



Long Term Plan 2021 / 2022

Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Visits/ Visitors | E Safety | | Cyber Bullying Finance Course | | Bikeability PGL - 5 Day Residential | |
| | <p>Curriculum Visits this year will depend on the rules around Covid-19 and the ability to visit locations in the safest manner possible. We will endeavour to provide as many enriching experiences as possible, even if these are more school-based</p> | | | | | |
| Diversity Enrichment Days | Immersing children in the culture of another country Living in the Extremes - the life of Inuit People French Day | | Meeting children in different settings/environments Disability awareness day Census Day | | Addressing global issues A Day in the Life of a Modern British Muslim Living in Japan | |
| English Key Texts | Alex Rider: Stormbreaker Role Models and Heroes - Who are our heroes and why? Narrative Action in Writing Character Description Dialogue Nelson Mandela Autobiography | Shackleton's Endurance Overcoming obstacles, resilience and determination Newspaper Drama Diary Accounts Interviews (Play script) Remembrance Day Poetry Link to BV/SMSC- Children will learn about times within | Balanced Argument Social Media Positives and Negatives for children and consumers Persuasive Argument Extend the School Day Poetry and Performance Time and the Meaning of Life | Narrative - Egyptian Tales of War Macbeth - Playscripts and Drama Right and Wrong - Blame and Evil Link to BV/SMSC- Children will discuss execution and capital punishment, learning about guilt and culpability as we study the | Saxons and Vikings Alfred the Great Non-Chronological Report Greek Beasts and Minotaurs Fantasy Beasts - Information Text SATs Fake News -Letter and reply complaint | Persuasive Speech Call to arms Batman Fantasy Stories- Skellig / Skulduggery Pleasant / Artemis Fowl / Darren Shan Harry Potter and the Prisoner of Azkaban Alfred the Great Link to BV/SMSC- Pupils will discuss the |



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| | <p>Links to BV/SMSC- Children will have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Eg. How the life of Nelson Mandela had been shaped through non-democratic laws in South Africa</p> | <p>history when liberty has been challenged or compromised such as during the First World War. And they remember those who have given their lives to maintain our freedom on Remembrance Day.</p> <p>Own Creative Story</p> | <p>Goals, ambitions, happiness and self-worth Multi-faith approach to the meaning of life</p> <p>Link to BV/SMSC- Children will reflect on their own life journey and what is important in their lives. They will respect different faiths across the world.</p> | <p>complex death of King Duncan.</p> | <p>Link to BV/SMSC- Children will be confident using their self-knowledge, self-esteem and self-confidence - talk for purpose.</p> | <p>origins of learning and basics of feudal law. Alfred's rigid belief system. Gender roles and the social place of women and girls - equality.</p> |
| Maths | <p>Addition Subtraction Decimals Angles Multiplication Division</p> | <p>Fractions Converting Fractions Algebra Percentages Multiplication Division BODMAS Square and Cube Numbers</p> | <p>Symmetry Reflection Rotation and Translation Data Measures and Capacity Ratio</p> | <p>Reasoning and Arithmetic Revision and Preparation</p> | <p>Reasoning and Arithmetic Revision and Preparation SATs</p> | <p>Investigations Taking risks, self-esteem, resilience and confidence</p> |
| Science | <p>Living things and habitats- Classification according to characteristics, microorganisms, plants and animals</p> | | <p>Evolution and inheritance- Changes in living things over time, animal and plant adaptation.</p> | | <p>Light Recognise that light travels in straight lines, explain how things are seen.</p> <p>Electricity</p> | |



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| | <p>Links to BV/SMSC- children will demonstrate a respect for the environment and the importance of conservation. They will demonstrate a responsibility to care for all living things by looking at the effects of pollution on endangered species.</p> | <p>Link to BV / SMSC- children will have a sense of individualism and a respect for the difference of living things.</p> <p>Animals including humans- Circulatory system, recognise the impact of lifestyle and nutrients in the body.</p> | <p>Symbols, components and voltage.</p> <p>Link to BV / SMSC- Children will review and evaluate the roles of all scientists, including British discoveries, and the contribution of all scientists regardless of gender or race.</p> |
| History | <p>Through the Decades An in depth look at how different historical events shaped the world we live in today.</p> <p>Link to BV/SMSC- Children will demonstrate an understanding of the role of the Royal Family within Britain, and participate in celebrations when there are significant royal events.</p> | <p>Vikings and Anglo-Saxon struggle for the kingdom.</p> <p>Link to BV/SMSC- Children will gain an understanding of when and how England was formed through great battles.</p> | |
| Geography | <p>People and Places A study of human and geographical features around the world.</p> <p>Link to BV/SMSC- Further the children's interest in exploring, improving understanding of and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. As shown by their</p> | <p>A study of Burnham -on - Crouch and the surrounding area.</p> <p>Link to BV/SMSC- Children will be able to explore how their local area has changed over time and evaluate how they could help make further changes to benefit the local community.</p> | |



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| | tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities through the study of USA, Brazil, South Africa, Australia and India. | | |
| Art | <p>Observational and Perspective Drawing</p> <p>Link to BV /SMSC -Through art we will be providing opportunities to enhance imagination, individualism, enjoyment and creativity.</p> | <p>Impressionist Painting John Singer Sargent, Claude Monet, George Seurat, Auguste Renoir</p> <p>Looking at the realism created by impressionist artist and using a range of painting techniques to create their own piece.</p> <p>Link to BV /SMSC - Through this topic children will have the opportunity to appreciate the work of a range of great artists,</p> | <p>Printing - Pop Art Andy Warhol, African Kente Cloth</p> <p>Links to BV / SMSC - Appreciation of art styles from other cultures.</p> |
| DT Practical safety awareness ensures our children know how to handle and respect tools and equipment. | <p>Cooking and nutrition Global Food</p> <p>Link to BV /SMSC - Appreciation of cuisine from around the world.</p> | <p>Design Felt Phone Cases</p> <p>Links to BV / SMSC - Children will learn to use their imagination, be creative and reflective.</p> | <p>Technical knowledge Animal Automata</p> <p>Link to BV /SMSC - Children will have the opportunity to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> |



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| <p>Computing</p> <p>E-safety awareness ensures our children make safe choices</p> <p>ICT will be planned for in all areas of the curriculum</p> | <p>Research Skills</p> <p>A safer Internet</p> <p>E-Safety</p> <p>Link to BV/SMSC- Individual Liberty: E-Safety training enables our children to make safe choices on the internet and social media. Children are taught about censorship and freedoms in different countries including communist nations</p> | <p>Research Skills</p> <p>Cyber Bullying</p> <p>Link to BV/SMSC- E-Safety training enables our children to make safe choices on the internet and social media. Use of a range of social / anti-social skills with regards to cyber bullying</p> <p>Choices and where to go when things go wrong - how to prevent and how to seek help if something goes wrong</p> | <p>Coding and algorithms</p> |
| <p>PE</p> | <p>See PE overview</p> | | |
| <p>RE</p> <p>British values - tolerance of others and different faiths</p> | <p>Living as a Hindu</p> <p>Links to British Values/ SMSC - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for Hinduism as a religion</p> <p>The Guru Granth Sahib and the Gurdwara</p> <p>Links to British Values/ SMSC - ability to be reflective about their own beliefs,</p> | <p>Christianity - The Last Week of Jesus' Life</p> <p>Links to British Values/ SMSC - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for Christianity as a religion</p> | <p>Islam - Holy Places in Islam The Qur'an The Five Pillars of Faith</p> <p>Links to British Values/ SMSC - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for Islam as a religion</p> <p>Humanism - The Meaning of Humanism Key Humanist Ideas</p> |



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| | religious or otherwise, that inform their perspective on life and their interest in and respect for Christianity as a religion | | | | Humanist ceremonies Links to British Values/ SMSC - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for Humanism as a faith | |
| RHSE, Philosophy & Mental Health <i>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different families - homosexuality</i> | Health and Wellbeing How can we keep healthy as we grow? <i>Medway relationships and sex education Year 6 Lesson 1 and 2</i> <i>Puberty review and recap</i> <i>Puberty, change and becoming independent</i> Mental Health - Worry/anxiety/anger Text - TBC | Health and Wellbeing How can we keep healthy as we grow? <i>Medway relationships and sex education Year 6 Lesson 1 and 2</i> <i>Puberty review and recap</i> <i>Puberty, change and becoming independent</i> Mental Health - Emotions/feelings Text - The Boy Under Water British values - Individual liberty | Living in the Wider World How can the media influence people? Mental Health - Empathy/kindness Text - The Goldfish Boy British values - children will be developing the skills necessary to face the challenges of a modern British society | Living in the Wider World How can the media influence people? Mental Health - Self-esteem/self-belief Text - Do You Know Me? British values - Mutual respect Children will have an understanding of people, including our place in the world | Relationships What will change as we become more independent? How do friendships change as we grow? <i>Medway relationships and sex education Year 6 Lessons 3, 4</i> <i>Positive healthy relationships</i> <i>How a baby is made</i> Mental Health - Differences/diversity Text - Wonder British Values - Rule of Law Children will be encouraged to manage their behaviour and | Relationships What will change as we become more independent? How do friendships change as we grow? <i>Medway relationships and sex education Year 6 Lessons 3, 4</i> <i>Positive healthy relationships</i> <i>How a baby is made</i> Mental Health - Bravery/courage/Fear Text - The Girl of Ink and Stars British values - Children will have opportunities to |



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| | <p>British values - Children will learn how to make choices that support a healthy balanced lifestyle.</p> | <p>Children are taught to become good and valued citizens by making choices in a safe and empowering environment.</p> | | | <p>take responsibility for their actions based on what they have been taught. They will learn to make decisions and choices that are acceptable to the school community and society at large.</p> | <p>demonstrate their willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to recognise the difference between right and wrong</p> |
| <p>MFL</p> <p>Progression of the four skills in Listening, Speaking, Reading and Writing and Learning Language Strategies and Knowledge about Language</p> | <p>Describing pets: revision of masculine and feminine nouns, plurals and adjectival agreement with colours and words describing size and personality. Recap of third person.</p> <p>¿Dónde vives? Vivo en + town Vivo en + una casa/un piso Focus on a Spanish city. La Vuelta a España.</p> | <p>My town – Mi ciudad. Ser/estar/hay Places in a town and what there is to do there.</p> <p>Finding your way around town – directions (left, right, straight ahead).</p> <p>A Spanish Christmas and New Year.</p> | <p>Classroom objects.</p> <p>Revision of tener = to have.</p> <p>My school – mi colegio.</p> <p>Rooms in the school.</p> <p>Education in Spain – comparison with partner school in Seville (Colegio Los Rosales).</p> | <p>El alfabeto.</p> <p>Telling the time ¿Qué hora es?</p> <p>Revision of weather and months of the year and introduction to the seasons.</p> <p>Numbers 40 – 200</p> <p>La Feria de abril.</p> | <p>School subjects and sports – likes and dislikes.</p> <p>Me gusta/no me gusta/me gustan/no me gustan (+ infinitive)</p> <p>Opinions.</p> <p>Jugar and hacer.</p> <p>Profile of Spanish-speaking sports star.</p> | <p>Food and drink – likes and dislikes.</p> <p>Traditional Spanish dishes (tapas, paella, etc.)</p> <p>Role play in a Spanish café.</p> <p>Saying what you are going to do in the summer holidays – voy a + infinitive.</p> |



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| <p>iiMusic</p> | <p>ELEMENTS OF MUSIC <i>Pitch, Rhythm, Tempo, Dynamics, Duration, Timbre</i> <i>The elements of music demonstrated and developed via individual and group work; a variety of compositions from a set brief</i></p> <p>THE ART OF SINGING <i>Vocal techniques, breathing, learning a variety of traditional songs for occasions</i></p> <p>DEVELOPMENT OF CLASSICAL MUSIC & FAMOUS COMPOSERS <i>How Western classical music has developed from 1600 to the modern day; an examination of key influential works</i></p> | <p>MUSIC FOR MOODS <i>Cartoons, Film Music, Adverts</i> <i>How music can influence mood and perception of images and the techniques involved</i></p> <p>THE HISTORY OF POP MUSIC <i>The Blues, Rock & Roll, Disco, R&B, Hip Hop</i> <i>How styles developed with the addition of new instruments and technology and cultural changes with a look at specific bands and artists</i></p> | <p>MUSIC FROM AROUND THE WORLD <i>The Development of Folk Music</i> <i>Gamelan music of the Far East, Music of India</i> <i>A study of key non-Western instruments</i> <i>How music differs in other parts of the world</i></p> <p><i>A look at scales from around the world and how they differ from Western music</i></p> <p>RE-EXAMINATION OF THE ORCHESTRA <i>A more advanced look at the orchestral palette and how instrumentation can colour a piece</i></p> <p>CONTINUED VOCAL DEVELOPMENT <i>Including some part singing, harmonies and more complex styles</i></p> |
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