



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

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



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



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Maths	Number: place Value Number: four number operations	Number: fractions- multiply and divide Number: calculations Number: fractions- add and subtract	Number: Decimals Measures: comparisons Measurement: area, perimeter and volume	Number: ratio Number: algebra	SATS- reasoning and arithmetic consolidation Statistics Geometry	Preparations for KS3- real-life problems: White Rose Bakery White Rose Futures Theme park designs
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>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>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 how nutrients and water are transported in animals, including humans	<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	Working scientifically - focus on AT1 objectives - scientific vocabulary Linked to British Science Week Y6 Science fair for KS1 and KS2	<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		William Harvey Marie Curie	Alfred Russell Wallace Gregor Mendel Mary Annings	Carl Linnaeus Alexander Flemming	Alessandro Volta Thomas Edison William Kamkwamba
History	<u>Theme in history:</u> Crime and Punishment-		<u>Vikings/Anglo-Saxons</u> - know where the Vikings			<u>Ancient Maya</u> - know about the



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	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.		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			impact of the Mayan civilisation - know why they were considered an advanced society in relation to that period of time in Europe
Geography		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 - know why industrial areas and ports are important - know the main human and physical differences between developed and third-world countries BV- democracy		Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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: locate some of the world's deserts Locational knowledge: 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	
Computing / Esafety	<u>Internet Safety</u> <u>Computer systems and networks</u> - be increasingly aware of the potential dangers	<u>Creating media- 3D modelling</u> - develop knowledge and understanding of using a computer to produce 3D	<u>Programming: variables in games</u> - learn what variables are, and relate them to real-world examples of values	Data and information- spreadsheets - organise data into columns and format data to support	<u>Programming- 2Code</u> - To understand how 2Code can be used to make a text-based adventure game on	<u>Creating media- webpage creation</u> - design a micro: bit-based step counter -take part in the BBC



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	in using aspects of IT and know when to alert someone if feeling uncomfortable - learn about the World Wide Web as a communication tool https://teachcomputing.org/curriculum/key-stage-2	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.	that can be set and changed. Pupils will then use variables to create a scoreboard simulation. INTERNET SAFETY DAY	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 the questions asked.	Purple Mash	micro: bit Summer Project- 'Playground Survey'
P.S.H.E 	<u>Feelings and Emotions</u> <u>Worry</u> https://schools.1decision.co.uk/images/How-It-Works/List-of-Delivery-Plans-Trackers/year-by-year-delivery-plan.pdf	<u>Keeping and Staying Safe</u> Water Safety First Aid Rail safety Fire safety BV- Tolerance-different faiths and beliefs BV- Mutual respect	<u>A World Without Judgement</u> British Values (BV- mutual respect)	<u>Computer Safety</u> Friends Online, <u>The Working World</u> In-App Purchases BV- Individual liberty and Rule of law	<u>Keeping and Staying Healthy</u> Alcohol <u>Being Responsible</u> Stealing BV- Rule of law	<u>Growing and Changing</u> Conception Transition to secondary school BV- Mutual respect
RSHE	<u>Relationships Strand</u> Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues		<u>Living Strand</u> Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks		<u>Health and Well-Being Strand</u> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing Human reproduction and birth; increasing independence; managing transition Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	
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.



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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 and what message the artist is trying to convey	<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	
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 product 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	Computing- design a pencil pot using modelling software (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- 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> U2.7 What matters most to Christians and Humanists? BV- Mutual respect		<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	



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