



Year 6 Long Term Curriculum Plan						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	7 weeks	8 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Theme	Derwent Hill/WW2		WW2/end of the war		Britain since 1945/Transition	
Core Curriculum						
<b>English</b>	1. Derwent Hill – poetry (imagery-mountains), informal and formal letters 2. WW2 – informal letter 3. Non-chronological reports	1. WW2/Friend or Foe – recount (diary) 2. Narrative – specific atmosphere (suspense) and dilemma. (friend or Foe)	1. Friend or Foe - recount (news report – from 2 contrasting viewpoints) 2. Narrative – portal story (Narnia). 3. Science report/explanation relating to light and electricity.	1. Playscript (Narnia) 2. Recount and narrative with character development 3 Non-chron report (linked to science- light)	1. Instructions- periscope, magic spells 2. Persuasive: Safety Works 3. Argument- letter.	1. Story from two perspectives (Giant’s Necklace) 2. Biography/autobiography (Year Book)
<b>Maths</b>	Place value Number (Problem-solving throughout)	BODMAS Fractions, decimals and percentages (Problem-solving throughout)	Algebra Shape/geometry Angles Interpreting Data (Problem-solving throughout)	Measurement Time/timetables Ratio  SATs revision	Problem-solving/ investigations  SATs revision	Problem-solving/ investigations/consolidation of arithmetic Real life problems
<b>Science</b>	<u>Living things &amp; their habitats/ classification-</u> (Describe how	<u>Evolution &amp; inheritance</u> (Recognise that living things	<u>Electricity/Circuits</u> (Associate brightness of lamp, for example,	<u>Light</u> (Recognise light travels in a straight line and	<u>Animals including Humans-</u>	Animals including humans-



	living things are classified into broad groups including microorganisms, plants and animals; give reasons for classification).	have changed over time and that fossils provide information about living things from the past; recognise that living things produce offspring of the same kind; identify how animals and plants are adapted to suit their environment which may lead to evolution)	with number of cells or voltage of cells in a circuit; use recognised symbols when drawing circuits; compare and give reasons for variation and hoe components function).	from a light source; explain why shadows have the same shape as the object that casts them).	Circulatory system Impact of nutrition and exercise on our bodies.	Healthy lifestyle and the impact of nutrition, exercise and drugs.
<b>Foundation Subjects</b>						
<b>Computing</b>	Using technology safely. Desktop publishing.	Desktop publishing.	To complete an interactive talking book involving image and sound editing.	To evaluate my product and make sensible suggestions for improvements. To use coding to create a game.	Programming.	To use a range of publishing programs to make a Year Book.



<p><b>History</b></p>	<p><u>World War 2</u> (Impact of WW2, especially on lives of children.)</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Show how factual knowledge and understanding of the history of Britain and the wider world</p> <p>Describe changes within and across periods of history eg World Wars</p> <p>Show increasing depth of knowledge and understanding of the history of Britain.</p> <p>Link changes in Britain to changes in the world.</p> <p>Describe how and why events occurred and the results of these on Britain and the wider world.</p> <p>Show how aspects of the past have been represented and interpreted in a different way and suggest possible</p>	<p><u>Britain since 1945</u></p> <p>Place features of historical events and people from past societies and periods in a chronological framework (Britain since 1945).</p> <p>Show how factual knowledge and understanding of the history of Britain and the wider world (Britain since 1945).</p> <p>Describe changes within and across periods of history eg World Wars (Britain since 1945).</p> <p>Show increasing depth of knowledge and understanding of the history of Britain.</p> <p>Link changes in Britain to changes in the world.</p> <p>Describe how and why events occurred and the results of these on Britain and the wider world.</p>	<p><u>Local Study</u></p> <p>Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.</p> <p>Check the accuracy of interpretations (newspapers/historical documents).</p> <p>Identify and evaluate sources of information which they use critically to reach and support conclusions.</p> <p>Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this.</p>			



	<p>reasons for this (propaganda/newspaper reports).</p> <p>Describe and begin to analyse why there are different historical interpretations of events, people and changes.</p> <p>Identify and evaluate sources of information which they use critically to reach and support conclusions.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>		
<p><b>Geography</b></p>	<p><u>Work leading from Derwent Hill- conservation, mountains-</u></p> <p>Conserving our environment (John Muir Award- Derwent Hill).          Orienteering- map work.          Mountains/Map Work</p> <p>Name and locate countries and cities of the UK and their identifying human and physical characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p><u>Chocolate</u>          To locate countries using maps.</p> <p>Understand the influence climate, geographical location and water supply have on food production.</p> <p>Human geography, including types of settlement and land use, distribution of natural resources including energy, food, minerals and water supplies</p> <p>(Locate chocolate-growing and producing countries cocoa.          Fairtrade Movement.</p>	<p><u>Local Study</u>          Name and locate countries and cities of the UK and their identifying human and physical characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – The Lake District.          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied          Use the eight points of a compass, four figure grid references, symbols and</p>



	<p>region of the UK – The Lake District/mountains</p> <p>Describe and understand key aspects of: <i>Physical geography, including: mountains</i></p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p>		<p>Study tropical climates. Impact of natural disasters)</p>		<p>key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	
<p><b>Art</b></p>	<p><u>Colour painting (tone)</u> Introduce the concept of complementary and contrasting colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p>	<p><u>Texture/pattern</u> Use of appliqué and embroidery on fabrics to create texture (ww2 make do and mend).</p>	<p><u>Printing</u> Print with a variety of objects, in a more organised way, to produce more complex patterns (link to Ghana textiles)</p> <p>Change colours used/orientation of pattern/consistency of print or ink (link to Ghana textiles)</p>	<p><u>Digital Media</u> To record and collect visual information using digital cameras and video recorders (ICT).</p> <p>To understand that a digital image is created by layering (ICT).</p>	<p><u>3D</u> Introduce the slab pot technique. Rolling out clay to produce slabs of clay. Joining techniques to make a cylinder shaped pot. Bend the clay around a roller.</p>	<p><u>Drawing</u> (Linked to local study and environment) Use a sketchbook to collect and record visual information and skills development.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Perspective drawing with a single focal point and a horizon.</p>



	(collage using natural materials- Andy Goldsworthy- DH)					Experiment colour mixing and blending with coloured pencils.
<b>DT</b>	<p><u>WW2 rationing recipes</u> Develop sensory vocabulary/knowledge using smell, taste, texture and feel Measure and weigh ingredients appropriately Analyse the taste, texture, smell and appearance of food Begin to select own ingredients when cooking or baking (aim to make predominately savoury)</p>	<p><u>WW2- make a purse</u> Measure accurately to mm, cm and g Strengthen joins and corners in a variety of ways Join fabrics using over stitching e.g. back stitch, blanket stitch Create finished products that are carefully finished</p>	<p><u>Key people in DT post 1945</u> Secure understanding of key events and individuals in d &amp; t who have made an impact on the world (Britain since 1945)</p>		<p><u>Chocolate products</u> Investigate products to collect ideas. Observe, draw and sketch to refine ideas Develop one idea understanding the designs must meet a range of criteria and constraints. Produce step by step plans Analyse the taste, texture, smell and appearance of food. Work safely and hygienically</p> <p>Create finished products that are carefully finished Select and prepare food for a particular purpose Join and combine ingredients appropriately e.g. beating, rubbing in Work in a safe, hygienic way Use proportions when cooking, by doubling and halving recipes Join materials with a greater range of techniques e.g. staples, glue gun (supervised) Measure accurately to mm, cm and g</p>	



	<p>food) Use seasonal food where possible; develop understanding of seasonality and how ingredients are grown, reared, caught and processed. Work safely and hygienically</p>				<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex models and structures created. Evaluate their product recognising what has gone well and how it could be improved, giving reasons. Increasingly use testing to improve models and finished products Discuss how well the product meets the design criteria and how well it meets the needs of the user Evaluate food by taste, flavour, texture etc. Justify their decisions about materials and methods of construction Understand and apply the principles of a healthy and varied diet</p>	
<b>PE</b>	<p>Outdoor Challenges- Derwent Hill Ball skills/games</p>	<p>Dance – WW2 inspired partner jive.</p>	<p>Competitive games</p>	<p>Badminton (competitive games)</p>	<p>Athletic skills. Victor/Victrix Ludorum Competition. Swimming (TBC).</p>	
<b>Music</b>	<p><u>Charanga-UNIT- I'll be there-</u> Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical</p>	<p><u>WW2 songs and their historical context-</u>  Understand the pulse and its role as a</p>	<p><u>A new Year's Carol (Charanga)-</u> To understand how Benjamin Britten's compositions were influenced by time and place. - Singing - perform and share</p>	<p><u>Classroom Jazz 2 (Charanga)-</u> To explore and explain their own and feelings about jazz music.  -Playing instrument -Improvisation -composition</p>	<p><u>Happy (Charanga)-</u> Composition Discuss other dimensions of music and how it fits into music they are</p>	<p>Year 6 Show  Singing as part of an ensemble- having independent parts or working in small groups. Following a conductor.</p>



	<p>understanding of how parts fit together. Understand the importance of warming up voices, good posture breathing and projecting voices.</p>	<p>foundation of music To use correct musical language to describe music and associated feelings. Understand the importance of warming up voices, good posture breathing and projecting voices.</p>	<p>To listen with concentration to a variety of music and place it in its historical context (WW2). To use correct musical language to describe music and associated feelings. Sing with an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. Understand the importance of warming up voices, good posture breathing and projecting voices.</p>	<p>Listen, comment on and discuss with confidence ideas together as a group. To use correct musical language to describe music and associated feelings.  Use glockenspiels, keyboards, xylophones to play melodies, tunes and accompaniments and to improvise and compose.  Play differentiated parts with a sound-before-symbol approach or using the notated scores.</p>	<p>studying/listening to. Have a greater understanding of melody, words and their importance and how to interpret a song musically.  Understand the importance of warming up voices, good posture breathing and projecting voices.  Confidently create own melodies within context of song which is being learnt. Use voice sounds technology and</p>	<p>Understand the importance of warming up voices, good posture breathing and projecting voices.</p>
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				<p>Play and perform in solo and ensemble contexts, playing musical instrument with increasing accuracy, fluency, control and expression, and maintaining an appropriate pulse. Build on understanding the basics and foundations or formal notation.</p> <p>Improvise with voice and instruments and understand that this is not written down or noted. To improvise and perform in solo and ensemble contexts.</p>	<p>instrument in creative ways.</p> <p>Year 6 Show</p>	
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<p><b>French</b></p>	<p>Basic conversation-question and answers.  <b>Cafe – Food &amp; drink</b> - Learn vocabulary for selected food and drink types. Begin to read and identify a range of words linked to this unit. Create a menu linking ideas together.  <b>Sports &amp; Hobbies</b> – recall different sporting types. Give an opinion on which are most liked/disliked.</p>				<p>Basic conversation.  <b>School – subjects/Timetables</b> – familiarise with different school subjects. Respond to a written timetable.   <b>In my house</b> – identify and use correct vocabulary to draw and label own house. Create a dream house.</p>	
<p><b>RE</b></p>	<p>Why do people have ceremonies and use ritual in their lives?</p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>Why are Good Friday and Easter Sunday the most important days for Christians?</p>	<p>Why should people with a religious faith care about the environment?</p>	<p>So what do we now know about Christianity?</p>	<p>So what do we now know about Christianity?</p>
<p><b>PSHE</b></p>	<p><u>Relationships-emotional</u>  Develop a range of strategies for healthy relationships with a deeper understanding of feelings.</p>	<p><u>Health and wellbeing-social</u>   To develop my self-esteem through working with others.</p>	<p><u>Being a responsible citizen</u>  To know how and why rules and laws are made and enforced.  To begin to have an understanding of how the UK is governed.</p>	<p><u>Economic wellbeing</u>  To understand that money is deducted from earnings and how it is used.   To understand taxes and pensions.   To understand how to manage own</p>	<p><u>Health and wellbeing- physical</u>   To identify people who look after me.  To know how to contact emergency services (Safety works).  To understand the effect of food and physical activity on health.   To understand how to keep safe in the locality and how to keep others safe. (safety works)</p>	



	<p>Working well in a group (DH) Facing/overcoming a personal challenge (Derwent Hill) Class charter Headspace</p> <p>SUMO – change your t-shirt</p>	<p>SUMO- fruity thinking Derwent Hill Year 6 sports leaders</p>	<p>To know about local and national elections (class election of MP/prime minister).</p> <p>To understand democracy.</p> <p>SUMO – hippo time</p>	<p>personal finances in the future.</p> <p>To understand how good qualifications lead to a good job which can help to achieve goals in life.</p> <p>SUMO – different viewpoints (beach ball)</p>	<p>To understand strategies to resist the pressure from others to act in unsafe or unhealthy ways.</p> <p>To critically examine what is presented in social media and understand why it can be misleading.</p> <p>Identify strategies to support transition to secondary. Send My Friend to School campaign. Reflect on successes and areas of development from time at primary.</p>
<b>School events</b>	<p>Derwent Hill Class assembly National Poetry Day</p>	<p>Beamish Trip (WW2) Christmas performances – for elderly community &amp; parents.</p>	<p>V.E. Day party E-safety day World Book Day Number Day (NSPCC)</p>	<p>Science Week &amp; Science workshops</p>	<p>Unicef Day for Change.</p> <p>Healthy Living Week Y6 Show Festival International Week/Theme Week</p>
<b>Visits</b>	<p>Derwent Hill Young leader training</p>	<p>Climbing Wall</p>			<p>Safety Works Trip Secondary school - transition</p> <p>Theatre visit (Bede College)</p>