

Year 6 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6- topic title	Ancient Greeks	Is it right to Fight?	South America		Pop Culture	
Hook	Ancient Greece day- murder mystery, mini Greek Olympics, Greek pottery, food tasting	A day of learning about influential change makers e.g. Martin Luther King	I'm in South America- Get me out of Here!!		Just Dance – through the decades 60s – 00s	
Outcome	Ancient Greek Museum for parents.	Question Time with parents	South American carnival parade – show off topic work and art.		Travel through time museum – dressed up.	
PSHE		Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
		I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, anti- socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and made. I recognise how I feel when I reflect on the development and birth of a baby
Learning Values	Tolerance Collaboration Respect	Respect Tolerance Collaboration	Respect Tolerance Collaboration		Initiative Resilience Collaboration	Respect Tolerance Initiative
Outdoor Learning	Mini Olympics Create a human labyrinth	Teambuilding games and OAA for collaboration	River trip		Fairthorne Residential	Science lesson outdoors to recreate a model of the circulatory system. Carry out an investigation to explore the effect of exercise on the heart and circulatory system.
Contexts/ Life Skills	Knowing what life was like in Ancient Greek times in order to compare to modern life. Awareness of how life has changed over time but also how there are similarities.	Knowing that actions have consequences. How to use social media and the internet safely. How to tell the time and read a bus and train time table.	Create a carnival headpiece and pitch my idea to the class. How to respect other cultures. The impact on plastic on the environment and how we need to reduce the use of these in order to protect our waters.		Local and historical artists. Answer a range of reasoning Maths problems written in real life contexts.	Organising the Year 6 production. Design and make a healthy and balanced menu. Subject careers day thinking about personal interests ready for secondary school.
English (Writing Outcomes)	Main Text: Adventures of Odysseus. Outcome: Formal letter to a member of the family – Greek focussed. Outcome: Write own mythical tale.	Main Text: Eleven Outcome: Diary entry Main Text: The Christmas Truce Outcome: Descriptive narrative	Main Text: The Explorer Outcome: Survival Guide Outcome: Narrative based on airplane crash.	Main Text: Poetry anthology. Outcome: Poem about rivers. Main Text: Persuasive text Outcome: Persuade	Main Text: Wolf Brother. Outcome: Extended narrative.	Main Text: Use of music and historical artefacts. Outcome: Museum across the decades to show the changes over time using a tour guide speech for parents.

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		<p>Main Text: Drawing knowledge from The Christmas Truce and Eleven.</p> <p>Outcome: Persuading parents to agree with their opinion based on the whole half term's learning.</p>		someone to see your POV about a topical issue.		
Maths	<p>Number and Place Value (including measures, conversions x and ÷ by 10, 100, 1000)</p> <p>Calculation including measures</p> <p>Algebra</p>	<p>Fractions</p> <p>Ratio and proportion</p> <p>Calculation (work on measures should be incorporated)</p>	<p>Calculation</p> <p>Statistics</p> <p>Geometry</p> <p>Measure incorporated across all areas</p>	<p>Algebra</p> <p>Fractions</p> <p>Calculation</p> <p>Measure incorporated across all areas</p>	Revision and consolidation	Transition units
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>Judge when and when not to answer a question online.</p> <p>Use different sources to double check information found online.</p> <p>State the source of information found on the Internet.</p>					
	Scratch: Use external triggers and infinite loops to control sprites.	<p>Multimedia work shows restrained use of effects that help to convey meaning rather than impress.</p> <p>Select most appropriate software and means of presentation for the task</p>	<p>Create data collection forms and enter data accurately from these.</p> <p>Know how to check for and spot inaccurate data. Know which formulas to use when I want to change my spreadsheet model. Make graphs from the calculations on my spreadsheet.</p>	<p>Make a short film / animation from images (still and / or moving) that they have sourced, captured or created.</p>	<p>Design their own game including sprites, backgrounds, scoring and/or timers.</p> <p>Evaluate the effectiveness of the game and debug as required.</p>	
Science	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p>	<p>recognise that light appears to travel in straight lines</p> <p>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</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 eye</p> <p>use the idea that light travels in straight lines to explain why</p>	<p>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>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>identify and name the main parts of the human circulatory system, and describe the functions of the 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>		

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	use recognised symbols when representing a simple circuit in a diagram	shadows have the same shape as the objects that cast them			
History	Ancient Greece- a study of Greek life and achievements and their influence on the western world		A non-European society that provides contrasts with British history- Mayan civilisation c. AD 900		
	<p>Know that not everyone in the past lived in the same way</p> <p>Understand there are different viewpoints and representations of events and to explain why this may be</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Evaluate sources of information and begin to cross-reference to see if other sources agree and look at their usefulness</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>		<p>Know that not everyone in the past lived in the same way</p> <p>Understand there are different viewpoints and representations of events and to explain why this may be</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Evaluate sources of information and begin to cross-reference to see if other sources agree and look at their usefulness</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>		
Geography			<p>locate the world's countries, using maps to focus on South America - concentrate on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of South America and the UK</p>		

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			describe and understand climate zones, biomes and vegetation belts. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies			
RE	Laws (Jesus the law breaker)	Prophecy (The Magi)	Ritual – Wudu and Eid-ul-Fitr	Resurrection –The Empty Cross Ceremony – Death Ceremonies	Ceremony – Death Ceremonies Peace – Revelation of the Qur’an sawm and Ramadan	
	Communicate I can explain my own response to the human experience of the concepts explored.	Apply I can explain examples of how my responses to the concepts can be applied in my own life and the lives of others.	Enquire I can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and I can describe some key concepts that are particular to the specific religions studied (C concepts).	Contextualise I can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life people living a religious life in the religions studied.	Evaluate I can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with others will enable me to discern for myself and so identify and describe in increasingly complex ways some of the issue raised.	Choose any of the 5 objectives that may need additional assessment
PE	Gym KNOW: <i>..how to perform a two footed jump and how a jump can improve a sequence;</i> APPLY: <i>..they can show an extended sequence with an emphasis on jumping that either matches or mirrors their partner;</i> UNDERSTAND: <i>..that a jump forms a dynamic part of a sequence;</i> Games- Basketball KNOW: <i>..what, where and when to use the skills practised;</i> APPLY: <i>..they can select appropriate skills, according to the game situation, in order to retain possession;</i> UNDERSTAND: <i>..that the skills learnt can be related to other invasion games;</i>	Dance – Autumn 1 Battle of Troy dance KNOW: <i>..how the body actions (shown with tension and quality) relate to the culture of Greece;</i> APPLY: <i>..they can include gesture with contrasting shapes, good posture, tension and quality;</i> UNDERSTAND: <i>..that by improving the posture, tension and quality of their gestures their dance can be improved;</i> Autumn 1 Games- Hockey KNOW: <i>..how certain codes, signals and tactics should be followed and why;</i> APPLY: <i>..they can work out and/or follow a tactic organised by their team in both attack and defence;</i> UNDERSTAND:	Gym/Team Building KNOW: <i>..the difference between symmetry and asymmetry and how different shapes can influence their movements;</i> APPLY: <i>..they can show an extended sequence of rolls and rotations that include symmetrical and asymmetrical shapes;</i> UNDERSTAND: <i>..how rotations showing different shapes can be effective linking activities;</i> Games- Football KNOW: <i>..how to work together as a team in both attack and defence and the formations that will support this;</i> APPLY: <i>..they can work for the team by creating width/space in attack and by denying space in defence;</i>	OAA KNOW: <i>..how to tie knots to secure equipment;</i> APPLY: <i>..they can allocate physical tasks and responsibilities to one another and complete them effectively;</i> UNDERSTAND: <i>..the importance of the safety of each member of the group when involved in physical tasks;</i> Dance- Create a decade’s typical dance Explore and develop ideas through improvisation related to the relevant era. Compose dances by using, adapting and developing steps; independently, with a partner and as a group. Link music to movement expressively. Practise dance in order to refine the quality.	Athletics -To demonstrate good running technique. To be able to organise and judge athletic events and challenges. - To demonstrate good technique in jumping activities. - To demonstrate a range of good throwing actions. Rounders - To accurately and effectively bowl in cricket - To develop accurate and directional batting. - To apply batting and bowling skills in a game.	Volleyball -To develop use of dig action. -To be able to use a volley action. -To develop a rally using a dig and volley. -To develop directional play when using dig and volley. Tennis -To show awareness of direction and space -To develop a rally -Apply skills to game - Track height of a ball -Movement skills

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		<i>..the importance of adopting certain roles within a team;</i>	UNDERSTAND: <i>..the principles of attack and defence in a team game;</i>	Comment on work in order to improve skills and performance. Explore space, change of speed, level and direction.		
Music	<p>Roots Devising rhythmical actions to music</p> <ul style="list-style-type: none"> • Playing rhythm cycles • Combining rhythm cycles in a percussion piece • Devising rhythmic movement 	<p>World unite Exploring beat and rhythm through a song</p> <ul style="list-style-type: none"> • Developing co-ordination and rhythm skills • Understanding pitch through movement and notation • Creating rhythm patterns 	<p>Journey Singing in three-part Harmony</p> <ul style="list-style-type: none"> • Exploring expressive singing in a part-song with echoes • Learning about a song's structure • Learning to sing major and minor note patterns accurately 	<p>Growth Feeling and moving to a three-beat pulse and revising rhythmic pattern</p> <ul style="list-style-type: none"> • Learning about chords • Revising, rehearsing and developing music • Understanding the process of a musical performance 	<p>Class awards Composing programme music from a visual stimulus</p> <ul style="list-style-type: none"> • Developing a song arrangement 	<p>Moving on Singing a song with expression and sustained notes</p> <ul style="list-style-type: none"> • Singing in two-part Harmony • Performing complex song rhythms • Identifying the structure of a piece of music • Listening to and understanding tone in a musical bridge
Art	<p>Clay pots Research what clay pots looked like in Ancient Greece times. Examine what they were used for. Design my clay pot thinking about shape and colour. Create my clay pot using clay, water and by moulding the shape using my hands. Ensure the pot is smooth and deep enough to be used. Use clay tools to engrave an age appropriate pattern. Evaluate my piece thinking about what was easy/ hard, its usefulness in Ancient Greek times and what I</p>			<p>Carry out research on South American animals.</p> <p>Experiment with colour, tone and texture found in the Amazon Rainforest.</p> <p>Use pencils and pastels to create texture and shade.</p> <p>Join 4 separate images to create a quadtych piece.</p>	<p>Andy Warhol, Banksy, My dog sighs</p> <p>Complete sketches as part of the design process before completing a final piece of art. Explore a number of different artists from different decades in the 20th Century. Create a piece of art in the style of an individually chosen artist to display in the 'Year 6 Gallery'.</p>	

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	would I do differently next time.					
DT		<p>Sewing – DT</p> <p>Carry out research on different people’s perspectives on WW1 (families, politicians, soldiers etc).</p> <p>Explore patchwork quilts and why they are made and what they are made from.</p> <p>Design my own patch for a patchwork quilt from the perspective of someone who lived through WW1.</p> <p>Use needle and thread to create a memory on a piece of cotton.</p> <p>Apply my sewing skills to join patches together to make a quilt.</p>	<p>Collage and recycled animals</p> <p>Develop an awareness of composition, scale and proportion in their pieces.</p> <p>Design an animal which could be found in South America to use within their writing. Sketch this animal thinking about which of its features allow it to survive in its habitat.</p>	<p>Build on skills taught by: accurately apply a range of finishing techniques, including those from art and design</p> <p>Build on skills taught by: evaluate their ideas and products against their original design specification</p>		<p>Children to plan and design props based on a theme ready for the Year 6 production.</p> <p>Children create all costumes and resources for the production and communicate with others in order to complete this to a deadline.</p>
French	<p>All in a Day!</p> <p>Telling the time, am/pm</p>	<p>Let’s visit a French Town</p> <p>Who lives where, school, library, maths, welcome to my home, ordinal numbers</p>	<p>Let’s Go Shopping</p> <p>Shopping conversations, at the shops, clothes, French money, shopping lists, shopping experience</p>			<p>This is France!</p> <p>Neighbours, distances, compasses</p>