

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



	Autumn		Spring		Summer	
Creative Topic	<i>What makes a natural wonder of the world?</i>	<i>How was Britain impacted by WW2?</i>		<i>How has the rule of law changed through the years?</i>		<i>What life lessons have I learnt from my time at Primary School?</i>
English Genres	<p>Narrative – Inspired by Northern Lights</p> <p>Non-Fiction – One of the Natural Wonders</p> <p>Persuasive Writing – A new Natural Wonder</p> <p>Reporting – Northern Lights (Missing Children)</p> <p>Texts: The Northern Lights</p>	<p>Journalistic writing – Outbreak of War</p> <p>Letter Writing - Evacuee Letter</p> <p>Diary of an Evacuee</p> <p>Texts: Letters from the Lighthouse</p>	<p>Scene Retelling</p> <p>Narrative – Speech Focus</p> <p>Balances Argument</p> <p>Texts: Anne Frank The Boy in the Striped Pajamas</p>	<p>Narrative – Beowulf</p> <p>Scene Description – Beowulf v Grendel</p> <p>Diary writing – Beowulf</p> <p>Texts: Beowulf</p>	<p>Scene Description</p> <p>Poetry – Witches Spell</p> <p>Journalistic Writing – Court Case</p> <p>Texts: Macbeth</p>	<p>Character descriptions</p> <p>Narrative</p> <p>Texts: Wonder</p>
Spellings	Focus on the Year 5 and 6 spelling list from the National Curriculum.		Pupils will deepen their understanding of suffixes including ate, ise, ify and ation. In addition to this, pupils will also focus on the prefix dis.		Pupils will focus on adverbials and modal verbs. In addition to this, pupils will focus on words ending in cious, tion, ant, ancy, ance and ation.	
Maths	<p>Number and Place Value</p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Multiplication and Division:</p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>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</p>	<p>Fractions, decimals & percentages.</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions > 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent</p>	<p>Statistics</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Ratio and proportion</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving</p>	<p>Geometry – position and direction:</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Planning for Year 6 is to be based on gap analysis and revisiting and revising for SATs</p>	<p>Problem Solving & Investigations</p> <p>Varied subject content.</p>

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



	<p>Addition and Subtraction solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>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 perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers</p> <p>Geometry – Shape 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 Recognise angles where they meet at a point, are</p>	<p>fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] Divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 1/6$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Mathematics – key stages 1 and 2 41 Statutory requirements Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals</p>	<p>the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Measurement 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 Recognise that shapes with the same areas can have different perimeters</p>		
--	--	---	--	--	--	--

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



		<p>on a straight line, or are vertically opposite, and find missing angles.</p> <p>Algebra Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables.</p>	<p>and percentages, including in different contexts.</p>	<p>and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume 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].</p>		
Science	<p>Electricity: Pupils will investigate common conductors and insulators in creating simple circuits.</p>	<p>Light: Pupils will recognise that light travels in straight lines and they will use this understanding to explain how we see objects. Pupils will also explore shadows.</p>	<p>Living things and their habitats: Pupils will describe difference in life cycles. In addition to this, pupils will also describe the life process of reproduction.</p>	<p>Animals including humans: Pupils will describe the changes as humans develop into old age.</p>	<p>Evolution and Inheritance: Pupils will recognise how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	
Computing	<p>During the Autumn term, pupils will continue to deepen their understanding of using technology safely, respectfully and responsibly.</p> <p>To know how to protect their computer or device from harm online e.g. cookies, pop-ups</p> <p>To know how to report</p>	<p>In using a range of sources to research elements of the Second Great War, pupils will compare a range of sources and validity of websites.</p>	<p>During the Spring term, pupils will use spread sheets for collecting and interpreting data linked to their PE unit: Indoor Athletics. Pupils will use their data to write formulas identifying areas of success and areas for improvement.</p>	<p>To use software to film and edit a video</p> <p>To consider backgrounds, scripts and props to use in filming</p>	<p>During the Summer term, pupils deepen their understanding of how to add variables to code.</p> <p>To know how to use IF statements to change code</p> <p>To understand how to code can solve a real life problem</p>	

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



	concerns about content or contact in or out of school					
History	Geography focus this half term	<p>Pupils will understand how our knowledge of the past is constructed from a range of resources. In doing this, pupils will use a variety of sources to research a significant turning point in British history by learning about the Battle of Britain and the precautions Britain took during this time.</p> <p>During the Spring Term, pupils will learn about the impact of the Holocaust and the key events that lead to the end of the Second World War.</p> <p>Pupils will learn about the events that lead to the end of the war and the creation of the NHS.</p>		<p>Pupils will deepen their understanding of the Rule of Law linked to British Values. Pupils will learn about the major changes in law since 1066 and deepen their understanding the British Court System.</p> <p>In building on their learning from Year 5, pupils will further explore democracy and the creation of the Magna Carta.</p>		PSHE focus
Geography	<p>Pupils will deepen their understanding of how rivers are formed from Year 4 including erosion and deposit of materials.</p> <p>Pupils will deepen their understanding of human geography in locating, naming and learning about a range of natural wonders in the world.</p>	<p>Pupils will deepen their understanding of locational knowledge by using maps to locate continents and countries across the world.</p> <p>Pupils will also learn about key countries involvement during the second world war by identifying the axis of power.</p> <p>In addition to this, pupils will also look at the decisions made at the end of the war and how this had an impact on Europe and the world.</p>		History focus		PSHE focus
RE	<p>Creation and Science: Conflicting or complementary? Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both</p>	<p>Incarnation – Was Jesus the Messiah? Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed</p>	<p>How can following God bring freedom and justice? Pupils can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p>Salvation - What difference does the resurrection make to Christians? Pupils can outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and</p>	<p>What kind of King is Jesus? Pupils can explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for</p>	<p>How does tawhid create a sense of belonging to the Muslim community? I can suggest reasons for similar and different beliefs Muslims and Christians have about God. I can describe why</p>

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



	<p>points of view. They know that there are many scientists who are also Christians</p>	<p>one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. That Christians see Jesus as their Saviour. They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument</p>	<p>Pupils can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Pupils can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Pupils can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Salvation. Pupils can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Pupils can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Pupils can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Pupils can show how Christians put their beliefs into practice in different ways. Pupils can explain why some people find belief in the Resurrection makes sense and inspires them. Pupils can offer and justify their own responses as to what difference belief in Resurrection might</p>	<p>the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Pupils can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>people might choose to be Muslim and how this choice might affect their life differently than another religion. I can use wide religious vocab to discuss some ways Muslims express their ideas about God e.g. graffiti, song, patterns I can give my own and others' views on the challenges of being a Muslim child and explain what inspires me positively about Tawhid. I can ask questions about, and suggest answers to the meaning and purpose of life for a Muslim in the story of Ahmed. I can ask about things that are important to me and others and suggest words that would encourage strong communities.</p>
--	---	--	--	--	--	--

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



				make to how people respond to challenges and problems in the world today.		
Art /DT	<p>Pupils will explore the medium of photography and the experiment with different effects including light and reflection.</p> <p>Pupils will capture a picture which represents themselves.</p> <p>In applying their understanding of the Northern Lights, pupils will use the Van Gough's 'Starry Night' as inspiration for their own art.</p> <p>Pupils will master their use of water paints in creating a final piece.</p>	<p>Pupils will explore sketching techniques, by creating their own art work in the style of Henry Moore. Pupils will deepen their understanding of perspective in responding to feedback on how their work can be further improved.</p>		<p>Pupils will study the artist Banksy. Pupils will use digital photography and stencils to create their own interpretation of Banksy's art work linked to the characters in their class texts.</p>	<p>Pupils will study the work of Picasso with a particular focus on portraits.</p> <p>Based on the experiences and memories of Primary School pupils will use his unique approach to create their own portrait.</p> <p>Pupils will also reflect on the artists they have studied justifying their preferences.</p>	
DT		<p>In DT, pupils will deepen their understanding of structures from Year 5 and the power of triangles in testing and designing the strongest structure for a proto-type Anderson shelter.</p> <p>In addition to this, pupils will build on their understanding of CAD in designing the exterior to their Anderson shelter.</p>	<p>In addition to this, as part of DT, pupils will hold their own VE research and create their interpretations of a rationed recipe as part of their celebrations.</p>		<p>Using their understanding of electrical systems and design, pupils are challenged with designing and creating a steady hand game. Pupils will use nets to create their bases and their knowledge of electrical circuits to build a circuit with a buzzer which closes when the handle makes</p>	

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



						contact with the wire frame.
Music	Ukulele During the Autumn Term, pupils in year 6 begin to learn the ukulele. Pupils will play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.	Happy Listen and Appraise the song Happy and other songs in different styles about being happy:	Classroom jazz 2 Listen and Appraise the two main tunes and other supporting tunes Bacharach Anorak and Meet The Blues	You've got a friend Listen and Appraise the song You've Got A Friend and other songs by Carole King:	Music and me A unit focusing on inspirational women working in music. Listen and Appraise - over the six steps/weeks pupils will listen to a selection of music from the four featured artists	
PE	Netball Gymnastics	Basketball Gymnastics	Dance Hockey	Tag Rugby Indoor Athletics	Inclusion Sports (short unit). Cricket Athletics	Badminton Athletics Top Up Swimming
PSHE	Rights and Responsibilities: Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values. Pupils will explore a range of rules in society and what happens when those rules are broken. Pupils will also know how to deal with worries that they have at school and how to find solutions to these. As part of their e-safety work, pupils will further explore the importance of their online reputation.	Feeling and emotions: Valuing Differences: Pupils will explore their feelings and emotions through stereo-typing. Pupils will explore decimation through the virtual Inclusion Project.	Keeping Safe: During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children's Mental Health Week. Pupils in Year 6, will also compare health and unhealthy relationships including online relationships. As part of their e-safety work, pupils will further explore the importance of their online relationships.	SRE Rights and responsibilities: In sex Relation Education, pupils will deepen their understanding of puberty and reproduction, conception and pregnancy.	Healthy Lifestyles: As part of health life styles, pupils in Year 6 will complete the Junior Medic Programme: what to do in an emergency. Pupils will learn about the risks and effects of drugs and alcohol. Through their e-safety work, pupils will learn about health, wellbeing and lifestyle	Healthy Relationships: As part of health relationships, pupils will prepare for their transition to secondary school. As part of their BIG question, pupils will reflect on their journey, through primary school: what they are good at, setting goals and aspirations.
	Getting to know you:	All about me:	Family/Pets/Animals:	Food and Drink and	Holidays, Hobbies and	Town and Transport:

South Bersted C.E. Primary School – Long Term Plan Year 6 – 2021 - 2022



<p>French</p>	<p>To be able to hold a short conversation using known phrases To be able to write a short paragraph about themselves To be able to express their emotions using a wider range of expressions/adjectives</p>	<p>To use a wide range of colours when describing objects. To spell colours accurately in writing. To discuss and write about their appearance using a wider range of vocabulary. To pick out and understand key words from a spoken passage about appearance</p>	<p>To hold a short conversation with a partner about their families. To write a short passage describing their family and home.</p>	<p>School: To explain their favourite food and drinks using a range of adjectives. To order food from a café/restaurant using correct vocabulary. To understand French money to pay for food ordered.</p>	<p>Culture: To create sentences independently using the correct form of 'de' To write a short descriptive paragraph about Paris.</p>	<p>To hold a conversation with a friend about where you live. To use a range of directions to describe the location of buildings in a town.</p>
<p>Trips and Visits</p>		<p>Tangmere Aviation Museum</p>	<p>VE Day Street Party</p>			<p>Residential to Fairthorne Mannor</p>