LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	**Living things and their habitats**	**Animals including humans**	**Evolution and Inheritance**		**Light**	**Electricity**
	I can observe and describe in precise detail using correct scientific language I can independently set up a fair test I can make predictions based on my scientific facts and ideas I can identify variables that are relevant to a particular situation I can measure accurately e.g. to the nearest degree, millimetre etc. I can select the most suitable equipment for the task I can decide when to repeat observations and measurements needed to be made I can choose the most appropriate way to record and present results I can interpret and make predictions from bar graphs I can say whether the evidence supports any predictions I can select information from a wide range of sources I can explain results using my scientific facts and ideas I can evaluate my work and identify ways to improve it	I can observe and describe in precise detail using correct scientific language I can measure accurately e.g. to the nearest degree, millimetre etc. I can say whether the evidence supports any predictions I can select information from a wide range of sources I can identify trends or patterns in results that do not fit I can talk about how scientists have combined evidence from observations and measurements with creative thinking to suggest new ideas and explanations for things	I can observe and describe in precise detail using correct scientific language I can make predictions based on my scientific facts and ideas I can say whether the evidence supports any predictions I can measure accurately e.g. to the nearest degree, millimetre etc.	I can choose the most appropriate way to record and present results I can select information from a wide range of sources I can talk about how scientists have combined evidence from observations and measurements with creative thinking to suggest new ideas and explanations for things	I can independently set up a fair test I can make predictions based on my scientific facts and ideas I can identify variables that are relevant to a particular situation I can measure accurately e.g. to the nearest degree, millimetre etc. I can select the most suitable equipment for the task I can decide when repeat observations and measurements need to be made	I can present data as line graphs (measuring shadows) I can interpret and make predictions from bar graphs and line graphs I can say whether the evidence supports any predictions I can select information from a wide range of sources I can explain results using my scientific facts and ideas I can talk about how scientists have combined evidence from observations and measurements with creative thinking to suggest new ideas and explanations for things

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

PSHCE	**Health & Wellbeing (Health/ Risk)** Demonstrate a broad knowledge and understanding of the topics and issues they have explored. They can identify positive ways to face new challenges. Safety trip to Bradford Bulls: 30th October 2018 Ladies from Charity to deliver drugs sessions		**Identity** Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness. Demonstrate a broad knowledge and understanding of the topics and issues they have explored They can talk about a range of jobs, and explain how they will develop skills to work in the future.	**Citizenship** Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness Demonstrate a broad knowledge and understanding of the topics and issues they have explored. **Junk food Project – run by year 6. Homeless project.**	**Economic wellbeing** Demonstrate a broad knowledge and understanding of the topics and issues they have explored They can identify positive ways to face new challenges. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.	**Relationships/Growing up** Demonstrate a broad knowledge and understanding of the topics and issues they have explored They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
RE	**Autumn**		**Spring**		**Summer**	
	Why are there different beliefs about God? Understand the significance of key writings and teachings. Understand and make connections between key teachings in religious and non-religious worldviews. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning. Reflect on links and comparisons between their own and others' identity and experience. Formulate questions of meaning and purpose.		**Why are certain people, places and times sacred?** Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews. Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied. Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. Formulate questions on their own and others' experiences and suggest some possible responses.		**Why do people need to express their beliefs?** Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews. Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied. Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses. Discuss moral questions, recognising that there are different views to be considered.	

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Spirituality		
Beliefs	**Practices**	**Forms of Expression**
Peace Hope God/gods Life after death Cycle of Life Suffering Sacrifice Soul Sacredness Salvation Revelation Wisdom Authority Truth Journey	Celebration Family Worship Meditation Ritual Sacrifice Morality Charity Justice Forgiveness Commitment Loyalty Belonging Journey Faith Responsibility Tradition (remembering)	Symbolism Imagery Parable Myth Remembrance Sacred text Identity Community

History	**Indus Valley**	**Changes in Britain from the Stone Age to the Iron Age** **Autumn 2 – Spring 1 and 2**		**Ancient Greeks**	
	Note connections, contrasts and trends over time. Confidently use appropriate historical terms to talk about their work. Understand how knowledge of the past is constructed from a range of sources. Compare accounts of events from different sources. Link sources and work out how conclusions are arrived at. Compare life in early and late times studied.	Note connections, contrasts and trends over time. Confidently use appropriate historical terms to talk about their work. Understand how knowledge of the past is constructed from a range of sources. Link sources and work out how conclusions are arrived at.	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Compare life in early and late times studied. Use evidence to support and illustrate an explanation.	Note connections, contrasts and trends over time. Confidently use appropriate historical terms to talk about their work. tand how knowledge of the past is constructed from a range of sources. Compare accounts of events from different sources. Link sources and work out how conclusions are arrived at.	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Compare life in early and late times studied. Compare beliefs and behaviour with another time studied. Use evidence to support and illustrate an explanation.

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

	Compare beliefs and behaviour with another time studied. Use evidence to support and illustrate an explanation.				
Geography	**<u>Skills based linked to Indus Valley</u>** **Location** **Mapping** **Physical features** **Identify areas of settlement – Stone Age** **Geographical skills and fieldwork** I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, **<u>four and six-figure grid references, symbols and keys</u>** to build my knowledge of the United Kingdom and the wider world I can 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.		**<u>Skills based linked to Stone Age to Iron Age</u>** **Location** **Mapping** **Comparing regions (Greece and England)** **Physical features (volcanoes mountains etc).** **Geographical skills and fieldwork** I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, **<u>four and six-figure grid references, symbols and keys</u>** to build my knowledge of the United Kingdom and the wider world I can 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. I can describe and understand key aspects of: • physical geography (climate zones, vegetation, rivers, volcanoes, earthquakes, **<u>biomes</u>**, **<u>vegetation belts</u>**) • human geography (settlements, land use, economic activity, trade links, **<u>distribution of natural resources including energy, food, minerals and water</u>**)	**<u>Skills based linked to Ancient Greece</u>** **Location** **Mapping** **Physical features (landscapes – rivers, cultivating land etc).** **Identify reasons for settlement** **Geographical skills and fieldwork** I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use the eight points of a compass, **<u>four and six-figure grid references, symbols and keys</u>** to build my knowledge of the United Kingdom and the wider world I can 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. I can identify some: • human and physical characteristics of a region • topographical features of a region (including hills, mountains, coasts and rivers) • land-use patterns of a region	

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Music/Drama	**Use music to perform poetry**		**End of Year Performance** **Songs** **Troy Music links to History Topic** **Making their own music**
ICT	**Information Literacy** **Research (understanding plagiarism/history and science)** *To modify searches further to find relevant information for a report* *Talk about validity and plausibility of information by checking other sources* *Recognise the impact of using incorrect information in their work* *Skim and select information checking for bias and different viewpoints* *Use other suitable software appropriately to process and present information saved / copied from the Internet considering the intended audience*	**Computer Programming and understanding how digital devices work** **Programming and instructing a computer device (Purple Mash – Angry Bird).** **Google maps – longitude and latitude** **Visual Media** **Telling the story of evolution (linked to Science)** *Creating & manipulating images* • *Choose appropriate software, techniques and features and create visual media appropriate to task and audience* • *Acquire suitable images, video, sounds from appropriate sources taking into consideration copyright issues and acknowledge sources where necessary* • *Create & manipulate images using a range of techniques to develop a particular style or genre* **Computer Programming and understanding how digital devices work** *Coding –linked to evolution*	**Multimedia** **Present Greece as a great holiday destination using presentational tools such as Prezi or Power point.** **Sound and Music** **Create music using ICT to tell a story orally (Greek Myths)** **Modelling: Models and Simulations** **Designing a labyrinth game** **Data Handling (linked to Science – animals and their habitats).**

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Art/ DT	**Creating a landscape for Indus Valley**		**Stone Age Shelters** **Evolution**		**Vases linked to Greeks** **Theatre masks** **Cushions (cross curricular Maths links)** **Design Maths Games suitable for Key Stage 1 (cross curricular links with Maths and Science).**	
PE	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**
MFL	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**	**PPA Teachers**

Subject: Maths coverage Autumn 2017 **KPI Grid** **Year group: 6**

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Autumn 1	**Place value**	**Place value**	**Addition & subtraction**	**Multiplication & division**	**Mental maths**	**Assessment**
	Read, write, order and compare numbers up to 10, 000, 000 and determine the value of each digit. Round any whole number to a required degree of accuracy Multiply and divide whole numbers and those involving decimal s by 10, 100, 1000 Identify the value of each digit in numbers given to three decimal and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	Use negative numbers in context and calculate intervals across zero. Find the difference between a positive and a negative integer, or two negative integers, in context Generate and describe linear number sequences	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Solve addition and subtraction, multi-step problems in contexts, deciding which operations and methods to use and why Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	multiplication Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Solve problems involving addition, subtraction, multiplication and division	Multiply and divide numbers mentally drawing upon known facts. Add and subtract numbers mentally with increasingly large numbers Perform mental calculations, including with mixed operations and large numbers	

Autumn 2	**Fractions**	**Fractions**	**Fractions, decimal, percentages**	**Geometric Shapes 2D/3D**	**Mental maths**	

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, one quarter x a half = one eighth] Compare and order fractions, including fractions > 1 Find fractions of amounts Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, two fifths + four fifths = six fifths = 1 one fifth} Solve problem involving fractions	Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, one quarter x a half = one eighth] Divide proper fractions by whole numbers [for example, one third ÷ 2 = one sixth]	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, three eighths] Find percentages of amounts and quantities Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	Multiply and divide numbers mentally drawing upon known facts. Perform mental calculations, including with mixed operations and large numbers	**Assessment**

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Spring 1	**Place value** **Week 1**	**BODMASS & four operation - missing number calculations** **Week 2 & 3**	**Fractions. Decimal and percentages** **Week 4**	**Fractions. Decimal and percentages** **Week 5**	**Mental maths**	**Assessment**
	Value of each digit X and dividing by 10, 100, 1000, solve word problems Find difference between smallest and largest numbers Apply knowledge to a range of SATs questions.	Use their knowledge of the order of operations to carry out calculations involving the four operations carry out calculations involving brackets, missing numbers and symbols. Add, subtract, multiply, divide with missing numbers Apply knowledge to a range of SATs questions	match equivalent fractions, decimals and percentages find equivalent fractions by multiplying and dividing order fractions convert fraction, decimal and percentages Apply knowledge to a range of SATs questions	Fractions of amounts % of amounts add fractions with different denominators and mixed numbers subtract fractions with different denominators and mixed numbers multiply and divide fractions Apply knowledge to a range of SATs questions	Multiply and divide numbers mentally drawing upon known facts. Add and subtract numbers mentally with increasingly large numbers Perform mental calculations, including with mixed operations and large numbers **arithmetic paper**	

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

Spring 2 & summer 1	**Angles & number** **Week 1**	**Geometric Shapes** **Area/perimeter** **Week 2**	**Measurement** **Week 3**	Properties of number & Various SATs questions **Week 4**	Geometric position & statistics **Weeks 5 & 6**	**Mental maths**	**Assessment**
	Identify different types of angles and triangles. To measure and draw angles. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Use appropriate method of calculation to solve problems involving angles. Express missing number problems algebraically Use simple formulae Solve problems involving similar shapes where the scale factor is known or can be found Apply knowledge to a range of SATs questions	Recognise that shapes with the same areas can't have different perimeters and vice versa Recognise when it is possible to use formulae for area and volumes of shapes Calculate the area of parallelograms and triangles Apply knowledge to a range of SATs questions	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]	Recognise and use square numbers and cube and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiply, squares and cubes. **Cover gaps involving number, word problems, shape,**	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average	Multiply and divide numbers mentally drawing upon known facts. Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers **arithmetic paper**	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

LONG TERM PLANNING 2018 - 19 YEAR GROUP: 6

English	The piano – a short animation with flashback. Literacy & language – **Unit 4**. A narrative with flashbacks. Non-fiction link – biography and autobiography and persuasive text.	**Unit 2** Poetry – Rabbit in mixer survives by Roger McGough. Non-fiction link – balanced discussion.	**Unit 1** – Robin Hood and the Golden Arrow by Geraldine McCaughrean (Legend). Non-fiction link – journalistic writing.	**Unit 5** – The Elephant in the Room by Lou Kuenzler. Non-fiction link – persuasive text. **Giant's Necklace by Michael Morpurgo.** **Character description** Holiday brochure (persuasive text)	**Unit 3** – Brashem's Tortoise (historical story). Non-fiction link – Exotic Pets – the facts and figures.	**Unit 6** – I believe in Unicorns by Michael Morpurgo (authors and texts). Non-fiction link – explanation text.Lapage99	**Kensuke's Kingdom as a class read.**