



# Our Lady & St Paul's R.C. Primary School,

A Voluntary Academy

*"If I am without love, I am nothing." 1 Corinthians 13*

## Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	<p><b><u>Loving</u></b> The family as the first experience of Christian love Love of the community and the family The meaning of unconditional love and how we see that through God's relationship with us.</p> <p><b><u>Vocation and commitment</u></b> The mission of Christians To understand and explore the meaning of commitment.</p>	<p><b><u>Expectations</u></b> To explore the meaning of expectation Advent as a time of joyful expectation Preparation of receiving Jesus into our lives</p>	<p><b><u>Sources</u></b> Exploration of a range of texts and the reasons they were written Exploring the Bible as the story of God's love told by the people of God.</p> <p><b><u>Unity</u></b> To explore what nourishes and spoils friendship To understand that to receive communion means being one with Jesus.</p>	<p><b><u>Death and New Life</u></b> Exploration of the Lenten journey Understanding that it is through Jesus' death and resurrection that we are brought to life.</p>	<p><b><u>Witness</u></b> God being active in every Christian in a special way. The Feast of Pentecost as the celebration both of the gift of God's Holy Spirit and the trust God places in people to be witnesses in the world.</p> <p><b><u>Healing</u></b> The sacrament anointing of the sick</p>	<p><b><u>Common Good</u></b> Respect for all people made in the image of God Social well-being and justice Following Jesus' example and continuing His work</p>

	The vocation to religious life (priesthood)		To celebrate the Eucharist as a community.		The Christian's responsibility to care for others	
<b>CARITAS Theme</b>	Dignity of the human person	Family and community	Solidarity and the common good	Rights and responsibilities	Option for the poor and vulnerable	The dignity of work and stewardship
<b>RHE</b>	<b>Created and Loved by God</b> Religious understanding Me, my body, my health Emotional Well-being Life Cycles		<b>Created to Love Others</b> Religious understanding Personal relationships Keeping safe		<b>Created to Live in Community</b> Religious understanding Living in the Wider World	
<b>English</b>	<u><b>Text</b></u> Extract from The Hobbit  <u><b>Genre</b></u> Narrative - dialogue  <u><b>Toolkit</b></u> Dialogue to convey character  <u><b>Writing outcome (innovation)</b></u> Monster/Other dialogue to convey character  <u><b>Independent Writing</b></u> New dialogue to convey character	<u><b>Text</b></u> The Caravan  <u><b>Genre</b></u> Warning Story  <u><b>Toolkit</b></u> Setting  <u><b>Writing outcome (innovation)</b></u> Innovate the setting  <u><b>Independent Writing</b></u> New warning story with atmosphere and description coming through setting  <u><b>Text</b></u> Dragons Must Go  <u><b>Genre</b></u> Persuasion  <u><b>Toolkit</b></u> Persuasive argument  <u><b>Writing outcome (innovation)</b></u>	<u><b>Text</b></u> The Gas Mask by Pie Corbett  <u><b>Genre</b></u> Finding Tale  <u><b>Toolkit</b></u> Setting  <u><b>Writing outcome (innovation)</b></u> The XX (new object/artefact)  <u><b>Independent Outcome</b></u> The XX  <u><b>Text</b></u> The Storm Dragon  <u><b>Genre</b></u> Information  <u><b>Toolkit</b></u> Information  <u><b>Independent Writing</b></u> Information text about own dragon or mythical creature	<u><b>Text</b></u> Wallace and Gromit Cracking Contraptions (Hook)  <u><b>Genre</b></u> Adventure  <u><b>Toolkit</b></u> Adventure  <u><b>Toolkit</b></u> Dialogue  <u><b>Independent Writing</b></u> Own story with dialogue inspired by Catch-A-Lot  <u><b>Independent Writing</b></u> Own story with dialogue inspired by Catch-A-Lot  <u><b>Text</b></u> How to Trap a House Goblin/Potions  <u><b>Genre</b></u> Instructions  <u><b>Toolkit</b></u>	<u><b>Text</b></u> Catch-A-Lot (Hook)  <u><b>Genre</b></u> Adventure  <u><b>Toolkit</b></u> Dialogue  <u><b>Independent Writing</b></u> Own story with dialogue inspired by Catch-A-Lot	<u><b>Text</b></u> Alma (Hook)  <u><b>Genre</b></u> Fear story  <u><b>Toolkit</b></u> Description  <u><b>Independent Writing</b></u> Two contrasting setting descriptions.  <u><b>Text</b></u> Choose from non-fiction taught this year  <u><b>Genre</b></u> Free choice <u><b>Toolkit</b></u> All <u><b>Independent Outcome</b></u> Plan, write, edit then publish a non-fiction piece

		Goblins Must Go <b>Independent Writing</b> Their own Must Go Editorial		Instructions (form/tone appropriate to purpose & audience)  <b>Independent Writing</b> How to XXX		
<b>Maths</b>	Place value  Addition, subtraction, multiplication and division	Fractions  Converting units	Ratio  Algebra  Decimals	Fractions, decimals and percentages  Area, perimeter and volume  Statistics	Shape  Position and direction	Themed projects, consolidation and problem solving
<b>Science</b>	<b>Light</b> How light travels Investigating shadows Reflection	<b>Electricity</b> Creating circuits, using different components and switches.  Safety, renewable and non-renewable sources, symbols and components.	<b>Living things and their habitats</b> How living things are grouped and classified.  Giving reasons for classifying plants and animals based on characteristics	<b>Evolution &amp; inheritance</b> How animals have adapted overtime to suit the environment and how this may lead to evolution  Darwin's study of Finches on the Galapagos Islands	<b>Animals including humans</b> Human body How nutrients and water are transported around the body. Circulatory system Healthy body – how diet, exercise, drugs and lifestyle impacts on the body and the way the body functions	
<b>Computing</b>	<b>Online Safety</b> Learning about staying safe online  Identifying possible dangers online  Using the internet for research  Select, use and combine a variety of software	<b>Bletchley Park 1</b> Explain that codes can be used for a number of different reasons and decode messages  Explain how to ensure a password is secure and how this works.  Create a simple presentation with information about Bletchley Park including the need to build	<b>Creating media – history of computers</b> Explain how to record sounds and add in sound effects over the top.  Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.	<b>Data Handling</b> Understand why barcodes and QR codes were created.  Create (and scan) their own QR code using a QR code generator website.  Explain how infrared can be used to transmit a	<b>Introduction to Python</b> Iterate ideas, testing and changing throughout the lesson and explain what their program does.  Use nested loops in their designs, explaining why they	<b>Skills Showcase</b> Evaluate code, understanding what it does and adapt existing to code for a specific purpose.  Debug programs and make them more efficient using sequence, selection, repetition or variables.

	<p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>electronic thinking machines to solve cipher codes</p> <p>Explain the importance of historical figures and their contribution towards computer science.</p> <p>Present information about their historical figure in an interesting and engaging manner.</p>	<p>Create a document that includes correct date information and facts about the computers and how they made a difference.</p> <p>Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.</p> <p>Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.</p>	<p>Boolean type signal.</p> <p>Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.</p> <p>Take real-time data and enter it effectively into a spreadsheet.</p> <p>Presenting the data collected as an answer to a question.</p> <p>Recognising the value of analysing real-time data.</p> <p>Analyse and evaluate transport data and consider how this provides a useful service to commuters.</p>	<p>need two repeats.</p> <p>Use loops in Python and explain what the parts of a loop do.</p> <p>Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.</p>	<p>Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work.</p> <p>Create an appealing website for their product, aimed at their target audience which explains what their product is and what it does, using persuasive language.</p> <p>Create an edited video of their project, articulating the key benefits.</p> <p>Describe and show how to search for information online and be aware of the accuracy of the results presented.</p>
<b>Humanities: Geography / History</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>
	<p style="text-align: center;"><b>The Maya</b></p> <p>-A non –European society that contrasts with British History</p> <p>-Chronology – put on a timeline</p> <p>- Locate on a map. Identify continent and sea.</p> <p>-Who were they and</p>	<p style="text-align: center;"><b>Settlements in Asia and Africa.</b></p> <p>-Compare a settlement in Asia to a settlement in Africa.</p> <p>-Locate countries in Asia and Africa.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate places in Asia and Africa.</p>	<p style="text-align: center;"><b>Britain since 1930 WWII</b></p> <p>Chronological timeline</p> <p>Reasons for the start of WWII</p> <p>Way of life</p> <p>Propaganda</p> <p>Lasting impact</p>	<p style="text-align: center;"><b>Climate zones</b></p> <p>-Physical geography including climate zones, biomes and vegetation belts.</p> <p>-Arctic Tundra – what is it? Where is it? Why does this happen?</p> <p>-Temperature, humidity, amount and type of precipitation,</p>	<p style="text-align: center;"><b>Crime and Punishment</b></p> <p>-Chronology</p> <p>-Discuss rule of law from 1066 to present day</p> <p>-Significant criminals from the past</p> <p>-Investigate courts</p>	<p style="text-align: center;"><b>Our Capital City</b></p> <p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>-The Prime/Greenwich Meridian and time</p>

	<p>where did they live?</p> <p>-Maya society</p>	<p>-Understand similarities and differences through the study of Human and Physical geography of a region of Asia and Africa.</p> <p>-Human geography – types of settlement and land use economic activity and trade links and the distribution of natural resources including energy, food, minerals and water.</p>		<p>and passage of seasons within a specific area.</p> <p>-Plants and animals that thrive in these climate zones.</p> <p>-4 climate zones: tropical, subtropical, temperate, and polar</p> <p>-Eden project – creating a biome in a bag.</p>	<p>and how punishments were given.</p> <p>-Investigate the police and their roll within society.</p> <p>-Crime and punishment within Roman, Greek, Anglo-saxon, Tudor, Victorian, WWII.</p>	<p>zones (including day and night)</p> <p>-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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
<p><b>Art / D.T.</b></p>	<p><b>Art &amp; Design</b> <u>Art and design skills</u></p> <p>Create zentangle patterns.</p> <p>Zentangle printing</p> <p>Paint in the style of impressionist painters.</p> <p><u>Artists:</u></p> <p>Claude Monet</p>	<p><b>Design &amp; Technology</b> <u>Automata Toys</u></p> <p>Mark, saw and cut out the components</p> <p>Follow health and safety rules, taking care with the equipment.</p> <p>Explore different cam profiles and choose three for their follower toppers</p>	<p><b>Art &amp; Design</b> <u>Painting and mixed media</u></p> <p>Identify different features within a painting and use the formal elements to describe it.</p> <p>Be creative and imaginative in finding their own meaning in a painting.</p> <p>Reflect on personal</p>	<p><b>Design &amp; Technology</b> <u>Textiles</u></p> <p>Making a waistcoat</p> <p>Consider a range of factors in their design criteria and use this to create a waistcoat design.</p> <p>Use a template to mark and cut out a design.</p>	<p><b>Art &amp; Design</b> <u>Sculpture</u></p> <p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p>	<p><b>Design &amp; Technology</b> <u>Structures</u></p> <p>Create apparatus designs, applying the design criteria to their work.</p> <p>Make suitable changes to their work after peer evaluation.</p> <p>Make different structures from their</p>

	William Morris	<p>with an explanation of their choices.</p> <p>Create neat, decorated follower toppers with some accuracy.</p> <p>Decorate and finish the automata to meet the design criteria and brief.</p> <p>Evaluate their finished product, making descriptive and reflective points on function and form.</p>	<p>experiences to convey through their own piece of abstract art.</p> <p>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</p> <p>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</p> <p>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</p>	<p>Use a running stitch to join fabric to make a functional waistcoat.</p> <p>Attach a secure fastening, as well as decorative objects.</p> <p>Evaluate their final product.</p>		<p>plans using the materials available.</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p>
<b>Music</b>	Djembe Drums	<p>Music Tech</p> <p>Using <a href="#">swipe</a></p>	<b>Charanga</b> Developing ensemble skills	<b>Charanga</b> Musical styles	<b>Charanga</b> Improvising with confidence	Recorders
<b>MFL</b>	Everyday Life	Where we Live	Sport	Hobbies	Cafes and Restaurants	Performance
<b>PE</b>	Athletics	Dance	Gymnastics Swimming	Competitive games - Netball	Dance Outdoor and adventurous activity challenges (Y6 Residential)	Competitive games - Rounders / Cricket

National Curriculum objectives for English and maths are being followed throughout the year. Plans are subject to change.