



King Edward Primary School Long Term Plan Year Six

Subject	Term One World war Two	Term Two Survival of the Fittest	Term Three Mexico and the Maya
Theme	World War 2 Study of the impact of the war at home in Britain. War in Europe Turning points within the war and what a turning point is. Was the war a turning point for British society after it ended?	What is survival? Study of Darwin's Natural Selection – Evolution and Interdependence and Adaptation This journey will take in the 7 biomes of the natural world through studies of the Galapagos, South Africa and Antarctica.	Maya Light Latin America -human and physical geography Fair Trade
Hook/Wow moments	Holocaust Centre	Maun Conservation – Pond dipping/Mini-beast hunt using classification to identify creatures. Mansfield Museum – Buxon Exhibit (watercolours)	Maya workshop day
Significant people studied	Jesse Owen—WW2 black athlete Henry Moore—Artist Florence Price—Black female composer Alan Turing—British Mathematician	Mary Ellen-Taylor—Artist Charles Darwin—scientist Nelson Mandela??	Pedro Linares—Mexican Sculpture Dame Tanni Grey-Thompson—Paralympian
Places visited/visitors coming in	Holocaust centre Mr Ellis (visitor)	Wollaton Hall Zoo Lab Mansfield museum – art Dart (visitor)	London residential University visit Pizza in the park Mini Medica (visitor)
Other enrichment activities	Go on a scavenger hunt Find your way with a map Have a water fight Learn first aid		
English	Key Texts Reading		
	Narrative - Letters from the Lighthouse or similar book agreed with English Team Narrative - A Christmas Carol (Christmas) Non-fiction - Now or Never: A Dunkirk story (BAME) Non-fiction - A Child's Perspective Class book – Once Poetry – Dunkirk	Narrative – Darwin's Dragons Poetry – The Moth Non-fiction – Out of the Smoke Non-fiction – Dracopoedia – Field Guide	Narrative: Oh Maya Gods Poetry: The Highway Man Non-fiction: Land of Neverbelieve
	Writing Genres		



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	<p>1. Whole school text</p> <p><u>Punctuation and Grammar to be taught:</u> Ready to write</p> <p>2. Narrative: Setting description and story linked to Blitz</p> <p><u>Punctuation and Grammar to be taught:</u> Word classes, active and passive voice and semi colons.</p> <p>3. Non-fiction: Letter – Dunkirk</p> <p><u>Punctuation and Grammar to be taught:</u> Formal and informal language</p> <p>4. Non-fiction: Recount – Leo’s Diary</p> <p><u>Punctuation and Grammar to be taught:</u> Synonyms and antonyms</p> <p>5. Scrooge</p> <p><u>Punctuation and Grammar to be taught:</u> Active and passive voice</p>	<p>1. Non-fiction: Non-Chronological report on animals</p> <p><u>Punctuation and Grammar to be taught:</u> Semi-colons</p> <p>2. Non-fiction: Explanation text- lifecycle</p> <p><u>Punctuation and Grammar to be taught:</u> Semi-colons and colons to mark clauses</p> <p>3. Narrative: Traditional Tale - Hansel and Gretel</p> <p><u>Punctuation and Grammar to be taught:</u> Semi-colons and colons to mark clauses and hyphens</p>	<p>SATs Preparation</p> <p><u>Punctuation and Grammar to be taught:</u> Subjunctive and revision</p> <p>1. Non-fiction: Travel brochure</p> <p><u>Punctuation and Grammar to be taught:</u> Cohesion</p> <p>2. Poetry: Macbeth</p> <p><u>Punctuation and Grammar to be taught:</u> Consolidation</p>
Maths	<p>Place Value</p> <p>Addition, Subtraction, Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>Decimals</p> <p>Percentages</p> <p>Algebra</p> <p>Converting Units</p> <p>Perimeter, Area and Volume</p> <p>Ratio</p>	<p>Statistics</p> <p>Shape</p> <p>Consolidation</p>
Science	National Curriculum Objectives		
	<p><u>Living Things and their Habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</p>	<p><u>Evolution</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to</p>

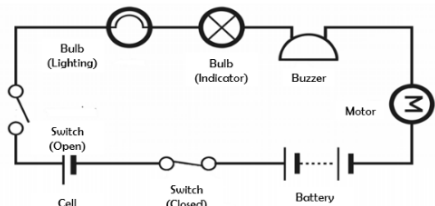


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	<p>differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><u>Animals including Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
	Factual Knowledge		
	<p><u>Living Things and their Habitats</u></p> <p>The seven features of living things are Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition. (MRS GREN)</p> <p>Classification helps us to learn about different kinds of plants and animals, their features, similarities and differences.</p> <p><u>Electricity</u></p> <p>Know the standard symbols for electrical components.</p>	<p><u>Evolution</u></p> <p>Evolution is a change over time. It occurs when there is competition to survive.</p> <p>Characteristics can be passed from parents to their offspring and this is called inheritance.</p> <p>Some features are new to the offspring and these are called mutations.</p> <p>Mutations can be beneficial as they allow an offspring to cope better with their environment – this is called adaptation.</p> <p>Charles Darwin is a scientist who came up with the invention of Evolution</p>	<p><u>Light</u></p> <p>Light travels in straight lines.</p> <p>Light travels from a light source and reflects off objects which then travels to our eye after being reflected.</p> <p>Light can change direction and bend (refraction)</p> <p>Shadows take the form of the object that blocked it.</p> <p><u>Animals including Humans</u></p> <p>The circulatory system transports substances around the body using the heart, veins, arteries and blood.</p> <p>The heart pumps blood around the body.</p> <p>Blood changes state – oxygenated and deoxygenated (lungs and heart)</p> <p>A healthy, balanced diet can have a huge effect on a person's health. People who eat the right</p>



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Know that when changes are made to circuits, components can function differently. E.g. When more batteries are added the brightness of a bulb, or volume of a buzzer, will increase.

For a circuit to work it needs to be closed.

balance of fresh, healthy foods are less prone to chronic illnesses and diseases.

A drug is a chemical that has an effect on your body. This can be positive or negative.

Regular exercise helps our bones and muscles to become stronger. It also helps the heart and lungs to become healthier.

Knowledge Progression

Know that precision is achieved through refinement of both questioning and of control of the variables in a scientific enquiry.

Know that the success of more complex scientific enquiries requires appropriate selection of the most effective method of classifying information.

Know that the outcome of fair tests supports factual understanding of a scientific enquiry which may differ from opinion.

Know that a variation of components exists within an electrical circuit. E.g switches within a parallel circuit, motor, fan, buzzer.

Know, understand and explain what changes occur in various communities/societies and how they are influenced by the wider world (variables and constants).

Know that plants have adapted to suit the needs of their environment.

Know how animals have adapted over time to suit the needs of their environment.

Know that accurate data can be a powerful tool when supporting or refuting scientific ideas/arguments.

Know how light travels from the source and how various shadows are formed

Know that an efficient and effective scientific enquiry should be based on an informed hypothesis.

Vocabulary

Living things and habitats:
Crustaceans
vertebrates and invertebrates
classify characteristics

Electricity: **Switch, circuit, motor, battery (cell), series, parallel**

Evolution: **off-spring, adaptation, evolution, inheritance, Charles Darwin**, genes, iris
(iris , eye colour, and genes linked to inheritance)

Light: Spectrum, **pupil, retina, (reflect and refract), optical nerve, lens**

Animals including humans: drug, nutrients, blood vessels, **capillaries, vein, artery, oxygenated/deoxygenated blood, lungs and heart**



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Skills			
	<p><u>Living Things and their habitats:</u></p> <p>Set up a comparative test</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Record data and results of increasing complexity using classification keys</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms</p> <p><u>Electricity:</u></p> <p>Set up a comparative test</p> <p>Make predictions based on scientific knowledge</p> <p>Use test results to make predictions to set up further comparative tests</p> <p>Report and present findings from enquiries, in oral form</p>	<p><u>Evolution:</u></p> <p>Set up a comparative test</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Darwin and Evolution)</p> <p>Record data and results of increasing complexity using a table or bar graph</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables</p>	<p><u>Light:</u></p> <p>Set up a fair test</p> <p>Record data and results of increasing complexity using scientific diagrams and labels</p> <p>Take measurements, using a range of scientific equipment (protractor)</p> <p><u>Animals including Humans:</u></p> <p>Set up a comparative test</p> <p>Use test results to make predictions to set up further comparative tests</p> <p>Record data and results of increasing complexity using a scatter graph</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>
		Investigations	
	<p><u>Living Things and their Habitats</u></p> <p>Investigation: Sweet investigation/classification tree</p> <p>Type of enquiry: identifying, classifying and grouping</p> <p>Scientific Skills: Asking questions</p> <p>Investigation: placing hand on bread , seal in bag and watch the mould (micro-organism) grow</p> <p>Type of enquiry: observation over time</p> <p>Scientific Skills: Interpreting and communicating results</p>	<p><u>Evolution (only 4 week terms)</u></p> <p>Investigation: Is there a pattern between the size and shape of a bird's beak and the food it will eat?</p> <p>Beak investigation</p> <p>Type of enquiry: pattern seeking</p> <p>Scientific Skills: Recording findings</p> <p>Geography link:</p> <p>What happened when Charles Darwin visited the Galapagos islands?</p>	<p><u>Light</u></p> <p>Investigation:</p> <p>How does the angle that a ray of light hits a plan mirror affect the angle at which it reflects off the surface?</p> <p>Looking at the refraction of light – draw a diagram of understanding. (mirrors, LED lights)</p> <p>Type of enquiry: Fair Test</p> <p>Scientific Skills: Set up own test</p> <p><u>Animals including Humans</u></p>



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	<p>Electricity</p> <p>Investigation: make a closed circuit, using a switch, buzzer, motor, multiply bulbs, multiple cells</p> <p>Type of enquiry: comparative test</p> <p>Scientific Skills: making predictions</p> <p>Children to test using multiple bulbs, cells etc.</p>	<p>Type of enquiry: Research and present findings</p> <p>Scientific skills: Evaluating</p>	<p>Investigation: Taller people have a lower resting heart rate</p> <p>Type of enquiry: comparative test & pattern seeking</p> <p>Scientific Skills: interpreting and communicating results</p> <p>Recording findings - scatter graph</p>
History	National Curriculum Objectives		
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history.</p>		<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>
	Factual Knowledge		
	<p>Adolf Hitler was the leader of Nazi Germany and believed the Aryan race was superior.</p> <p>Chamberlain and Churchill were the leaders of Britain.</p> <p>World War II was fought between the Axis and Allied Powers. The major Allied Powers were Britain, France, Russia and the United States and the major Allies included Germany, Italy and Japan.</p> <p>Life changed significantly for those at home during WWII, with rationing, evacuation and air-raids (Blitz).</p> <p>There were many turning points during World War II, including Battle of the Atlantic, Battle of Britain, Dunkirk and Pearl Harbour.</p> <p>The war began in September 1939 when Hitler invaded Poland and refused to withdraw and lasted six years.</p>		<p>The Maya lived in Mesoamerica which was made of Mexico and parts of Central America.</p> <p>People had lived in the area from around 5000 BC but it took thousands of years for the first cities to start to form.</p> <p>The Chichen Itza – one of the 7 Wonders of the World - is one well-known example where ruins can still be found.</p> <p>The Maya were an advanced society who were skilled farmers, did maths (inventing the concept of zero) and studied astronomy.</p> <p>The Maya were known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. These structures were all built without metal tools.</p> <p>The Maya had many gods and made offerings in the form of animal (and sometimes human) sacrifice to please them.</p>



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Knowledge Progression		
	<p>Know that the chronology of significant events in periods of history subsequently shaped different societies.</p> <p>Know that historians learn about the achievements and follies of mankind to improve the future and avoid mistakes being repeated.</p> <p>Know that different evidence will lead to different conclusions and that this can result in bias or inaccurate representations.</p> <p>Know that links can be made between stories and perspectives to arrive at conclusions.</p> <p>Know significant events, people and developments in their context.</p> <p>Know that asking 'How similar or different?' allows us to draw comparisons across people's perspectives, motivations and actions.</p> <p>Know that causes can vary in their responsibility for a consequence and evaluate them accordingly.</p>	<p>Know that the chronological position of periods studied sometimes overlap or occur concurrently and give examples.</p> <p>Know how to draw on new and prior learning to make direct comparisons between ancient civilisations (and the modern world), including their societal structure, beliefs and day-to-day life.</p> <p>Know that making comparisons between periods of time is complex and can be subjective.</p> <p>Know that there can be many different theories for how the dissolution of an empire comes about and evaluate these.</p> <p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form own opinions about historical events.</p> <p>Know that particular artefacts can present a biased or inaccurate picture of life in the time studied.</p>
	Vocabulary	
	<p>Allies and Axis Powers, Blitz, rationing, evacuation, Nazi, propaganda, Atlantic, dictatorship, interpretations, Dunkirk, turning point</p>	<p>astronomy, ceremonial, Chichen Itza, city-state, maize, Mesoamerica, sacrifice, advanced, agriculture, hierarchy</p>
	Skills	
	<p>Know, sequence and place up to ten events, people and/or changes within a period studied, on a timeline</p> <p>Know key dates, characters and events of the time studied</p>	<p>Place current study on a time line in relation to other studies</p> <p>Know, sequence and place up to ten events, people and/or changes within a period studied, on a timeline</p>



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Geography	<p>Examine causes and results of historical events, situations and changes, and explain the impact on people using evidence to support and illustrate the explanation</p> <p>Check the accuracy of historical interpretations – fact, fiction, opinion?</p> <p>Consider how historical sources are used to draw conclusions</p> <p>Know and explain how different evidence can lead to different conclusions</p> <p>Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits, visitors, biographies, comparisons, timelines, relevant data and conflicting points of view to find out about the past, and to evidence explanations</p> <p>Identify primary and secondary sources of information</p> <p>Recall, select and organise historical information to produce thoughtfully structured work, making some reference to dates and historical terms</p>		<p>Know, understand and accurately use relevant terms and period labels, including ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</p> <p>Investigate the beliefs, behaviour and characteristics of people from history</p> <p>Compare the beliefs, behaviour and characteristics of people from a period studied to those in another period of history</p> <p>Raise historical questions, and use a range of relevant sources to help find, select and record the answers appropriately</p>
	National Curriculum Objectives		
	<p>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 cities.</p> <p>Describe and understand key aspects of: Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>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 cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p>	<p>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 cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</p>



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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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)</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Understand 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</p>
	Factual Knowledge		
	<p>Know the countries that Germany borders and explain why this made them easier to invade.</p> <p>Know that Britain is an island making it harder to invade.</p> <p>To know that the ports were targeted due to their trade links.</p>	<p>The five major biomes are aquatic, grassland, forest, desert, and tundra</p> <p>Know that the Arctic and Antarctic circle are two of the major circles of latitude.</p> <p>Know that the North Pole is the centre of the Arctic Circle.</p> <p>Know that vegetation belts are regions of the world that are home to certain plant species determined by the climate.</p> <p>Know the location of the Tropic of Cancer and Capricorn.</p>	<p>Know that Mexico and Mansfield have similarities and differences</p> <p>Know that Mexico is a country in the southern portion of North America.</p>



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		Know that the Greenwich meridian and The International date line are major lines of longitude.	
	Knowledge Progression		
	To know that economic activity and trade links are influenced by different countries similarities, differences, and their relative locations to one another.	Know that the world can be further categorised into locations (such as hemispheres, tropics, and circles) depending on the location's longitude and latitude.	To know how a local areas changes can influence the people that live there.
	To know that a location's human features may exist to support trade links and economic activity.	To know that a location's physical features can be used to identify it, e.g. biome, vegetation belts, and climate zones.	To know that economic activity and trade links are influenced by different countries similarities, differences, and their relative locations to one another.
	To know that due to changes over time physical maps and digital/computer maps may differ in reliability.	To know that due to changes over time physical maps and digital/computer maps may differ in reliability.	To know that a location's human features may exist to support trade links and economic activity.
		To know that 4 and six grid references can be used to provide more accuracy.	
	Vocabulary		
	Country, island, border, economy, port	Longitude, latitude, vegetation belts , aquatic, grassland, forest, desert, and tundra Arctic and Antarctic circle biome , Tropic of Cancer/Capricorn	City, settlement, south, central
	Skills		
	Explore a variety of maps and the globe to locate specific places including: A range of countries across the seven continents.	Explore a variety of maps and the globe to locate specific places including: A range of countries across the seven continents.	Explore a variety of maps and the globe to locate specific places including: A range of countries across the seven continents.
	Identifying and compare; human and physical characteristics of a variety of places and their key topographical features, land-use patterns and understand how some of these aspects have changed over time.	Identify the position and significance of longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)	Compare a region of the United Kingdom with a region in Europe and a region in North or South America by:
	Describe and understand key aspects of: Human geography, including types of settlement and land use, economic activity including trade links,	Describe and understand key aspects of physical geography including biomes and vegetation belts.	<ul style="list-style-type: none"> - Looking at their geographical location - Studying their human and physical features
			Use fieldwork to observe, measure, record and present the human and physical features in a



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	and the distribution of natural resources including energy, food, minerals and water.		range of areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art	National Curriculum Objectives		
	Pupils should be taught: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.		
	Drawing Henry Moore World War	Painting Mary Ellen-Taylor	Sculpture Pedro Linares Mexican
	Factual Knowledge		
	Perspective is a way to add depth and greater realism to a picture.	Mary Ellen-Taylor was an American artist famous for her paintings of the Galapagos.	Pedro Linares was a Mexican sculptor famous for his work with wire and papier-mache.
	Henry Moore's WWII art captured life in London during the Blitz.	Composition refers to the arrangement of elements within a piece of artwork.	He created the first alebrijes – a brightly coloured sculpture of a mythical creature.
	Knowledge Progression		
	Know that the use of a range of drawing techniques can be used to communicate specific emotions to the audience. Know that an artist's work has an impact on society at the time.	Know that the outcome will be affected by the artist's choices. Know that a piece of artwork is made up from a range of elements (composition).	Know culture can be represented by adding detail to a sculpture. Know that different materials can be used in conjunction to create a sculpture.
	Vocabulary		
	angle , emotions, perspective , subject, society, depth	Composition , overlay , tints, shades	embellish, indent , mould, intricate , culture
Art	Skills		
	Demonstrate a wide variety of ways to make different marks with charcoal. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, and shape. Use blending and overlaying colours to create soft backgrounds, using fingers to smudge. Experiment with use of perspective in drawing.	Create shades and tints using black and white. Experiment with creating different effects and texture in painting and carry out preliminary tests for these. Show an awareness of how paintings are created (composition)	Plan a sculpture through drawing and other preparatory work. · Make a 3D sculpture using a range of joining methods e.g. wire and paper Mache Produce intricate patterns and textures in malleable media.
	National Curriculum Objectives		



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DT	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
	Factual Knowledge		
	<u>World War 2 shelter</u> To understand the different types of shelters build during the war To understand the importance of being resourceful with materials Know that a range of materials can be used to strengthen a design	<u>Dinner from around the world</u> To know that food is produced around the world Understand what food miles are To know that particular food complement each other Describe some of the different substances in food and drink, and how they can affect health	<u>Weaving</u> In Mexico embroidery represents a tie to the past and to their ancient traditions. In weaving, lengthwise yarns are called warp; crosswise yarns are called weft. The weft needs to be woven perpendicularly to the warp to be stable and not unravel. Synthetic yarns are used more commonly due to cost. To know how to reduce fabric wastage.
	Knowledge Progression		
	Vocabulary		
	Anderson, Morrison	Texture, aroma, taste, appearance, substituting	weave, weft, warp, synthetic yarn, natural yarn
	Skills		
	select materials carefully, considering intended use of product and appearance measure accurately enough to ensure precision ensure product is strong and fit for purpose select materials carefully, considering intended use of the product, the aesthetics and functionality. reinforce and strengthen a 3D frame	Technical knowledge – Food and nutrition understand a recipe can be adapted by adding / substituting ingredients <ul style="list-style-type: none">• adapt recipes to change appearance, taste, texture or aroma.• prepare and cook a variety of savoury dishes safely• use a range of techniques confidently such as peeling, chopping, slicing, grating.	understand a recipe can be adapted by adding / substituting ingredients explain seasonality of foods learn about food processing methods name some types of food that are grown, reared or caught in the UK or wider world adapt recipes to change appearance, taste, texture or aroma. describe some of the different substances in food and drink, and how they can affect health prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.



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			use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Music	National Curriculum Objectives		
	<p><u>Florence Price</u></p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory <p><u>WWII Music</u> Sing in solo and ensemble contexts, using their voices with increasing accuracy, control and expression</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Show understanding of a wide range of music drawn from different traditions, historical periods and from great composers and musicians</p>		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Show understanding of a wide range of music drawn from different traditions, historical periods and from great composers and musicians
	Singing & performance Listening & Appraising	Listening & Appraising	Composition & notation Playing instrument – tuned Listening & Appraising
	Factual Knowledge		
	<p><u>Florence Price</u> Florence Price was the first black female composer to have her music performed by a big orchestra</p> <ul style="list-style-type: none"> A rondo is a music shape with a recurring theme (ABACADA) Body percussion was first called ‘pattin’ juba’ as people didn’t have any instruments. 		<ul style="list-style-type: none"> There are different periods of music, such as Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century A Dorian scale only uses the white notes on a piano. Sacred music is religious Secular music is not religious Mozart, Beethoven and Chopin are all composers.



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	<ul style="list-style-type: none">A symphony is a large piece of music written for an orchestra. <p>WWII Music</p> <ul style="list-style-type: none">A big band is made up of a woodwind section, a brass section and a rhythm section.A pentatonic scale is made up of 5 notes.Wartime music was important to keep an optimistic feeling.C Jam Blues is a jazz standard composed in 1942 by Duke Ellington		<ul style="list-style-type: none">A riff is a repeated pattern usually as part of an accompaniment
	Knowledge Progression		
	Vocabulary		
	coda, ostinato, pulse, rondo, symphony, Swing, Big Band, pentatonic, improvise, C Jam Blues,		acapella, sacred, secular, Dorian scale, major, minor, riff
	Skills		
	<p>Florence Price To play and perform with accuracy, fluency, control and expression</p> <ul style="list-style-type: none">To think about the audience when performing and how to create a specific effect.To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structuresTo describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.To identify and explore the relationship between sounds and how music can reflect different meanings.		<ul style="list-style-type: none">To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.To identify and explore the relationship between sounds and how music can reflect different meanings.To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.



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	<ul style="list-style-type: none">To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material <p>WWII Music</p> <ul style="list-style-type: none">To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phraseTo play and perform with accuracy, fluency, control and expressionTo think about the audience when performing and how to create a specific effect.To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.Children will learn about wartime music, they will learn the perform a three part song and improvise around a given melody.		<ul style="list-style-type: none">To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Computing	National curriculum		
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	Factual knowledge		
	<p>Video games - Scratch</p> <p>Know how variables alter scores within a game</p>	<p>Digital Literacy</p>	<p>Keynotes – Maya Presentations</p> <p>Know how digital skills and processes can be combined to make a final piece</p>



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	<p>Know that a trigger which acts as the input can affect the output.</p>	<p>Know how search engines work and how results are selected and ranked.</p> <p>Know how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>Knows ways – such as privacy settings – that can keep my personal information private, depending on context.</p> <p>Know that images can be changed, edited or manipulated.</p> <p>Know that some, but not all, images are changed with a negative intent</p>	<p>Know that when presenting information from different sources, copyright laws must be followed</p> <p>Know why checking the accuracy and plausibility of information is an important step in the process.</p> <p>Know that retrieving or recording data digitally follows a step-by-step process (generate, process, interpret, store, and present)</p>
	Knowledge Progression		
	<p>Know that variables can be used as a trigger which results in a specific outcome and that these are used within apps or games to provide multiple outcomes for a range of triggers.</p> <p>Know that programs, apps and games have multiple algorithms running at once, which can all result in or produce different outputs</p>	<p>Know how to identify photos that have been edited for mainstream or social media</p> <p>Know that people may be intentionally negative or aggressive online (trolling, roasting/flaming). Know that that this can be done to intentionally upset or provoke for a reaction, or increase the 'traffic' to one's content.</p>	<p>Know which program or application should be used for a particular task, considering one's purpose and intended audience.</p>
	Skills progression		
	I can write a program which follows an algorithm to achieve a planned outcome (e.g. a short game)	I can evaluate and discuss images where effects and filters have been used to enhance the media	I can confidently choose the best application to demonstrate my learning, including the range of features learnt
	I can create variables to provide a score/trigger an action in a game	I can collect information and media from a range of sources (considering copyright issues) and present it for a specific audience, including the use of sound, images, text, transitions and hyperlinks	I can present data that shows a change over time
	I can predict the outputs for the steps in an algorithm		I can use the whole data process: generate, process, interpret, store, and present information, before checking for accuracy and plausibility
	I can evaluate my work and identify errors and correct them through efficient debugging	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)	



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		<p>I can demonstrate ways of identifying, reporting or flagging online content – including inappropriate content. or problems for myself, myself and my friends</p> <p>I can use search technologies independently and effectively</p> <p>I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’)</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings</p>	
	Vocabulary		
	Conditionals, bug, debug/debugging, event , function , if, if/else, input, loop, output, trigger , variable	ad-targeting blocking, content, flagging , flaming, inappropriate, influencer , live streaming, manipulation , media, privacy settings , reporting, social media	Animation , copyright , data, hyperlink, multimedia, plausibility , transition ,
MFL	National Curriculum Objectives		
	<u>At School</u>	<u>The Weekend</u>	<u>Healthy Lifestyle</u>
	Factual Knowledge		
	To know and name eight subjects we study at school. To know how to tell the time by the hour. To know the irregular verb aller and how to use it.	Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	Name and recognise 6 foods and drinks that are considered good for your health. Name and recognise 6 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.
	Skills Progression		
	Vocabulary		
	What time is it? It is ... o'clock Maths, English, French, art, music, science, history, sport, geography, IT school	Time to the nearest 5 minutes Get up, breakfast, football, sleep, cinema and swimming	Fruit, vegetables, fish, nuts, cheese, water white bread, chips, sweets, biscuits, crisps, fizzy drink



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	I study, I love/like/dislike/hate I go	Days of the week	
RE	<u>Locally Agreed Syllabus</u> <u>Religion, worldviews, family and community</u> 6.2 To be taught Autumn term 1	<u>Locally Agreed Syllabus</u> <u>Beliefs in action in the world</u> 6.3 To be taught Spring term 1	<u>Locally Agreed Syllabus</u> <u>Teachings, wisdom and authority</u> 6.1 To be taught Summer term 1 and 2
	<u>Factual Knowledge</u> <i>Key Question – What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</i> Nottinghamshire is a diverse community. Nottinghamshire is mainly Christian. Different areas of Nottinghamshire have different faiths at the heart of the community. Nottinghamshire now has many religious buildings, which serve the same purpose to worship collectively. Census statistics develop an understanding of the population and the religion they follow. It is important to respect and value other's identity and faith.	<u>Factual Knowledge</u> <i>Key Question – How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i> Many religions support a range of charities. As one of the five pillars of Islam, all eligible Save the Children is a charity founded in the in the UK. It is a charity that helps children. Islamic Relief is one Muslim charity that provides humanitarian relief and development programmes around the world. Zakat means giving charity to the poor. A Muslim is expected to give zakat as long as they are able. For Christians, agape refers to unconditional love. The Salvation Army is a Christian charity set up in Nottinghamshire.	<u>Factual Knowledge</u> <i>Key Question – What can we learn by reflecting on words of wisdom from religions and world views? What do sacred texts and other sources say about God, the world and human life?</i> Religious people use sacred texts for private study, memorization and for guidance. Christians use The Bible. Muslims use the Qur'an. Jewish people use the Torah. Many of the texts teach similar things. Christians believe about love from the bible The Qur'an instructs Muslims how to behave and sets out what is right and wrong. The Shema is regarded as the most important prayer in Judaism. Religious moral codes can help everyone live well.
	<u>Vocabulary</u> Religion, inter-faith, harmony, tolerance , respect, moral values, census , Church, Mosque, Mandir, Synagogue, statics, diversity .	<u>Vocabulary</u> Religion, charity, agape , faith. Poverty, generosity, wealth, Zakat , relief, Salvation army	<u>Vocabulary</u> Moral codes, sacred texts , Ten Commandments, letters of St Pauls, Torah, Bible Qur'an, wisdom ,
	<u>Knowledge Progression</u>		



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	<p>Know that there are similar and different viewpoints, and challenging questions.</p> <p>Know that communities can live together through shared values, mutual respect, the understanding of justice and agreed responsibilities.</p>	<p>Know that there are similar and different beliefs held by denominations and dimensions within religions, and diverse communities which can determine behaviour.</p>	<p>Know that the similar and different practices of rituals, acts of worship and prayer have significance and can impact on the daily lives of religious families and diverse communities.</p>	
	<p><u>Locally Agreed Syllabus</u></p> <p><u>Beliefs in action in the world:</u></p> <p>WW2 (Jews)</p> <p>6.4</p> <p><u>To be taught Autumn term 2</u></p>	<p><u>Sunday</u></p>		
	<p><u>Factual Knowledge</u></p> <p><i>Key Question – What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</i></p> <p>In the 1930s the Nazis isolated Jewish people in by spreading stereotypes, myths and lies about them.</p> <p>The persecution of Jewish people started in 1933 because of their religious beliefs.</p> <p>Kindertransport is the name given to the rescue efforts to transport thousands of refugee Jewish children to safety.</p> <p>Many people who were not Jewish helped Jewish people to safety and escape persecution.</p> <p>Beth Shalom is the UK’s only Holocaust centre and it is here in Nottinghamshire.</p>	<p><u>Factual Knowledge</u></p> <p>In most Western countries, Sunday is part of the weekend and most Christians see it as a day of worship and rest.</p> <p>Practising Christians worship in many different ways and have different ways and have different traditions but most will go to church, sing hymns, listen to Bible readings, say prayers and spend time together.</p>		
	<p><u>Vocabulary</u></p> <p>Harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, discrimination, Holocaust, tolerance, resistance, Kindertransport,</p>	<p><u>Vocabulary</u></p> <p>Sunday, Christianity, worship, prayer, faith, love, celebrate</p>		
	<p>Knowledge Progression</p>			
	<p>Know that there are similar and different beliefs held by denominations and dimensions within religions, and diverse communities which can determine behaviour.</p>			



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PHSE	<p>Talking Points</p> <p>Consent unit</p> <p>TP9 – If it happens all the time does it mean it's right?</p> <p>TP16 - Am I a cyber bully?</p> <p>TP17 – Have I trolled someone?</p> <p>TP15 – Should I join an argument?</p> <p>TP13/14 – link to propaganda in WW2</p> <p>RSE</p> <p>To consider puberty and reproductions</p> <p>To explore the importance of communication and respect in a relationship</p> <p>To consider different ways people may start a family</p> <p>To consider positive and negative communication in a relationship</p>	<p>Talking Points</p> <p>TP7 – Should I send/post something that I'm not comfortable with?</p> <p>TP13 – Are images in the media real?</p> <p>TP14 - Should I trust the media?</p> <p>DAaRT</p> <p>To be able to assess the risks and consequences of your behaviour</p> <p>To be able to make safe and responsible choices</p> <p>To have improved your communication and listening skills</p> <p>To be able to manage the impact of personal stress</p> <p>To know how to get help from others</p> <p>To have a better knowledge of drugs, alcohol and knives</p> <p>To be able to demonstrate an understanding of difference and respect for others</p> <p>DAaRT covers the following TP units:</p> <p>TP2 - How do drugs damage my body?</p> <p>TP5 – How do I break a habit?</p> <p>TP6 - Should I give in to peer pressure?</p> <p>TP 8 – What if I get dared?</p>	<p>Talking Points</p> <p>TP3 - What affects my mental health?</p> <p>TP4 - Will sad things happen to me?</p> <p>TP1 – How should I manage my money?</p> <p>TP18 – What sort of person should I be?</p> <p>TP12 – How do we look after ourselves?</p>
PE	<p>Swimming (Water Meadows)</p> <p>Tag Rugby (Year 5/6 unit)</p> <p>Football (Year 5/6 unit)</p>	<p>Badminton (Year 5/6 unit)</p> <p>Handball (Year 5/6 unit)</p> <p>Athletics (Year 6 unit)</p> <p>Dance *Specialist dance coach based around topic theme</p>	<p>Tennis (Year 6 unit)</p> <p>Hockey (Year 5/6 unit)</p> <p>Cricket (Year 5/6 unit)</p> <p>Gymnastics (Year 6 unit)</p>