

Curriculum Long Term Plans

Key Stage: 2

Year: 6

	Autumn		Spring		Summer	
Steps to Read	Reading Breadth – modern fiction and poetry/wider range	History: War	Science: Evolution and Inheritance	Reading Breadth – Literary heritage and poetry/wider range	Geography: Coasts	Reading breadth – traditional tales and poetry/wider range
RE Come and See	Come and See Unit 1: Loving Come and See Unit 2: Vocation and Commitment	World Faith: Sikhism Remembrance Come and See Unit 3: Expectations	Come and See Unit 4: Sources Come and See Unit 5: Unity	Come and See Unit 6: Death and New Life	World Faith: Islam Come and See Unit 7 Witnesses Come and See Unit 8: Healing	Come and See Unit 9: Common Good
History	Britain at War -Causes of the First World War -Start of the First World War -Impact of the First World War on British citizens -Causes of the Second World War -Preparing and Beginning of Second World War -Weaponary and Technology Battle of Britain Impact Second World War had on British Civillians -Ann Frank Decisions of leaders -End of the Second World War -Remembrance		Polar Expeditions -Polar discovery -Case Study – Shackleton Significant decisions - Robert Falcon Scott The unsinkable ship – Titanic: -Chronology of events - Sources to find out about what life was life on board ship - Who was to blame for the Titanic disaster - Titanic Legacy		Ground Breaking Greeks -Chronology using comparative timelines -Sources of evidence -Minoan Civilisation -Comparing the Minoans and Mycenaean -Life in Athens during the Classic period -Olympics -Ancient Greeks' influence on the world	
Geography	How can we save our biomes? Prime meridian, understanding climate zones, biomes and Vegetation belts and the effects of global warming on vulnerable biomes.		Why does Population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.		Do we really need to protect out rainforests? Study the location of the Amazon Basin, Human and physical geography, explore how the future of tropical rainforests and other ecosystems is closely linked to human lives and lifestyles. Deforestation and issues around palm oil researched and debated.	
Science	Electricity -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for	Light -Recognise that light appears to travel in straight lines - Use the idea that light travels in straight lines to explain that	Evolution and inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the	Living things and their habitats -Describe how living things are classified into broad groups according to common observable	Investigations - Planning different types of scientific enquiries to answer questions - Taking measurements, using a range of scientific equipment - Recording data	Animals including humans -Identify and name the main parts of the human circulatory system, and describe the functions of the



	<p>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>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>Earth millions of years ago</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>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>- Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>and results of increasing complexity</p> <p>- Using test results to make predictions to set up further comparative and fair tests</p> <p>- Reporting and presenting findings</p> <p>- Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>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>
<p>Art</p>	<p>Distortion and abstraction</p> <p>- Study the visual characteristics of abstraction by line, colour and shape and create a musically-inspired, abstract painting.</p> <p>-Artist Study: Guernica by Pablo Picasso</p> <p>-Evaluation</p>	<p>Inuit</p> <p>- Explore Inuit Art in the form of carvings and paintings</p> <p>- Study The Enchanted Owl, by artist Kenoujuk Ashevak</p> <p>-Printing and Stamping</p> <p>--Evaluation</p>	<p>Bees, beetles and butterflies</p> <p>-Collecting images</p> <p>- Explore insect artists eg. Lucy Arnold</p> <p>-Observational Drawing</p> <p>-Mixed media collages of beetles</p> <p>-Pop Art beetles</p> <p>--Evaluation</p>			
<p>DT</p>	<p>Make do and mend!</p> <p>-Research the Make, do and mend campaign.</p> <p>-Deconstruct, stitch and repair</p> <p>-Completing a sewing challenge</p> <p>- Evaluating</p>	<p>Engineer</p> <p>- Explore history of bridges and how engineers improved people's lives in the United Kingdom through their innovative bridge designs.</p> <p>-Strengthening Paper bridges</p> <p>-Designing a bridge prototype</p> <p>-Making a bridge prototype</p> <p>-Evaluating</p>	<p>Architecture</p> <p>-Explore architecture over time</p> <p>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-Computer-Aided Design</p> <p>-Building Design</p> <p>-Evaluating</p>			
<p>Music</p>	<p>Music and Technology</p> <p>How Does Music Bring Us Together?</p> <p>Extra-Curricular-</p> <p>Harvest Hymns</p> <p>Remembrance Hymns</p> <p>Black History Month Song</p>	<p>Developing Ensemble Skills</p> <p>How Does Music Connect Us with Our Past?</p> <p>Extra-Curricular-</p> <p>Christmas Hymns</p>	<p>Creative Composition</p> <p>How Does Music Improve Our World?</p> <p>Assembly performance</p>	<p>Musical Styles Connect Us</p> <p>How Does Music Teach Us About Our Community?</p> <p>Extra-Curricular-</p> <p>Lent/Easter Hymns</p>	<p>Improvising with Confidence</p> <p>How Does Music Shape Our Way of Life?</p> <p>Extra-Curricular-</p> <p>Crowning of Mary Hymns</p>	<p>Farewell Tour</p> <p>How Does Music Connect Us with the Environment?</p> <p>End of Year Production</p>
<p>Computing</p>	<p>Computing Systems and Network – Communication</p> <p>- Explore how data is transferred over the internet, focussing on addressing</p> <p>- Explore structure of data packets</p> <p>Internet safety</p>	<p>Creating Media – 3D Modelling</p> <p>- Working in a 3D space, moving, resizing, and duplicating objects create hollow objects using placeholders and combine multiple objects to create a model of a desk</p>	<p>Creating Media- Web Page design</p> <p>- Introduces learners to the creation of websites for a chosen purpose. - identify what makes a good web page and use this information to design and evaluate their own website using Google</p>	<p>Data and Information – Spreadsheets</p> <p>- Organising data into columns and rows to create their own data set.</p> <p>-Formatting data to support calculations</p> <p>- Begin to understand how they can be used to produce calculated data.</p>	<p>Programming A- Variables in Games</p> <p>- Explore the concept of variables in programming through games in Scratch</p> <p>- Use variables to create a simulation of a scoreboard</p>	<p>Programing B – Sensing</p> <p>-Building on previous programming topics in KS2 whilst utilising a physical device – the micro:bit.</p>



		tidy	Sites. -Discuss copyright and fair use of media, the aesthetics of the site, and navigation paths.	-Apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them		
PE	EdStart	EdStart Dance	British Gymnastics Coaching	EdStart	EdStart Dance	British Gymnastics Coaching
MFL	Grammar -Singular indefinite articles -Plural indefinite articles -Definite articles -Nouns -Adjectival Agreement -Possessive Adjectives	At School Name the school subjects with the correct definite article/determiner. - Extend sentences by giving an opinion on the various school subject -Start to tell the time by learning how to say time by the hour. - Say at what time and on what day we study certain school subjects.	The Weekend -Tell the time in Spanish using quarter past, half past and quarter to. - Say and write in Spanish what we do at the weekend using two or more sentences. -Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Habitats -Say and write the key elements that animals and plants need to survive. - Name the 5 most common types of habitats. -Name an animal and a plant that live and grow in each type of habitat.	Healthy Life Styles -Say and write what we eat and drink to stay healthy. -Say and write what we do not eat and drink to stay healthy. -Say and write the activities we do and do not do to stay in shape including a choice of physical activities. - Follow a simple, healthy recipe in Spanish.	Planets -Name and spell accurately some/all the planets in Spanish on a solar map. - Say and write extended sentences for at least one planet. - Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy
RSE	Created and Loved by God	Created and Loved by God	Created to Love Others	Created to Love Others	Created to Live in Community	Created to Live in Community
EDI and BV	<i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information (EfaCW)</i>	<i>First News/Picture News Caritas in Action Friendship Week</i> <i>Online-Bullying Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i>	<i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i>	<i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i>	<i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Online reputation (EfaCW)</i>	<i>First News/Picture News Laudato Si Caritas in Action</i> <i>Self-image and Identity Managing online Information (EfaCW)</i>
Visits/Visitors	Imperial War Museum North Global Policing Literature festival – Blackburn Library		Residential UCLAN – Palaeontology		Pleasure Beach Blackburn Fieldwork	



