



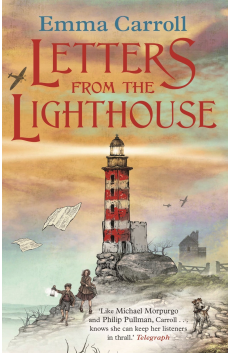
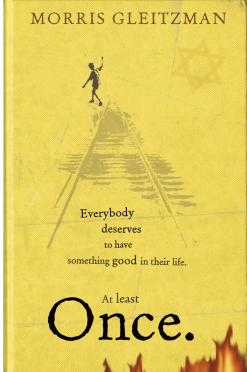
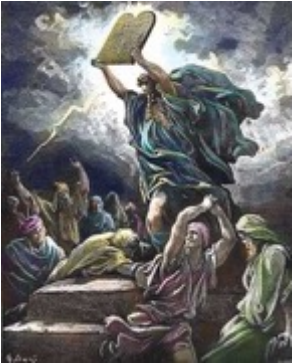








Year 6 2021-2022 Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2
English	<p>Film: <i>Alma</i> by Kuldip Dhamasana</p>  <p>Complementary text/s: <i>Ship of Death</i> by Kevin Crossley-Holland (genre: fiction) (themes and conventions: tension and suspense)</p> <p>Outcome/s: A narrative.</p> <p>Grammar: To recognise vocabulary and structures that are appropriate for writing</p> <p>Text: <i>The Lost Words</i> by Robert Macfarlane</p>  <p>Complementary text/s: <i>The Wonder Garden</i> by Jenny Broom (genre: fiction) (themes and conventions: nature and word play)</p> <p>Outcome/s: Acrostic poetry.</p> <p>Grammar: To use semicolons or colons to mark boundaries between independent clauses</p>	<p>Text: <i>My Story: Suffragette</i> by Carol Drinkwater</p>  <p>Outcome/s: A newspaper report.</p> <p>Grammar: To use brackets, dashes or commas to indicate parenthesis</p> <p>Text: <i>Suffragette: The Battle for Equality</i> by David Roberts</p>  <p>Complementary text/s (for both learning journeys): <i>The Suffragettes</i> by Penguin <i>Speeches That Made History</i> by Pyramid <i>Fantastically Great Women Who Made History</i> by Kate Pankhurst <i>Rebel Girls</i> by Elena Favilli and Francesca Cavallo (genre: non-fiction about Suffragettes) (themes and conventions: politics)</p> <p>Outcome/s: A speech.</p> <p>Grammar: To recognise vocabulary and structures that</p>	<p>Text: <i>Letters from the Lighthouse</i> by Emma Carroll</p>  <p>Complementary text/s: <i>Rose Blanche</i> by Ian McEwan (genre: fiction) (themes and conventions: British history, war)</p> <p>Outcome/s: A newspaper article. A discussion text.</p> <p>Grammar: To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. To use passive verbs to affect the presentation of information in a sentence.</p>	<p>Text: <i>Once</i> by Morris Gleitzman</p>  <p>Complementary text/s: <i>The Island</i> by Armin Greder (genre: fiction and poetry) (themes and conventions: British history, war)</p> <p>Outcome/s: A balanced argument. A formal letter.</p> <p>Grammar: To use expanded noun phrases to convey complicated information concisely. To use commas to clarify meaning or avoid ambiguity in writing.</p>

		are appropriate for formal speech and writing, including subjunctive forms. To use modal verbs or adverbs to indicate degrees of possibility.		
Resources Needed	Texts identified.	Texts identified.	Texts identified.	Texts identified.
Maths	Holy Cross Autumn Planning: Place Value; Addition, Subtraction, Multiplication and Division, Converting Units; Perimeter, Area and Volume; Fractions, Decimals, Position and Direction.		Holy Cross Spring Planning: Ratio and Percentages; Algebra; Properties of Shape; Statistics; Place Value; Addition, Subtraction, Multiplication and Division; Fractions; Statistics.	
Resources Needed	Counters, place value grids, number lines, fraction and decimal games, magnetic fraction and decimal visuals, fraction and decimal wall, squared paper, variety of resources to measure, mirrors.		Counters, place value grids, number lines, fraction, decimal and percentage games, magnetic fraction, decimal and percentage visuals, fraction, decimal and percentage wall, squared paper, 2D shapes, 3D shapes, 3D shape nets, pairs of compasses.	
Science	Living Things and Their Habitats <ul style="list-style-type: none">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 animalsGive reasons for classifying plants and animals based on specific characteristics. Working Scientifically <ul style="list-style-type: none">Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphsReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of	Evolution and Inheritance <ul style="list-style-type: none">Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoRecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsIdentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically <ul style="list-style-type: none">Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of	Electricity <ul style="list-style-type: none">Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitCompare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switchesUse recognised symbols when representing a simple circuit in a diagram. Working Scientifically <ul style="list-style-type: none">Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessaryTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriateRecording data and results of increasing complexity using scientific diagrams and labels,	Light <ul style="list-style-type: none">Recognise that light appears to travel in straight linesUse the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyeExplain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyesUse the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Working Scientifically <ul style="list-style-type: none">Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessaryTaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

	<p>and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none">Identifying scientific evidence that has been used to support or refute ideas or arguments.	<p>displays and other presentations</p> <ul style="list-style-type: none">Identifying scientific evidence that has been used to support or refute ideas or arguments.	<p>classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none">Using test results to make predictions to set up further comparative and fair testsReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentationsIdentifying scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none">Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphsUsing test results to make predictions to set up further comparative and fair testsReporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentationsIdentifying scientific evidence that has been used to support or refute ideas or arguments.
Resources Needed			Bulbs, batteries, buzzers, switches, wires.	Torches, eyes for dissection.
Religious Education	<p><u>CREATION</u></p>  <p>‘Is it easy being one of the ‘People of God’?</p> <p>Explores the call to be ‘People of God’ and the need to be part of God’s creation by overcoming disharmony and upholding God’s law.</p> <p>Explores the Ten Commandments.</p>	<p><u>PRAYERS SAINTS AND FEASTS</u></p>  <p>‘How do the examples of Mary and the Saints inspire us?’</p> <p>Explores the concept of heaven and the Church’s belief in Mary and the feasts celebrated in her honour.</p> <p>Explores what heaven is like.</p> <p>Looks at the lives of the Holy Souls and the Saints.</p> <p>Looks at prophets in the Islamic faith.</p> <p>Scripture:</p>	<p><u>CHRISTMAS</u></p>  <p>‘What can we learn from the Bible accounts of Christmas?’</p> <p>Looks in detail at the Birth of Jesus, expressed as ‘The Word’ in St John’s Gospel.</p>	<p><u>LENT</u></p>  <p>‘How can we use Lent to change ourselves for the better?’</p> <p>The means by which we prepare for Easter are explored in depth, through the teachings of Jesus in the Parable of the Rich Man and Lazarus and the account of the Samaritan Woman at the Well.</p> <p>Explores the history of the Jewish faith.</p>

	<p>Explores the importance of ‘shalom’ and the Sabbath in the Jewish faith.</p> <p>Scripture: Exodus 16: 1 – 18 Moses Exodus 20: 1 – 17 The Ten Commandments Genesis 4: 1 – 13</p> <p>Additional Scripture: Micah 6: 8 ‘To act justly, and to love mercy and to walk humbly with your God’ Luke 4: 14 – 22 ‘Today this scripture is fulfilled’ Matthew 25: 31 – 40 Sheep and Goats Matthew 5: 1 – 17 Sermon on the Mount; Salt and Light; Light under a bushel</p> <p>HARVEST CELEBRATION</p>	<p>Revelation 7: 2 – 4, 9 – 14 Scripture featuring Mary (Annunciation, Visitation etc.)</p> <p>ADVENT</p>  <p>‘How should we us Advent to be prepared, ready and alert?’</p> <p>Examines the two parts of the season of Advent through parables, prayers and hymns of the Church.</p> <p>Scripture: Preface for first two Sundays of Advent Matthew 25: 1 – 13 Parable of the Bridesmaids Luke 12: 35 – 40 Parable of the Servant Waiting for the Master to Return Micah 5: 1 – 2 Isaiah 7: 14 Isaiah 9: 5 – 6 Acts 1: 11 – 12</p>	<p>Explores the meaning of ‘incarnation’.</p> <p>Scripture: Luke 2: 1 – 20 Matthew 1: 18 to 2: 23 John 1: 1 – 18</p> <p>REVELATION</p>  <p>‘How do the examples of Jesus’ followers guide us today?’</p> <p>Looks at the personal relationship St Paul enjoyed with God.</p> <p>Looks at Matthew 28, to consider what is meant by the ‘Apostolic Tradition’.</p> <p>Considers the work of the ten Gurus in the Sikh faith and what their key teachings are.</p> <p>Scripture: Acts 7: 55 to 8: 3 Saul as a Persecutor Acts 9: 1 – 22 The Conversion of Paul Matthew 28: 16 – 20</p>	<p>Scripture: Luke 16: 19 – 31 The Parable of the Rich Man and Lazarus Matthew 5: 1 – 12 and Luke 6: 20 – 26 The Beatitudes John 4: 1 – 42 The Samaritan Woman at the Well</p> <p>Additional Scripture: Matthew 6: 1 – 8, 16 – 18 Teaching on prayer, fasting and almsgiving Luke 21: 1 – 4 The Widow’s Offering Tobit 12: 8 – 9</p> <p>HOLY WEEK</p>  <p>‘What would we have done if we were in the Garden of Gethsemane?’</p> <p>Considers what happened in the Garden of Gethsemane and the denial of Peter.</p> <p>Scripture: Luke 22: 39 – 53 Luke 22: 54 – 62 Matthew 27: 1 – 54 Luke 22: 66 to 23: 49 Additional scripture: Isaiah 52: 13 – 53: 12</p>
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Resources Needed	Supplementary guidance, bibles.	Supplementary guidance, bibles.	Supplementary guidance, bibles.	Supplementary guidance, bibles.
Art and Design	Charles Barry and Augustus Pugin (pencil drawings and gothic designs) <ul style="list-style-type: none">Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materialsCreate sketchbooks to record their observations and			Banksy and Bambi (stencils and graffiti designs) <ul style="list-style-type: none">Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materialsCreate sketchbooks to record their

	use them to review and revisit ideas <ul style="list-style-type: none">Find out about great artists in history.			observations and use them to review and revisit ideas <ul style="list-style-type: none">Find out about great artists in history.
Resources Needed	Range of graded pencils, photos of parliament and other gothic designs.			Range of graffiti designs, card for making stencils, spray paint.
Computing	<u>Scratch:Animated Stories</u> Animate a Scene Broadcast a Message Show and Hide Sequence a Story Adding Audio Getting Interactive	<u>Spreadsheets</u> Number Operations Ordering and Presenting Add, Edit and Calculate Solving Problems Party Plan Budgets Design Your Own	<u>Online Safety</u> Cyberbullying Secure Websites People Online Girls and Boys Online SMARTbots Online Safety: Let’s Get Quizzical	<u>Kodu Programming</u> Code Investigator When and Do Creating Worlds Deconstructing Code Race Track Racing Game
Resources Needed				
Design and Technology	<ul style="list-style-type: none">	Textiles (rosettes – linked to the Suffragettes) <ul style="list-style-type: none">Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsGenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designSelect from and use a wider range of tools and equipment to perform practical tasksSelect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Construction (burglar alarm – linked to electricity) <ul style="list-style-type: none">Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsGenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designSelect from and use a wider range of tools and equipment to perform practical tasksSelect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	

		<ul style="list-style-type: none">Investigate and analyse a range of existing productsEvaluate their ideas and products against their own design criteria and consider the views of others to improve their workUnderstand how key events and individuals in design and technology have helped shape the worldApply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<ul style="list-style-type: none">Investigate and analyse a range of existing productsEvaluate their ideas and products against their own design criteria and consider the views of others to improve their workApply their understanding of how to strengthen, stiffen and reinforce more complex structuresUnderstand and use electrical systems in their products.	
Resources Needed		Range of material in suffragette colours, needles, thread, card.	Bulbs, batteries, buzzers, switches, wires, wood, card, cereal boxes, screws, glue and glue guns, paint, hooks.	
French	<u>Let’s Visit a French Town</u> Who Lives Where? I Go to School to Learn Where is the library? Maths Welcome to My Home Ordinal Numbers	<u>Let’s Go Shopping</u> Shopping Conversations At the Shops Clothes French Money Shopping Lists A Shopping Experience	<u>This is France</u> Neighbours Distances Directions Paris Famous French People Nationalities	<u>All in a Day</u> O’Clock, Half Past, Quarter Past, Quarter To a.m. and p.m. 5-Minute Intervals 24-Hour Times At the Airport The School Week
Resources Needed				
Geography	Marvellous Maps <ul style="list-style-type: none">Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesName and locate counties and cities of the United Kingdom, geographical regions and	The Amazing Americas <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedLocate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		

	their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse 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 and the wider world.		<ul style="list-style-type: none">Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleUse 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 technologiesUnderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
Resources Needed	OS maps, atlases, compasses.		Atlases, range of topic books, netbooks, local area photographs, local area maps.	
History	British History – Suffragettes/Parliament A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.		British History; World War 2 – Local History; East Cowes in WW2 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	
Resources Needed	Range of books about the suffragettes, replicas of poster etc.		Local history books, resources borrowed from East Cowes Heritage Centre.	
Music	World Unite Musical Focus: Step Dance	Journeys Musical Focus: Song Cycle Performance	Growth Musical Focus: Street Dance Performance	Roots Musical Focus: Mini musical performance
Resources Needed	Cups, beanbags and tuned instruments		Selection of untuned percussion instruments, tuned instruments	Selection of instruments and sound makers, untuned percussion instruments and percussion instruments
Physical Education	Leadership <ul style="list-style-type: none">Take part in outdoor and adventurous activity challenges both individually and within a team.	Netball and Health Related Exercise <ul style="list-style-type: none">Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defendingDevelop flexibility, strength, technique, control and balanceCompare their performances with previous ones and demonstrate improvement to achieve their personal best.	Hockey and Gymnastics <ul style="list-style-type: none">Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defendingDevelop flexibility, strength, technique, control and balanceCompare their performances with previous ones and demonstrate improvement to achieve their personal best.	Tag Rugby and Dance <ul style="list-style-type: none">Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defendingPerform dances using a range of movement patternsCompare their performances with previous ones and demonstrate improvement to achieve their personal best.

Resources Needed	Play leader resources, bibs, footballs football pitch, orienteering resources.	Netballs, netball bibs, netball posts, netball court, range of apparatus for HRE.	Hockey sticks and balls, floor mats, benches, springboard, box, throw-down spots, hands and feet, hula hoops.	Rugby balls, tag rugby belts, cones, floor mats, benches.
PSHE /RSHE	<u>How Can We Keep Healthy as We Grow?</u> Exercise right, Sleep Tight Taking Care of Our Bodies Harmful Substances Healthy Choices The Cognitive Triangle Face Your Feelings	RSHE: UKS2 Module 1, All Units – Created and Loved by God	<u>How Can the Media Influence People?</u>	RSHE: UKS2 Module 2, All Units – Created to Love Others
Resources Needed		RSHE resources from TenTen.		RSHE resources from TenTen.
Curriculum Trips	Sailing Parliament and Westminster Abbey	Y5/6 Panto Trip	Local Walks – East Cowes Heritage Centre	Bletchley Park