



Aycliffe Village Primary & Nursery School



Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Planning sequences around these books	Evolution and Inheritance	Enterprise and Activism	Migration and Movement	Utopia v Dystopia	Fate v Free Will	Crossing Borders
	<p>The Promise Nicola Davies</p> <p>OR Can We Save the Tiger? Martin Jenkins</p> <p>The Last Bear Hannah Gold</p> <p>OR The Hidden Forest Jeannie Baker</p>	<p>The Invention of Hugo Cabret Brian Selznick</p> <p>Suffragette: The Battle for Equality David Roberts</p> <p>OR The Templeton Twins: Have an Idea Ellis Weiner</p>	<p>The Arrival Shaun Tan</p> <p>Rain Player David Wisniewski</p> <p>OR Windrush Child Benjamin Zephaniah</p>	<p>The Three Little Pigs Project The Guardian</p> <p>Boy in the Tower Polly Ho-Yen</p> <p>OR The Last Wild Piers Torday</p>	<p>Grimm Tales for Young and Old Phillip Pullman</p> <p>OR The Wind in the Wall Sally Gardner</p> <p>Romeo and Juliet William Shakespeare</p> <p>OR The Princess' Blankets Carol Ann Duffy</p>	<p>The Unforgotten Coat Frank Cottrell Boyce</p> <p>OR Night Mail W H Auden</p> <p>A Beautiful Lie Irfan Master</p> <p>OR Some Places More Than Others Renee Watson</p>
Maths	<p>Place Value</p> <p>Addition & Subtraction</p> <p>Multiplication</p> <p>Division</p> <p>Order of Operations & BODMAS</p>	<p>Fractions A</p> <p>Fractions B</p> <p>Converting Measures</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>Fractions, Decimals and Percentages</p> <p>Area, Perimeter and Volume</p> <p>Statistics</p>	<p>Geometry – Shape</p> <p>Geometry – Position and Direction</p>	<p>Themed Projects</p> <p>Consolidation</p> <p>Problem Solving</p>
Science	Evolution and inheritance	<p>Electricity</p> <p>Working Scientifically</p>	<p>Light</p> <p>Working Scientifically</p>	<p>Living Things and Their Habitats</p> <p>Working Scientifically</p>	<p>Living Things and Their Habitats</p>	<p>Animals Including Humans</p> <p>Working Scientifically</p>

					Animals Including Humans	
Art	<p>Flat yet sculptural</p> <p>Drawing and sketchbooks</p> <p>This topic contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packaging.</p> <p>Both options allow children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.</p> <p>Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece.</p> <p>Artists: Lubaina Himid, Claire Harrup</p>		<p>Printmaking and activism</p> <p>Surface and colour</p> <p>Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.</p> <p>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</p>		<p>Take a seat</p> <p>Working in three dimensions</p> <p>Children are introduced to the work of a craftsperson/designer, and they explore how the artist brings his personality to his work. They go on to explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.</p> <p>Finally, children go on to make their own chair (a model of) using the Design Through making technique.</p> <p>Artists: Yinka Ilori</p>	

Design Technology		<p>Making seasonal dishes</p> <p>Super Seasonal Cooking – increasingly complex recipes.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Making a Christmas decoration</p> <p>Making a Christmas Card</p>		<p>Making a sock-animal.</p> <p>Can I make my own cuddly toy?</p> <p>Revision of simple sewing skills</p> <p>Introduction to different stitches</p> <p>Use of a range of varied and different materials.</p>		<p><u>Mechanical Systems</u></p> <p>Cams</p> <p>What could children design, make and evaluate? a shop display with moving parts e.g. lifting or rotating images of items for sale a vehicle incorporating cam-driven components a toy with oscillating, rotating or reciprocating movement to tell the story – specify</p>
History			<p>Non- European Society</p> <p>The Ancient Maya</p>			<p>Aspect or theme in British History post 1066 – Social History - Crime and Punishment</p> <p>How has Crime and Punishment Changed in Britain?</p>

			<p>Who was making history in faraway places in the year 1000?</p> <p>NC ref: non-European society that provides contrast to British history</p> <p>Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p>Suggestion: Mayans.</p>		<p>NC ref: Aspect or theme since 1066 (crime and punishment)</p> <p>Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p>
Geography	<p>Fantastic Forests – Why are they so important?</p> <p>Vegetation, biomes, forest types.</p>			<p>How has our local area changed over time?</p>	<p>Destination Sao Paulo! What do places have in common?</p>

	<p>Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America.</p> <p>Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p>			Human geography types of settlement. Physical and Human features in the local area.		Comparing a region in South America with a region in the UK.
						<p>Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.</p>
Music	<p>Happy</p> <p>Pop/Motown</p>	<p>Classroom Jazz 2</p> <p>Jazz, Latin, Blues</p>	<p>A New Year Carol</p> <p>Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p>	<p>You've Got a Friend</p> <p>The Music of Carole King</p>	<p>Music and Me</p> <p>Contemporary , music and identity.</p>	<p>Reflect, Rewind and Replay</p> <p>Western Classical Music and your choice from Year 6.</p>
Computing	<p>Y6.5 My Online Life:</p> <p>This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.</p> <p>Assessment: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</p>	<p>Y6.3 VR Worlds:</p> <p>The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.</p> <p>Assessment: 2, 7, 9, 10, 11</p>	<p>Y6. 2 Chicken Run - Crossy Roads:</p> <p>The children will create their own version of the popular app Crossy Roads using visual coding. They will learn about decomposition and how to evaluate games.</p> <p>Assessment: 2, 3, 4, 6, 9, 10</p>	<p>Y6.1 Online Safety Dilemmas:</p> <p>In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of "what to do" videos to explain how to cope online.</p>	<p>Y6.7 Money:</p> <p>The children will explore money, stocks and shares through a series of challenges and games. Creating a spreadsheet and digital book to explain the importance of understanding how money works.</p> <p>Assessment: 2, 9, 10, 11,</p>	<p>Y6.6 Coding Playground:</p> <p>Children will be introduced to text based programming and how apps are made. They will complete self-paced programming challenges. Finally the class can explore connecting programmable toys and drones.</p> <p>Assessment: 1, 2, 3, 4, 5, 6, 10, 11, 22</p>

RE	<p>What can we learn about religious diversity in our area?</p> <p>What can we find out about a local Muslim community?</p>	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts)	Statutory Bridging Unit
French	<p>Le week-end On weekends</p> <p>Ask and talk about regular activities, say what you don't do, ask and say what other people do and talk about what you like/dislike doing.</p>	<p>Les vêtements Clothing</p> <p>Ask and say what clothes you'd like, give opinions about clothes, say what clothes you wear and ask and talk about prices (including 60-80).</p>	<p>Ma journée My day</p> <p>Ask and talk about daily routine, talk about times of daily routine, ask and talk about breakfast and talk about details of a typical day.</p>	<p>Les transports Transportation</p> <p>Talk about forms of transport, ask and talk about where you're going and how you will get there, talk about plans for a trip and buy tickets at the station.</p>	<p>Le sport Sport</p> <p>Talk about which sports you like, say what you think of different sports, give reasons for preferences and talk about a sporting event.</p>	<p>On va faire la fête! Let's party!</p> <p>Revise transport, places and immediate future plans, revise descriptions of people and clothes, revise opinions of food and clothes and order food in a café.</p>
PSHCE Jigsaw	<p>Being Me in My World</p> <p>The Smeds and Smoods</p>	<p>Celebrating Difference</p> <p>This Me- Greatest Showman Lyrics and movie clip</p>	<p>Dreams and Goals</p> <p>The Island (No Outsiders Lesson Plans Available)</p> <p>The Arrival</p> <p>When Stars are Scattered</p>	<p>Healthy Me</p> <p>Always - Run Like A Girl</p> <p>Dove - Changes</p>	<p>Relationships</p> <p>The texts of Olly Pike & Pop and Olly video clips</p>	<p>Changing Me</p>
PE	<p>Invasion games Grid Rugby</p>	<p>Dance Making the Grade</p> <p>Basketball Calling The Shots</p>	<p>Net & Wall Long & Thin, Short & Fat</p>	<p>Gymnastics Group Dynamics</p>	<p>Athletics Faster Higher, Further</p>	<p>Swimming Striking and Fielding Boundary Line</p>
Enrichment Activities	Hardwick Park visit Broomhouse Farm	Church Visit	Y6 Gardening Group	Athletics Festival	Cricket Festival	Life Centre – Science visit

	<p>Use of school grounds for Geography fieldwork</p> <p>Go Well – P.E. tag rugby opportunity</p> <p>We Eat Elephants – PSHCE additional enrichment</p> <p>D.T. - skills workshop using produce from the garden</p> <p>Muslim speaker/visitor or a trip to a Mosque</p>			<p>Y6 Gardening Group</p> <p>Church Visit</p>	<p>History trip – Beamish</p> <p>Any links to be made with Durham prison to add to the crime and punishment topic?</p>	<p>Look into pig heart dissection with secondary school links</p> <p>School Production</p>
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