

YEAR GROUP: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sensational Starts		British Schools Museum VR - A Dickens Christmas VR - Charles Dickens Home	IWM - Duxford VR - Battle of Britain VR- Code Breakers			Transition Programme Summer Camp
Fantastic Finish	VR - Electronic Circuits			Harry Potter World	VR - A Life Tale VR - Climate Change	
Theme	It's Electrifying!	Life in Victorian Britain	We Will Never Surrender	Wingardium Leviosa!	Simply the best!	Equality & Diversity
English Core Texts	Stormbreaker	Street Child	When Hitler Stole Pink Rabbit	Harry Potter and the Philosopher's Stone	Floodland by Marcus Sedgewick	Journey to Jo'burg
English Genre	Non-Fiction Writing Diary Entries Character Description Setting Description Letters Instructions	Composition/Letters Poetry/Recount Diary Persuasive Writing Newspaper report	Stories with Historical Settings, Diary Entries and Information texts	Letter Writing Descriptive/predictive writing Instructional writing Information writing Story writing Recount writing Persuasive Writing Newspaper articles	Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities Cross curricular writing	Non-Fiction Writing Diary Entries Character Description Setting Description Letters Cross curricular writing Narrative
Maths (following White Rose Maths)	Place Value Addition, Subtraction, Multiplication and Division	Fractions Geometry and position	Percentages Algebra Decimals	Converting Units Measurement: Area Perimeter Volume Number: Ratio	Statistics Geometry - property of shapes	Investigations KS3 Transition Work Gap Analysis
Science	Electricity Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Can 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. Can use recognised symbols when	Light Can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Can 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. Can use the idea that light travels in straight lines to explain why shadows have	Living Things/Habitats Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Can give reasons for classifying plants and animals based on specific characteristics.	Animals including humans Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Can describe the ways in which nutrients and water are transported within animals, including humans.	Evolution and inheritance Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	KS3 preparation unit

	<p>representing a simple circuit in a diagram</p>	<p>the same shape as the objects that cast them.</p>			<p>Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Can 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>Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
<p>History</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>		<p>Victorians</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p>	<p>World War 2</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p>South Africa/Apartheid</p>

<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>						
<p>Geography</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p>	<p>UK Geography – Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>		<p>Where in the world?</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</p>		<p>Rivers</p> <p>Explain that the water cycle keeps going. Use a legend to find rivers on a map. Identify the sea a river flows into. Identify the place in which the source of a river</p>	

<p>This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		<p>Prime/Greenwich Meridian and time zones (including day and night)</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 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>is found.</p> <p>Compare the length of rivers.</p> <p>Compare the features of a river at different points along its course. Explain how meanders form.</p> <p>Describe how waterfalls are formed.</p> <p>Identify meanders on a map and photograph. Sort the ways rivers are used into categories. Give at least two reasons why dams are built. Identify the advantages and benefits of building a dam. Identify the disadvantages and risks of building a dam.</p>	
Computing	We are app planners	We are project managers	We are app developers	We are cryptographers	We are market researchers	We are marketers
PE	Invasion Games Gymnastics	Indoor Athletics Dance	Striking and fielding Gymnastics	Fitness Dance	Invasion Games Gymnastics	Athletics Dance
Art		Decoupage William Morris	Work of Lowry	Clay HP figures Create scene in chalk Portraits of HP actors	Environmental Art	
D&T/Cookery	Controllable Vehicles		Make do and mend - sewing			Making African musical instruments
Music	Unit 1: Instruments and Fanfares. The five families of instruments. Paired composition of a Fanfare, writing notes on the stave.				Unit 2: Vocal Project. Singing a variety of songs with associated listening tasks to support learning.	
French	In the town: naming shops; asking for and giving directions.		My day: school subjects and timetables; expressing opinions.			In the town: naming shops; asking for and giving directions.
RE	U2.10: What will make our community a more respectful place?	U2.3: Values: what matters most to Humanists and Christians?	U2:8 How is faith expressed in Islam?	U2.9: Justice and poverty: does faith make a difference?	Why do some people believe in God and some people not?	How does faith enable resilience?
PSHE	E Safety	My Health	My Life/You are Awesome			My Mind/Fairtrade



LONG TERM CURRICULUM PLANNING 2021 - 2022