



Broadbent Fold Primary School and Nursery  
 Long Term Planning  
 Year 6  
 Teacher Miss Harvey

Term BV - Identify British Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question	<b>What makes you unique?</b>	<b>Did we used to be apes?</b>	<b>Were Vikings vicious or victorious?</b>	<b>What did the Windrush scandal teach us?</b>	<b>Skellig: is it a bird or mythical creature?</b>	<b>Why were the Mayans magnificent?</b>
Hooks: Trips/ Visitors	A unique talent show Black History month World Space Week	Evolution and Inheritance Workshop Anti-Bullying Week	Viking dress up and role play a Viking siege E Safety Week Safe Squad Workshop Fire Brigade: CPR session	World book day Science week activities Visit to local secondary- Rayner High School Internation Women in Science Day Mental Health Week	Gorse Hall Picnic	Anderton Centre trip ADVENTURE Transition Workshop
Texts	<u>Fiction</u> Wonder Can you see me? <u>Poetry</u> Pie Corbett	<u>Non-fiction</u> All about evolution by Robert Winston Endangered animals <u>Poetry</u> The listeners- narrative poetry	<u>Fiction</u> Viking Boy <u>Non-fiction</u> Newspapers from History: The Anglo-Saxon Times	<u>Fiction</u> The Arrival The Windrush Child	<u>Fiction</u> Skellig <u>Poetry</u> The Malfeasance- monster poetry	<u>Fiction</u> The Hero Twins: against the lords of death.
Genre focus	Diary entry Balanced argument Stories from another's perspective <u>Cross-curricular</u> Persuasive advert for new wife for Henry VII	Biography Adventure narrative <u>Cross-curricular</u> Balanced arguments	Newspapers Viking sagas <u>Cross-curricular</u> Explantions Biography	Stories about a journey Formal Letter to MP Historical recount <u>Cross-curricular</u> Newspaper report Persuasive letter	Suspense narratives Instuctions Haiku poetry <u>Cross-curricular</u> Non-chronological report Descriptions	Myths/legends Persuasive letter <u>Cross-curricular</u> Information leaflets
Significant People	Black history- Rosa Parks Libby Scott Banksy Keith Haring	(Scientists)	Leif Erikson Ragnar Lothbrok	Sam Beaver King Floella Benjamin Shaun Tan	David Almond Andy Warhol Piet Mondrian	Famous Ancient Mayans



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<b>Maths</b>	Number: place Value Number: four number operations	Number: calculations Number: fractions- add and subtract	Number: fractions- multiply and divide Number: ratio Number : algebra	Number: decimals Number: decimals, fractions and percentages	SATS- reasoning and arithmetic consolidation Measurement: area, perimeter and volume	Preparations for KS3- real life problems: White Rose Bakery White Rose Futures
<b>Science</b>	<u>Light and shadow</u> - know how light travels - know and demonstrate how we see objects - know why shadows have the same shape as the object that casts them - know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	<u>Evolution and inheritance</u> - know how the Earth and living things have changed over time - know how fossils can be used to find out about the past - know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) - know how animals and plants are adapted to suit their environment - link adaptation over time to evolution	<u>Animals, including humans</u> - identify and name the main parts of the human circulatory system - know the function of the heart, blood vessels and blood - know the impact of diet, exercise, drugs and lifestyle on health - know the ways in which nutrients and water are transported in animals, including humans	<u>Working scientifically</u> - focus on AT1 objectives - scientific vocabulary Linked to British Science Week Y6 Science fair for KS1 and KS2	<u>Living things and their habitats</u> - classify living things into broad groups according to observable characteristics and based on similarities and differences - know how living things have been classified - give reasons for classifying plants and animals in a specific way	<u>Electricity</u> - compare and give reasons for why components work and do not work in a circuit - draw circuit diagrams using correct symbols - know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer
<b>Famous scientists</b>	Isaac Newton	Charles Darwin Alfred Russell Wallace	William Harvey Marie Curie		Carl Linnaeus Alexander Flemming	Alessandro Volta Thomas Edison William kamkwamba



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<p>History</p>	<p><u>Theme in history:</u>  <b>The changing power of the Monarchs</b>        -know about a theme in British history which extends beyond 1066        - know how to place historical events and people from the past societies and periods in a chronological framework        - know how Britain has had a major influence on the world</p>		<p><u>Vikings/Anglo-Saxons</u>        - know where the Vikings originated from and show this on a map        - know that the Vikings and Anglo-Saxons were often in conflict        - know why the Vikings frequently won battles with the Anglo-Saxons</p>			<p><u>Ancient Maya</u>        - know about the impact of the Mayan civilization        - know why they were considered an advanced society in relation to that period of time in Europe</p>
<p>Geography</p>		<p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied        Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>		<p>Human and physical: identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water        - know why industrial areas and ports are important        - know main human and physical differences between developed and third world countries  <b>BV- democracy</b></p>	<p>Human and physical: locate some of the world's deserts        Locational knowledge: 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</p>	



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<p><b>Computing / Esafety</b></p>	<p><u>Internet Safety</u>  <u>Computer systems and networks</u>          - be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable          - learn about the World Wide Web as a communication tool</p>	<p><u>Data and information- spreadsheets</u>          - organise data into columns and format data to support calculations          - apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them          - use spreadsheets and create graphs and charts, and evaluate their results in comparison to questions asked.          INTERNET SAFETY DAY</p>	<p><u>Programing: variables in games</u>          - learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard.</p>	<p><u>Creating media- 3D modelling</u>          - develop knowledge and understanding of using a computer to produce 3D models          - familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics.</p>	<p><u>Programming- 2Code</u>          - To understand how 2Code can be used to make a text-based adventure game on Purple Mash</p>	<p><u>Creating media- webpage creation</u>          - design a micro: bit-based step counter          -take part in the BBC micro: bit Summer Project- 'Playground Survey'</p>
<p><b>P.S.H.E and SRE</b></p>	<p><u>Relationships</u>          Families and friendships</p>	<p><u>Relationships</u>          Safe relationships          Respecting ourseves and others  <b>BV- Individual liberty and Rule of law</b></p>	<p><u>Living in the wider world</u>          Belonging to a community          Money and Work  <b>(BV- mutual respect)</b></p>	<p><u>Philosophy For Children-</u>          Building Resilience to Extremism through Enquiry (BREE)  <b>BV- Tolerance-different faiths and beliefs</b>  <b>BV- Mutual respect</b></p>	<p><u>Health and wellbeing</u>          Keeping safe  <b>BV- Rule of law</b></p>	<p><u>Health and wellbeing</u>          Physical health and mental wellbeing          Growing and changing          Transition to secondary school  <b>BV- Mutual respect</b></p>
<p><b>Music</b></p>	<p>Chiranga: Happy</p>	<p>Chiranga: Classroom Jazz</p>	<p>Chiranga: Rock- Don't stop believing</p>	<p>Chiranga: Developing melodic phrases</p>	<p>Sing up: Race</p>	<p>Sing up: Exploring identity thrpugh song          End of year performance</p>



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<b>Art and Design</b>	<u>Famous artists: street art</u> - understand what a specific artist is trying to achieve in any given situation - understand why art can be very abstract and what message the artist is trying to convey			<u>Observational art- Shaun Tan artwork</u> - use a full range of pencils, charcoal or pastels when creating a piece of observational art	<u>Screen printing</u> - know how to overprint to create different patterns	
<b>Design and Technology</b>		<u>Make a board game</u> Design a product - use research and develop design criteria to inform the design of an innovative, functional, appealing products that is fit for purpose	<u>Make a pop-up adventure book about the Vikings</u> Mechanical systems- explore levers, spacers, sliders, layers. Design and create a pop-up book using different components	<u>Computing- design a pencil pot using modelling software</u> (Use 3D modelling software)		<u>Develop a three-course meal</u> Cooking and nutrition- use a range of cooking techniques and explore how food is sourced
<b>P.E.</b>	Team building and problem solving  Games: tag rugby	Games: hockey skills  Games- basketball	Healthy Body, Healthy Mind	Games: cricket  Games: volleyball	Gymnastics  Games: rounders  James Robinson Foundation: rugby	Dance through the ages Games: athletics James Robinson Foundation: rugby
<b>MFL</b>	Polish greetings, wellbeing questions, numbers to 20	Clothing and colours	Food and drink	Sports and activities	Weather	Seasons Likes/dislikes



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R.E.	<u>Living strand</u> What difference does it make to believe in Ahimsa (harmlessness-Hindu), Grace (Christian) and Ummah (Community-Muslim)? <b>BV- Mutual respect</b>	<u>Living strand</u> What matters most to Christians and Humanists? <b>BV- Individual liberty</b>	<u>Expressing Strand</u> What can be done to reduce racism? Can religion help? <b>BV- Tolerance-different faiths and beliefs</b> <b>BV- Mutual respect</b>	<u>Believing strand</u> What does religion say to us when life gets hard? <b>BV- Individual liberty</b>
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