



# Gwlady's Street C P and N School Long Term Plan - Year 6



Year 6	Autumn	Spring	Summer
	Greece Lightning	Disaster	Rule Britannia
<b>History/ Geography</b>	Identify how the past influences the present.  Use 4 to 6 figure grid reference.	Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters. Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.	Where the Vikings came from and why they chose to settle in England. The significant figures and key events that took place during the Viking period. What life was like for sailors, warriors, children and criminals. The legacy of the Battle of Hastings and the Bayeux Tapestry.
<b>ART</b>	3D - Create a Greek style pot using clay. Collect visual and other information to help develop ideas for work and record from direct observation directly into 3D form.	Painting - Abstract painting of volcanic eruption. Compare and comment on the work of Cubist painters and use techniques of combining and organising images to produce work in their style. Apply different techniques using colour and understand the ideas and approaches different artists use in their work.	Textiles - Roman hand weaving to create a tapestry. Explore ideas about the work of Norman Foster, Antonio Gaudi and Hundertwasser. Use materials and processes to communicate ideas and meanings.
<b>DT</b>	Celebrating culture and Seasonality-Food. Learning that recipes can be adapted and changed to suit appearance, taste, texture and aroma. Creating a Greek banquet for a Greek ruler following a recipe.	Structures- Frame Structures – follow and refine plans and evaluate products against a criteria. Design and create and a Pompeii souvenir which can be sold to a tourist.	Textiles–Combining different fabric shapes. Using a combination of stitching techniques to create a tapestry using different stitching techniques.
<b>Science</b>	<u>Electricity</u> 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	<u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	<u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

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	<p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Light</b>          Recognise that light appears to travel in straight lines          use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye          explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes          use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Living things and their habitats</b>          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          Give reasons for classifying plants and animals based on specific characteristics.</p>			
<b>RE</b>	<p><b>Sacred texts</b>          Buddhism          Hinduism          Sikhism          Christianity</p>	<p><b>Epiphany</b>          Buddhism          Hinduism          Sikhism          Christianity</p>	<p><b>Places of worship</b>          Buddhism          Hinduism          Sikhism          Christianity</p>	<p><b>Festivals and celebrations</b>          Buddhism          Hinduism          Sikhism          Christianity</p>	<p><b>Belonging to a faith community</b>          Buddhism          Hinduism          Sikhism</p>	
<b>Music</b>	<p>Happy- Pop/ Neo Soul.          Being happy.          Describing the style indicators of the song/music.          Describing the structure of the song.</p>	<p>Classroom Jazz 2- Bacharach and Blues.          Jazz, improvisation and composition.</p>	<p>A New Year Carol- Classical or Urban Gospel.          Benjamin Britten's music and cover versions.          Recognising the musical dimensions within a song.</p>	<p>You've got a friend- 70s Ballad/Pop.          The music of Carole King.</p>	<p>Music and me- Create your own music inspired by your identity and women in the music industry.</p>	<p>Reflect, Rewind &amp; Replay- classical.           The history of music, look back and consolidate your learning, learn some of the language of music.</p>

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<b>Physical Education</b>	<b>Swimming</b> Swim 25m	<b>Dance</b> Show good coordination, Evaluate using correct technical language, Work effectively in groups to create your own choreography.	<b>Netball</b> Use tactics, Pass accurately and use a variety of passes, Develop attacking principles, Participate purposefully in a Netball match.	<b>Athletics</b> Change pace when running, Control the power and accuracy of different throws, Show correct triple jump technique.	<b>Health Related Fitness</b>	
<b>Computing</b>	<b>Introduction to Google classroom / Showbie iApp</b> To use development tools to create an app. To understand that procedures are a sequence of statements that can be called repeatedly using only one command. To plan and create an app involving variables and procedures. To develop strategies for testing and debugging computer program.	<b>iProgram</b> To program a computer game by sequencing conditional statements. To use variables in programs. To use procedures in programs. To understand that the behaviour of a computer program should be planned. To understand that programs are developed according to a plan. To develop strategies for testing and debugging computer programs.	<b>Music &amp; Podcast</b> Understand how to import and edit audio. To compose music by layering tracks. To make an audio recording. To edit and improve their podcast. To publish, share and evaluate each other's podcast.	<b>(STEAM PROJECT) Vex Robotics</b>  Making the best tower to survive an earthquake.	<b>iNetwork &amp; HTML</b>  Understand what a computer network is. Understand that the internet is many networks that are connected to each other. Understand the role of a router. Understand the difference between the internet and the World Wide Web. Recognise and use basic HTML syntax.	<b>Programming with Crumbles (STEAM link to DT)</b>  Consolidate and extend previous programming skills. Create a program that uses motors, and levers to solve a problem.
<b>MFL</b>	Family + job Feelings (hot/cold/thirsty etc)		Places in town and directions Round numbers up to 1,000,000		Café (transition project)	

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	At the doctors (dialogue) Recall 1-100 (x10 – 100 RRP) Time (all) + school routine Justifications for opinions (because) Recall 1-100 (R/W 1 – 20 + x10 – 100) Christmas	1 – 1,000 (R/W) Haunted castle mystery Prepositions Counting x2, x3, x5, x10 Fractions and decimals	Using euros/giving and understanding prices/calculating change Café (transition project) Using euros/giving and understanding prices/calculating change
<b>Safe Messages</b>	Food safety and hygiene.	Staying safe in different environments. How to react to a disaster and help people and keep yourself safe.	People who can help us and how the criminal system keeps us safe. Using tools safely.

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