

Langold Dyscarr Community School - Long Term Plan - Year 6 CYCLE 1

Subject	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (5 Weeks)	Summer 2 (8 Weeks)
TOPIC	Medieval Britain (H)		World War 2 (H)		Learning for Life (G)	
MISSION	What impact did Medieval times have on today?		Who won the war?		What do we need for a successful life?	
	Medieval Britain (H)		WW2 (H)		Coast to Coast (G)	
Maths	Place Value: x2 weeks	Fractions x 2 weeks	Decimals X 2 weeks	Converting units X 1 weeks	Properties of shape X 2 weeks	Application of Skills, Investigations, Presentations
	Four Operations x 4 weeks	Position and Direction x 1 week	Percentages X 2 weeks	Perimeter, area and volume X 2 weeks	Statistics X 2 weeks	
English	Fractions x 1 week	Fractions x 2 weeks	Algebra X 2 weeks	Ratio X 2 weeks	SATs X 2 weeks	
	Narrative writing (The Watertower) X 2 weeks	Narrative Poetry (The Raven) X 1 week	Biography (WW2) X 2 weeks	BEE WEEK (Raising Aspirations) X 1 week	Discussion (Fairtrade) X 2 weeks	BEE WEEK (Science Week) X 1 week
English	Diary writing (Black Death) X 1 week	BEE WEEK (Instructional Writing Xmas Fayre) X 1 week	Persuasive writing (Internet Safety - Breck) X 2 week	Poetry (Rose Blanche Kennings) x 1 week	Persuasive writing (The Jabberwocky – friend or foe?) X 2 weeks	Explanation texts (Living things and their habitats) X 2 week
	Newspaper (Battle of Hastings) X 2 weeks	Narrative writing (Tiny Knight) X 2 weeks	Newspapers (Blitz/ Evacuation/VE day) X 2 weeks	Report (Healthy Eating) X2 weeks	Narrative Writing (Little Freak) X 2 weeks	This is my life/ Autobiographies X2 weeks
Whole Class Reading						
	HOLES		The Boy in the striped pyjamas		Boy in the Tower	
Science	PHYSICS - Electricity	PHYSICS - Light	BIOLOGY 2 - Animals including humans (circulatory, diet and exercise)	BIOLOGY 4- Evolution and Inheritance	BIOLOGY 3- Living things and their habitat	Investigations/Science Week Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	Recognise that light appears to travel in straight lines	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	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	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Science	Compare and give reasons for variations in how components function, including the	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	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Using test results to make predictions to set up further comparative and fair tests
	Brightness of bulbs, the loudness of buzzers and the on/off position of switches	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	Describe the ways in which nutrients and water are transported within animals, including humans.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Identifying scientific evidence that has been used to support or refute ideas or arguments.

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	Medieval Britain (H)		WW2 (H)		Learning for Life (G)	
ICT	6.5 Text adventures		6.4 Blogging	6.2 Internet Safety	6.1 Coding	
History/ Geography/ RE	Battle of Hastings – Bayeux tapestry Motte and Bailey Castles Domesday Book Magna Carta Black Death Princes in the tower		Declaration of war Evacuation The Blitz Rationing Role of Women at War Key Events	Holocaust and Auschwitz Kindertransport FENCES	Journey of the banana Fair trade	Global import and exports Enterprise project – create own business
Art/DT	IMAGINATIVE RESPONSE Shield with own crest	OBSERVATIONAL RESPONSE Calligraphy	COLLAGE RESPONSE Blitz silhouettes Poppy sketches	TEXTILE RESPONSE From a train window decoupage	SCULPTURAL RESPONSE Individual art piece linked to Jabberwocky	PRINT-MAKING RESPONSE Designing own company brand (logo etc.)
PE	Athletics	Gymnastics	World War 2 dancing	Netball	Cricket	Rounders
French	Unit 1 Moi (All about me)	Unit 2 Jeux et chansons (Games and songs)	Unit 3 On fait la fete (Celebrations)	Unit 4 Portraits (Portraits)	Unit 5 La quatre amis (The four friends)	Unit 6 Ca Pousse! (Growing things)
PSHE	Physical and mental well-being Internet Safety	Anti-bullying Wider risk taking	Citizenship Parliament	Drug Education SRE-puberty, relationships and reproduction (Christopher Winter)	Careers and Enterprise	Emotional health and resilience Transition
RE	6.1 Teachings, Wisdom and Authority Christmas		6.2 Religion, World Views, Family and Community. Easter		6.3 Beliefs in Action in the World	6.4 Beliefs in Action in the World.
Music	Charanga Music Happy	Charanga Music Classroom Jazz	WW2 Singing	Charanga Music A New Year Carol	Charanga Music You've got a friend in me	Charanga Music Reflect, Rewind, Replay