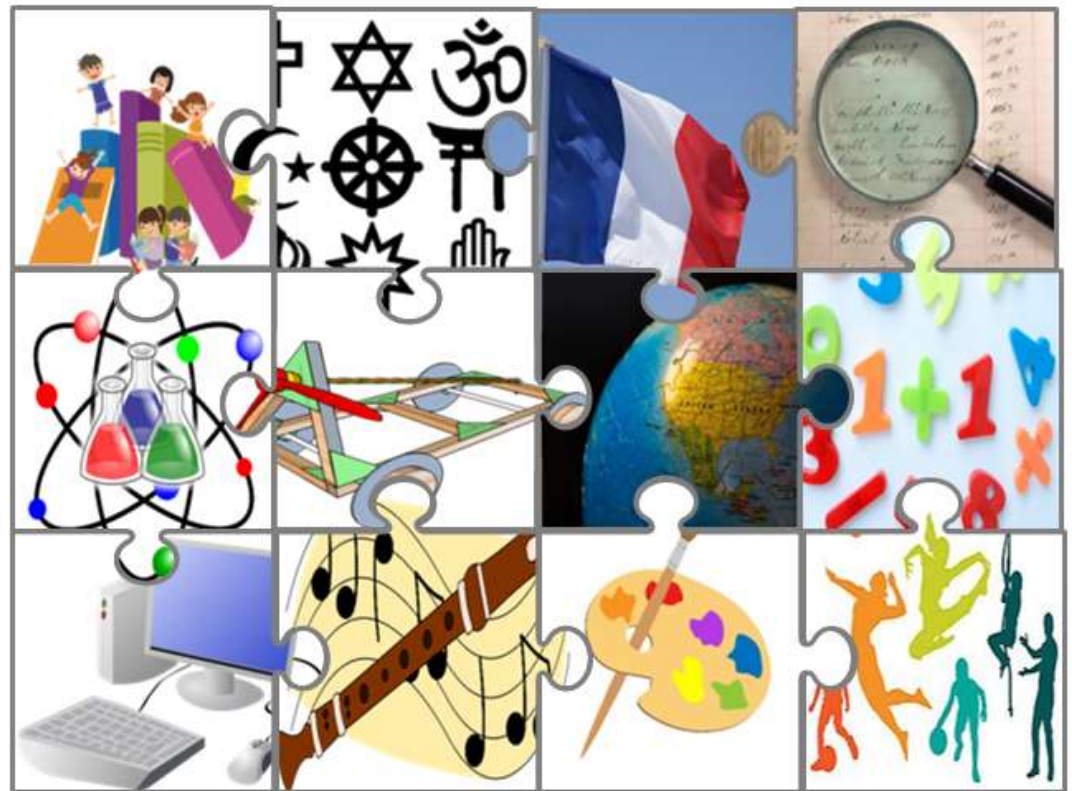


Year 6 Long Term Plan 24-25

"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. "




*"Together we will
Flourish"*



BH and RS 2024



Year 6 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES LOCAL HISTORY MAP SKILLS	NORTH AMERICA THE USA	WORLD WAR II (The Battle of Britain)		SHAKESPEARE'S LEGACY	A CAPITAL ADVENTURE (London / Democracy)
Possible Texts	Pig Heart Boy <i>Malorie Blackman</i>	Holes <i>Louis Sachar</i>	Letters from the Lighthouse <i>Emma Carroll</i>	The Tempest <i>William Shakespeare</i> Just So Stories <i>Rudyard Kipling</i>	Mystery of the London Eye <i>Siobhan Dowd</i>	Boy 87 <i>Ele Fountain</i>
'Wow' moments / Enrichment Weeks	Online – Safety workshop – community police  Lifebase Workshop: <i>Growing & Changing</i> puberty Talk	Online – Safety workshop – community police Children in Need Fundraising Activities	BH and RS 2024		Link to: London Residential – visit to the Imperial War Museum. Comic Relief Visit the Glove	London Residential – Geography of the Thames. Architecture & history of the city of London. Topography – London Underground Map. Mapping the city - grid referencing • Parliament workshop (democracy) & tour • Westminster Abbey, • London Eye. • Imperial War Museum • Theatre performance Puberty Talks Sports Day Transition work –Secondary School visits Bradford Cathedral –



Year 6 Long Term Plan 24-25

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Our Values Assemblies These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	FRIENDSHIP Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. Link: having/being a good friend in your class	COMPASSION Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. Link: Children in Need/Foodbank Appeal at Harvest	REVERENCE & RESPECT Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. Link: New Year	SERVICE Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. Link: Easter – Servant King	CREATION & COMMUNITY Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. Link: visits/trips	TRUTHFULNESS Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. Link: transition – be true to yourself
Assessment opportunities	Baseline	Data Point	Through year formative assessment	Data Point	Through Year formative assessment	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration

Classroom Secrets Year 6								
Week	1	2	3	4	5	6	7	8
Autumn 1	Ready to write: 1. Relative Clauses 2. Modal Verbs	Ready to write: 3. Adverbs 4. Parenthesis	Ready to write: 5. Expanded Noun Phrases 6. Commas	Ready to write: 7. Present Tense 8. Past Tense	Synonyms and antonyms 1.Synonyms 2.Antonyms	Synonyms and antonyms 3.Synonyms and Antonyms	Word Classes 1.Identifying Nouns and Verbs in Sentences 2.Identifying Adjectives and Adverbs in Sentences	Assessment Week
Autumn 2	Word Classes 3.Identifying Subjects and Objects in Sentences 4.Identifying Determiners, Conjunctions and Prepositions in Sentences	Word Classes 5.Identifying Word Classes in Sentences	Subjunctive Form 1.Was or Were? 2.Recognising Subjunctive Form	Subjunctive Form 3.Using Subjunctive Form	Punctuation 1 1.Using Commas in a List 2.Using Colons and Semicolons in a List	Punctuation 1 3.Writing in Notes 4.Using Bullet Points for a list	Assessment Week	
Spring 1	Active and Passive 1.Identifying Verbs in Sentences 2.Recognising the Passive Verb	Active and Passive 3.Using the Passive Verb	Formal and informal 1.Recognising Formal and Informal Writing 2.Subjunctive Form in Formal Speech and Writing	Formal and informal 3.Question Tags in Informal Speech and Writing	Formal and informal 4.Formal and Informal Vocabulary 5.Using Formal and Informal Vocabulary and Structures	Punctuation 2 1. Identifying Clauses 2. Using Semicolons to Mark Boundaries.		
Spring 2	Punctuation 2 3. Using Colons to Mark Boundaries	Punctuation 2 4. Using Dashes to Mark Boundaries 5. Using Punctuation to Mark Boundaries	Hyphens 1. Recognising Hyphens to Avoid 2. Using Hyphens to Avoid Ambiguity	Revision SATS	Revision SATS	Revision SATS		
Summer 1	Revision SATS	Revision SATS	Cohesion Recognising devices to build cohesion	Cohesion Paragraphs in Fiction	Cohesion Paragraphs in Non-Fiction			
Summer 2	Cohesion Organising sentences within paragraphs	Cohesion Organising paragraphs within texts	Cohesion Avoiding repetition-fiction	Cohesion Using devices to build cohesion	Consolidation	Consolidation	Consolidation	

Year 6 Sounds-Write Word lists

Curriculum Words

Recap Year 2 Curriculum Words

Recap 3 & 4 Curriculum Words

Academic vocabulary

Recap of spelling patterns

GPS

Week 1 Suffix tion and sion	Week 2	Week 3 Suffix sure and ture	Week 4	Week 5	Week 6
fraction session politician collision transfusion optician magician corrosion percussion physician	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached door gold	fracture signature sculpture pleasure closure temperature torture couture pasture vulture child	competition conscience conscious controversy convenience correspond criticise curiosity definite desperate kind	determined develop dictionary disastrous embarrass environment equip equipped equipment especially half	exaggerate excellent existence explanation familiar foreign forty frequently government guarantee child
Week 7 Prefix aud	Week 8	Week 9 Prefix trans	Week 10	Week 11 Prefix tri	Week 12
audience audio auditory auditorium audiology audiobook autographic audiolingual	harass hindrance identity immediate immediately individual interfere interrupt language	translation transportation transcript transmission transfix transpiration transfer transformation	parliament persuade physical prejudice privilege profession programme pronunciation	triathlon triad triceratops triangle tricycle trigonometry triceps trilemma	sincerely soldier stomach sufficient suggest symbol system temperature

audiometric bath sentence favourite	leisure fast decide eight	transfuse transgender pass heard	queue recognise cold grammar	trident plant sure medicine	thorough twelfth path father
Week 13	Week 14 Prefix micro	Week 15	Week 16	Week 17 Prefix ultra	Week 18
emphasis ethics discrimination preliminary albeit wild could knowledge particular straight therefore regular	acquisition integration microscope microbiology microbe microwave sugar grass possession difficult suppose	available average awkward bargain bruise category cemetery committee communicate community even breathe	clothes any after calendar exercise February occasionally potatoes quarter century although forwards	ultraviolet ultrasound ultrasmooth move whole great increase minute library popular separate thought	lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity floor women
Week 19	Week 20	Week 21 Prefix auto	Week 22	Week 23 Prefix mono	Week 24
hypothesis facilitate unified children should	again past told length probably	autograph autonomy autobiography autonomous autoimmunity	every last hour material mention	monochrome monologue monorail monosyllable monosyllabic	inhibition bias coincide through strange

height guard different consider accidentally experiment perhaps	purpose important extreme complete disappear occasion question	find parents both weight surprise remember position	group guide describe certain actually appear earth	most eighth notice opposite recent women though	special learn reign naughty history
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
civil cited legislation Natural interest ordinary breath promise fruit caught	minority sufficient marginal solely heart imagine often answer pressure circle	recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere	consequences institute business early centre busy possess various strategies	migration exploitation continue arrive believe address strength actual build	hierarchical constitutional island famous experience enough accident peculiar possible

ENGLISH
Reading – word
reading

Guided Reading:

Schofield and Sims

Autumn 1 recap of Year 5 units.

Autumn 2, spring 2 and summer 1- Schofield and Sims.

Spring 2- Focused groups.

Week	Skill	Book & Text	Genre	Curriculum Links
Autumn 1				
1	Retrieval	Year 5: Unit 15: The Jamie Drake Equation	Fiction	Science: Earth and Space
2	Inference	Year 5: Unit 20: The Island at the End of Everything	Fiction	
3	Summarising	Year 5: Unit 12: Beetle Boy	Fiction	
4	Inference	Year 5: Unit 19: Pig-Heart Boy	Fiction	
5	Retrieval	Year 6: Unit 2: To Asgard	Poetry	History: Vikings
6	Summarising	Year 6: Unit 3: Hidden Figures	Non-Fiction	PSHE: Recognising discrimination
Autumn 2				
1	Inference	Year 6: Unit 5: War Horse	Fiction	History: World War I
2	Retrieval	Year 6: Unit 9: The Wonderful Wizard of Oz	Fiction	
3	Word meaning	Year 6: Unit 6: For the Fallen	Poetry	History: World War I
4	Prediction	Year 6: Unit 7: Sky Song	Fiction	
5	Retrieval	Year 6: Unit 11: Malala Yousafzai: Nobel Award is for...'	Non-Fiction	PSHE: Human Rights/ Media Literacy
ASSESSMENT WEEK				

ASSESSMENT WEEK**Spring 1****YEAR 6 BOOSTERS****Spring 2**

1	Inference	Year 6: Unit 1: Who let the Gods out?	Fiction	History: Ancient Greece
2	Summarising	Year 6: Unit 15: What's So Special about Shakespeare?	Non-Fiction	History: Tudor Period
3	Retrieval	Year 6: Unit 16: Macbeth	Play-script	
4	Word meaning	Year 6: Unit 17: Deforestation for Palm Oil	Non-Fiction	Geography: Natural resources PSHE: Protecting the environment Science: Rainforests
5	Word choice	Year 6: Unit 18: The Explorer	Fiction	PSHE: Keeping safe, growing and changing

ASSESSMENT WEEK				
Summer 1				
1	Inference	Year 6: Unit 8: Tin	Fiction	PSHE: Friendships
2	Relationship	Year 6: Unit 4: The British (Serves 60 million)	Poetry	PSHE: Recognising Discrimination
3	Comparison	Year 6: Unit 14: Alice's Adventures in Wonderland	Classic fiction	
4	Word meaning	Year 6: Unit 13: Cogheart	Fiction	
5	Inference	Year 6: Unit 12: The Crooked Sixpence	Fiction	
Summer 2				
1	Inference	Year 6: Unit 10: Welcome to Nowhere	Fiction	PSHE: Human rights
2	Word meaning	Year 6: Unit 21: Evolution Revolution	Non-fiction	Science: Animals including Humans/ Evolution
3				

GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Synonyms and Antonyms		3. Word Classes			4. Subjunctive Form		Assessments
Spring	1. Punctuation 1		2. Active and Passive		3. Formal and Informal			4. Punctuation 2			5. Hyphens	Assessments
Summer	Revision	Assessments (SATs)	1. Cohesion					2. Consolidation (Key Stage 2)				Assessments



Year 6 Long Term Plan 24-25

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MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i> <i>Mathematics Mastery</i>	Number: Place Value Number: Addition / Subtraction / Multiplication / Division	Number: Fractions (equivalent fractions / simplifying / add and subtract fractions) Number: Fractions (multiplying and dividing with fractions) Measurement : Converting Units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume Statistics	Geometry: Shape Geometry: Position and Direction	Consolidation
<i>We follow the White Rose Maths' Hub . It provides a mastery approach to Maths' which is embedded through St Luke's Primary School.</i>	<p>Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence.</p> <p>Our mantra is simple: 'Everyone Can do Maths, Everyone.'</p> <p>As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. We're committed to working together to be and give the very best, and to make a difference to every pupil.</p>					

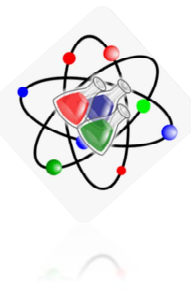


General Themes:

Year 6 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES LOCAL HISTORY MAP SKILLS	NORTH AMERICA THE USA	WORLD WAR II (The Battle of Britain)		Shakespeare's Legacy	A CAPITAL Adventure (Democracy)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

SCIENCE 	Animals including humans *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *Describe the ways in which nutrients and water are transported within animals, including humans WILLIAM JAMES LIND	Living Things and their habitats *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. *Give reasons for classifying plants and animals based on specific characteristics CARL LINNAEUS	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 variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. *Use recognised symbols when representing a simple circuit in a diagram. ALESSANDRO VOLTA	. Evolution and Inheritance *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. CHARLES DARWIN	LIGHT *Recognise that light appears to travel in straight lines. *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. *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. *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. ALHAZEN IBN AL-HAYTHEM
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Working Scientifically – On going across the year



Year 6 Long Term Plan 24-25

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<p>R.E. <i>Believing and Belonging</i> The Agreed Syllabus for RE</p>	<p>How do Sikhs show commitment?</p> <p>Develop the knowledge and understanding of Sikhism including worship practice. Reflect on areas of faith in action in Sikhism. Understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. Reflect on the significance of these concepts in our own lives.</p>	<p>How do Christians know about the birth of Jesus?</p> <p>Explore the stories of the birth of Jesus in the Gospels. Identify and map journeys made by key people.</p>	<p>What do Christians believe about Jesus's death and resurrection?</p> <p>Explore how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship; Maundy Thursday and the Last Supper; Good Friday and Easter Day.</p>	<p>How does growing up bring responsibilities?</p> <p>Develop pupil's ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. A personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. Investigate religious and secular responses to growing up; including rites of passage.</p>	<p>How do Jews remember Kings and Prophets in worship and life?</p> <p>Learn about the covenant with God and how Jewish people live and celebrate their faith today. Explore beliefs about God; about ideas are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish Tradition; about the prophets, great festivals of Rosh Hashanah, Purim and Hanukah.</p>
	<p>Religion studied: Sikhism</p> <p>7 hours</p>	<p>Religion studied: Christianity</p> <p>6 hours</p>	<p>Religion studied: Christianity</p> <p>8 – 10 hours</p>	<p>Religions studied include: Christianity, Judaism and Sikhism</p> <p>7 hours</p>	<p>Religions studied include: Judaism and links to Islam and Christianity.</p> <p>7 hours</p>






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P.H.S.E. & R.S.E. Coram Life Education & SCARF 	Me and My Relationships	Valuing differences	Keeping Myself safe	Being my best	Rights and Responsibilities	Growing and Change
	<ul style="list-style-type: none"> *Feelings *Getting help *Classroom Rules *Special people *Being a good friend.  <p>Workshop: <i>Everyone comes from Somewhere</i></p>  <p>Coram Life Education – workshop: <i>Growing & Changing</i></p>	<ul style="list-style-type: none"> *Recognising, valuing and *celebrating differences. *Developing respect and accepting each other. *Bullying and getting help. 	<ul style="list-style-type: none"> *How our feelings can keep us safe- including online safety. *Safe and unsafe touches. *Medicine safety. *Sleep 	<ul style="list-style-type: none"> *Growth mind-set. *Healthy eating. *Hygiene and health. *Cooperation. 	<ul style="list-style-type: none"> *Taking care of things, myself, my money, my environment 	<ul style="list-style-type: none"> *Getting help. *Becoming independent. *My body parts. *Taking care of myself and others.




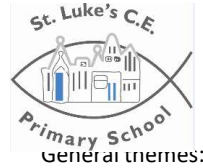
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HISTORY 	<p>Compare and analyse maps of the local area from the 19th century to now. (Digimaps)</p> <p>Identify changes in the locality / Bradford and give reasons for this.</p>		<p>Causes of the War – link to consequences of World War I.</p> <p>Timeline of the war: Battle of Britain; the heroic rescue at Dunkirk; the Blitz; D-Day landings; liberation of the concentration camps and celebrations on VE Day.</p> <p>Significant people: Neville Chamberlain, Winston Churchill, George VI, Adolf Hitler etc.</p> <p>Linked to the Residential visit to London, Imperial War Museum (at the end of Spring term 1)</p>	<p>Study the life and times of William Shakespeare</p> <p>(The Bard)</p> <p>Life in Tudor England – homes, education</p> <p>Identify Shakespeare's contemporaries such Robert Green (Upstart Crow), Thomas Middleton and Ben Jonson</p> <p>The Lost Years</p> <p>First Folio</p> <p>Globe Theatre</p> <p>Linked to the Residential visit to London, Globe Theatre tour (at the end of Spring term 1)</p>	<p>DEMOCRACY</p> <p>Know how Parliament has evolved in the UK and link democracy back to the Ancient Greeks.</p> <p>Know the links between the monarchy and the government.</p> <p>Know significant politicians including Prime Ministers. Identify and understand Women's suffrage and the significant players in the movement.</p> <p>Linked to the Residential visit to London, Houses of Parliament, Parliament Square and the Imperial War Museum.</p>



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GEOGRAPHY



Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, 4 & 6-figure grid references, symbols and key (including use of OS Maps)

Draw maps including use of a key.

Describe and understand settlement and land use in the local area of Eccleshill.

Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemispheres, the Tropics, Arctic and Antarctic Circle. Prime/Greenwich Meridian and times zones.

Understand human & physical similarities and differences between the UK and USA

World Map & UK Map:

Recap the map of the World including key countries and capital cities; Europe and the British Isles/UK

Locate London in the atlas and on OS maps.

Know the population and the reasons for the growth of the capital since 1801.

Identify and locate key landmarks and know some of their history.

Understand the reasons people visit London are for business, shopping, cultural (including sport) activities and to visit historic sites.

Know the history of the 'Tube' . Identify the lines and understand that the London Underground map is a schematic map.

Know London's connection to the River Thames. Identify the landscape surrounding the capital. Know key features of this tidal river including its source and estuary, meanders and estuary.

Linked to the Residential visit to London, Houses of Parliament, Parliament Square St. Paul's Cathedral

CLIMATE CHANGE

Carbon Footprint


know that when greenhouse gases are released into the atmosphere these prevent the heat from escaping the Earth:

- water levels rise
- plant species shift locations
- animals become endangered

Understand and explain how individuals have a role to play in reducing their own carbon foot-print



Year 6 Long Term Plan 24-25

<div><div><div><div><div><div></div><div>St. Luke's C.E.</div></div><div><div><div><div></div><div></div><div></div></div></div><div>Primary School</div></div></div><div>Year 6 Long Term Plan 24-25</div></div></div></div>						
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	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology
Art and Design and D.T. Combined Kapow	Craft and design: Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.	Textiles: Waistcoats Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice. Ruby the school teddy bear, making a Christmas outfit.	Drawing: Make my voice heard On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	Structures: Playgrounds Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.	Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	Digital world: Navigating the world Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.
						




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COMMUNITY DETECTIVES LOCAL HISTORY MAP SKILLS	NORTH AMERICA THE USA	WORLD WAR II (The Battle of Britain)		Shakespeare's Legacy	A CAPITAL Adventure (Democracy)

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

P.E. 	Frisbee (invasion)	Gymnastics	Dance	Games- Tennis (net and wall)	Games- Rounders (striking and fielding)	Athletics
	To develop throwing techniques and working as a team.	To develop balance, agility and coordination.	To perform dances using simple movement patterns.	Complete Tennis lesson plans. Use this Unit of Work to Master basic movements including running, jumping, throwing and catching. Children will develop balance, agility and coordination.	Our Rounders lesson plans is a Unit of Work that can be used for mastering basic movements - like running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	To master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination.




Year 6 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES LOCAL HISTORY MAP SKILLS	NORTH AMERICA THE USA	WORLD WAR II (The Battle of Britain)		SHAKESPEARE'S LEGACY	A CAPITAL ADVENTURE (London / Democracy)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

COMPUTING [Kapow Primary]	Computing systems and networks: Bletchley Park	Programming: Intro to Python	Data handling 1: Big Data 1	Creating media: History of computers	Data handling 2: Big Data 2	Skills showcase: Inventing a product
	 <p>Code breaking and password hacking</p> <p>Online safety:</p> <p>Learning how to navigate the internet in an informed, safe and respectful way</p>	Using the programming language of Python	Barcodes, QR codes and RFID	Children write, record and edit radio plays set during WWII, look back in time at how computers have evolved and design a computer of the future. Options for schools that use Google or Microsoft.	Data usage and smart schools	Designing a product, pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own websites and video adverts to promote their inventions. Lesson options for schools using both Google and Microsoft software.

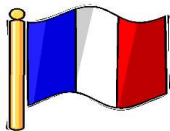


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M.F.L. FRENCH [Kapow Primary]	French sport and the Olympics	French football champions	My French house	Planning a French holiday		Visiting a town in France
	 <p>Pupils conjugate the verb 'aller' - to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games.</p>	In this football-themed unit, pupils develop and practise many important learning strategies that they can use in their future learning of other languages and subjects. Children develop their reading, speaking and listening skills, responding to questions about footballers, building to writing their own football player profiles in French based on research of a chosen player.	Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.	The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.		Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally the children create a tourist leaflet, in French, for their own local area.




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MUSIC [Kapow Primary]	Advance Rhythms	Theme and Variation (Pop Art)	Songs of World War II	Film Music	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Composing and Performing a leaver's song
	Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Harvest Festival – communal hymn singing	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments. Carol concert – communal hymn singing	Developing pitch, control and confidence when singing	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. Easter Service– communal hymn singing	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Children spend the topic creating their very own leavers' song personal to their experiences as a class. End of Year Celebration– communal hymn singing