**Year 6 Long Term Plan 2023 - 2024**

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| YEAR 6 | | Autumn | | | Spring | | | | Summer | | | | |
| English | | Setting description  Character description  Narrative | | Non-chronological reports  Narrative  Letter Writing  Setting Description  WW2 poetry | Setting description  Character description  Narrative  Non Chronological report | | | Biography  Narrative  Newspaper | Dual Narrative  Narrative  Explanation Text  Letter | | | | Persuasive Leaflet  Letter  Narrative  Recount  Poetry |
| Maths | | Number: Place value  Number: + - x ÷  Number: Fractions | | Number: + - x ÷  Number: Place Value  Measurement | Geometry: Properties of shape  Geometry: Position & Direction  Number: Fractions | | | Statistics  Ration & Proportion  Measurement  Algebra | Geometry: Properties of Shape  Number: + - x ÷  SATs | | Consolidation, Problem Solving & Investigations | | |
| Science | | Evolution and inheritance  Living things and their habitats | | | Animals including humans | | | | Light and reflection  Electricity | | | | |
| History | | The history of British wars since 1066  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | |  | | | | A study of an aspect of history dating from a period beyond 1066 that is significant in the locality. | | | | |
| Geography | | Theme – North America  How is America different to the UK?   * Can I locate the countries and major cities in North America? (recap continents, name countries, states and cities) * Can I compare different regions (inc environmental) within North America? Effect of Latitude? * Can I describe the different climates in North America? (Associate weather and climate with landscapes, Link to Year 5 S. America, brief compare and contrast) * Can I study a region of North America and compare it to a region of the UK? Human and physical. * Can I describe North America cities? Human features. * Map work – can I plan a route across North America? Describe which cities and landscapes you would see (Eg Route 66) | | | Geographical Skills and Fieldwork  What can we learn from maps?   * Can I use the eight points of a compass? * Can I use four and six-figure grid references * Can I use symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom * Can I use symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the wider world * Can I use maps, aerial photos, and web resources to describe what a locality might be like (our local area) * Can I use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * Do I know the main human and physical differences between high and low income countries and describe how some places are similar and others are different in relation to their human and physical features | | | | Theme – Our local area and the future  What could Darlington look like in the future?  Can I carry out a focused in depth study of our area?  • History link, how has the UK changed in the past, early civilisations, land use, erosion?  • What in our region should be preserved for the future and why?  • What is the housing like in our area?  • Why do people live in Darlington? Work opportunities, public services, amenities  • Link to community, why is our community special? What links can we have?  • Can we make a plan for a sustainable future for our area? | | | | |
| Art | | **2D drawing to 3D making:**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to know about great artists, architects and designers in history. | | | **Exploring Identity:**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to know about great artists, architects and designers in history. | | | | **Brave Colour:**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to know about great artists, architects and designers in history. | | | | |
| DT | | Enterprise Fair  Packaging Art/DT | | | Bird Hides | | | | Food technology | | | | |
| Computing | | **Digital Literacy**  Talking Safely Online  Health and wellbeing survey  **Key Skills**  Sensing: Makey Makey  Spreadsheets: Databases | | | **Digital Literacy**  Talking Safely Online  **Key Skills**  Communication: Search engines  Web page creation | | | | **Digital Literacy**  Talking Safely Online  **Key Skills**  Variables in games: scratch  3D modelling | | | | |
| RE | | Creation Fall – Creation and Science: Conflicting or Complementary? | Why do some people believe in God and some people not? | | Why do Hindus want to be good? | Salvation – What do Christians believe Jesus did to save people? | | | Kingdom of God – For Christians, what kind of King is Jesus? | | How does faith help people when life gets hard? | | |
| PE | | Gymnastics  Dance | | | Tag Rugby  Basketball | | | | Tennis  Cricket | | | | |
| PSHE | | **Health and Wellbeing:**  What affects mental health & ways to take care of it  Managing change, loss & bereavement  Managing time online  Keeping personal information safe  Drug use and the law  Drug use and the media | | | **Relationships:**  Attraction to others  Civil partnership & marriage  Recognising and managing pressure  Consent in different situations  Expressing opinions & respecting other points of view  Human reproduction & birth | | | | **Living in the Wider World:**  Valuing diversity  Challenging discrimination & stereotypes  Evaluating media sources  Influences and attitudes to money  Money and financial risks | | | | |
| French | | Chez Moi | En Classe | | Les Vêtements | Que Temps Fait-il? | | | A L’école | | Les Verbes Irréguliers (Core Vocabulary) | | |
| Music | | **Advanced Rhythms:**   * Repeat rhythms accurately. * Successfully participate in rhythm games. * Feel the pulse while participating in activities, e.g. singing or chanting. * Notate rhythms accurately. * Clap the rhythm at the same time as chanting the words. * Choose rhythmic elements that add up to 8 counts. * Perform compositions demonstrating a good sense of pulse. * Perform their compositions securely with their partners. | | | **Dynamics, Pitch and Tempo (Fingal’s Cave):**   * Engage in discussion about the sounds of an orchestral piece. * Have a selection of varied vocabulary in response to what they hear. * Change dynamics and pitch, differentiating between the two. * Take the role of conductor or follow a conductor. * Change texture within their group improvisation and talk about its effect. * Create a graphic score to represent sounds. * Follow the conductor to show changes in pitch, dynamics and texture. | **Theme and Variations (Pop Art):**   * Perform rhythms confidently either on their own or in a group. * Identify the sounds of different instruments and discuss what they sound like. * Make reasonable suggestions for which instruments can be matched to which pieces of art. * Recall the names of several instruments according to their orchestra sections. * Keep the pulse with the body percussion section and sing with control and confidence. * Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. * Draw the rhythms accurately and show a difference between each of their variations. * Showcase creativity in the finished product. | | | **South America (KS2 Instrumental Lessons):**   * To learn to perform rhythms accurately * To explore the history of Latin music * To create their own salsa melodies using tuned percussion instruments * To compose salsa melodies * To perform a mini carnival | | **Composing and Performing a Leavers Song:**   * Identify and evaluate the musical features of a song. * Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. * Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. * Fit an existing melody over a four-chord backing track. * Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. * Record melodies using letter notation. * Perform the leavers’ song with confidence. | | |