeping and Staying Safe</u><br><u>Water Safety</u><br><u>First Aid</u><br><br>BV- Tolerance-different faiths and beliefs<br>BV- Mutual respect                                                                                                                                                                                                | <u>A World Without Judgement</u><br><br>British Values<br><br>(BV- mutual respect)                                                                                                                                                                    | <u>Computer Safety</u><br>Friends Online,<br><br><u>The Working World</u><br>In-App Purchases<br><br>BV- Individual liberty and Rule of law                                                                                                                                                                   | <u>Keeping and Staying Healthy</u><br>Alcohol<br><br><u>Being Responsible</u><br>Stealing<br><br>BV- Rule of law      | <u>Growing and Changing</u><br><u>Conception</u><br><br>Transition to secondary school<br>BV- Mutual respect                                               |
| Music                                                                                                 | Sing up- Shadows- Comparing genres, artists and their influences                                                                                                                                                                                                                                                                                                                       | Sing up- Twinkle variations- composing                                                                                                                                                                                                                                                                                                            | Sing up- Dona Nobis Pacem- composition                                                                                                                                                                                                                | Sing up- Hey Mr Miller- Understand Swing music and syncopation                                                                                                                                                                                                                                                | Sing up- Race Compose music to accompany a short film                                                                 | Sing up- Exploring identity through song. End of Year production.                                                                                          |



# Broadbent Fold Primary School and Nursery

## Long Term Planning

Year 6

Teacher: Mrs Higham

|                       |                                                                                                                                                                                                                   |                                                                                                                                                                                      |                                                                                                                                                                                      |                                                                                     |                                                                                                        |                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Art and Design        | <u>Famous artists: street art</u><br>- understand what a specific artist is trying to achieve in any given situation<br>- understand why art can be very abstract and what message the artist is trying to convey | <u>Observational art- Shaun Tan artwork</u><br>- Use a full range of pencils, charcoal or pastels when creating a piece of observational art                                         |                                                                                                                                                                                      |                                                                                     | <u>Screen printing</u><br>- know how to overprint to create different patterns                         |                                                                                                                                                             |
| Design and Technology |                                                                                                                                                                                                                   | <u>Make a board game</u><br>Design a product - use research and develop design criteria to inform the design of an innovative, functional, appealing product that is fit for purpose | <u>Make a pop-up adventure book about the Vikings</u><br>Mechanical systems- explore levers, spacers, sliders, layers.<br>Design and create a pop-up book using different components | Computing- design a pencil pot using modelling software (Use 3D modelling software) |                                                                                                        | <u>Develop a three-course meal</u><br>Cooking and nutrition- use a range of cooking techniques and explore how food is sourced- using Rayner Stephens link. |
| P.E.                  | Hockey                                                                                                                                                                                                            | Dodgeball                                                                                                                                                                            | Volleyball                                                                                                                                                                           | Cricket                                                                             | Gymnastics                                                                                             | Athletics                                                                                                                                                   |
|                       | Tag Rugby                                                                                                                                                                                                         | Teambuilding                                                                                                                                                                         | Basketball                                                                                                                                                                           | Dance through the ages                                                              | Rounders                                                                                               | Dance                                                                                                                                                       |
| MFL                   | Pupils will learn weather vocabulary. Using simple sentences, pupils will create weather reports.                                                                                                                 |                                                                                                                                                                                      | This unit will explore places around the town. Children asking and answering the 'where are you going?' question. Pupils will also find out how Easter is celebrated in Poland.      |                                                                                     | In this unit positional language will be taught as well as asking and giving directions.               |                                                                                                                                                             |
| R.E.                  | <u>Living strand (CHOOSE ONE)</u><br>U2.7 What matters most to Christians and Humanists?<br>BV- Mutual respect                                                                                                    |                                                                                                                                                                                      | <u>Expressing Strand</u><br>What can be done to reduce racism? Can religion help?<br>BV- Tolerance-different faiths and beliefs<br>BV- Mutual respect                                |                                                                                     | <u>Believing strand</u><br>What does religion say to us when life gets hard?<br>BV- Individual liberty |                                                                                                                                                             |



Broadbent Fold Primary School and Nursery  
Long Term Planning  
Year 6  
Teacher: Mrs Higham