



**Barrowford Primary School**



**Year 6 Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Title</b>	How can we help Greta Thunberg change the world?	How can we help Greta Thunberg change the world?	How are young people changing the world and solving the climate crisis?	How are young people changing the world and solving the climate crisis?	What does the future hold for me?	What does the future hold for me?
<b>Writing</b> Expectation to: Plan, draft, edit, redraft & publish	Entertain- Creative Independent writing (Journey setting/character descriptions)  Inform- Great Thunberg Biography  Persuade- Persuasive letter writing (Sustainability)	Entertain- Mortal Engines (Retelling of chapter 3)  Persuasion- Applying letter writing skills (Christmas Play Letters)  Poetry- 'Twas the night before Christmas	Inform – explanation text, how are young people saving the world?  Entertain – The Graveyard Book, detective/ crime.  Persuade – discussion, is it too late to change the course of climate change?	Inform – information hybrid text, how are inventions saving the planet?  Entertain – The Railway Children, classic fiction.  Poetry – The Highwayman.	Inform – explanation text, how did elements come into being?  Entertain – science fiction, retelling of the big bang.  Persuade – job application & covering letter.	Entertain - The other side of the truth, flashbacks.  Inform – Autobiographical piece.  Poetry – The Raven.
<b>Reading</b>	Weather, Climate and Climate Zones  Climate Change and its Causes  Extinction Rebellion  Sir James Dyson  Biomimicry  Eco-Buildings  Mortal Engines by Phillip Reeve  Past SATs practise		The Graveyard Book by Neil Gaiman – VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)  The Railway Children by E Nesbit - VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)  The Highwayman by Alfred Noyes - VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)  Past SATs practise		The Other side of the truth by Beverly Naidoo - VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)  The Element in the room by Mike Barfield and Lauren Humphrey - VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)  The Raven by Edgar Allan Poe - VIPERS questioning and investigation (vocabulary, inference, prediction, explanation, retrieval & summarise)	
<b>Spelling, punctuation &amp; grammar (SPAG)</b>	Year 5 & 6 word list and associated spellings  Synonyms & Antonyms  Word class revision  Passive voice including how it can change perspective or view point  Sentence types-including relative clauses  Use of a dictionary & Thesaurus  Prepositions		Year 5 & 6 word list and associated spellings  Hyphens including to avoid ambiguity  Cohesive devices including adverbials and ellipsis  Figurative language, metaphor & personification  Converting words to nouns and expanded noun phrases  Use of a dictionary & Thesaurus  Revision of misconceptions highlighted in mock SAT		Year 5 & 6 word list and associated spellings  Word class revision  Formal and informal speech and writing including the use of the subjunctive  Semi colon, colon and dash  Accent and dialect  Use of a dictionary & Thesaurus	

	<p>Tenses</p> <p>Figurative language, metaphor &amp; personification</p>		<p>Homophones</p>		<p>Revision of misconceptions highlighted in mock and actual SAT papers</p>	
Oracy	<p>Courtroom debate on the intentions of Thaddeus Valentine from Mortal Engines.</p> <p>Discussion around Greta Thunberg's message and the treatment of her online.</p> <p>Learning and performing poetry off by heart. Christmas play acting and singing opportunities.</p>		<p>Which young person is having the biggest impact on the planet?</p> <p>Is it too late the change the course of climate change?</p> <p>Performance of the poem The Highwayman.</p>		<p>Job interview skills and mock job interviews.</p> <p>Speaking at a career fare.</p>	
Maths	<p><b><u>Lancashire Curriculum – Autumn term</u></b></p> <p>Place Value inc. decimals.</p> <p>Mental and written addition</p> <p>Mental and written multiplication (time)</p> <p>2D and 3D shape</p> <p>Mental and written subtraction</p> <p>Mental and written division</p> <p>Fractions</p> <p>Fractions, percentages, ratio and proportion</p> <p>Geometry – angles statistics – pie charts</p> <p>Measurement – length, including perimeter and mass</p> <p>Measurement – area and volume</p> <p>Assess and review week</p>		<p><b><u>Lancashire Curriculum – Spring term</u></b></p> <p>Place value, sequences and coordinates</p> <p>2D shape, coordinates, translation and reflection</p> <p>Measurement – temperature and mean</p> <p>Calculating with fractions</p> <p>Mental and written division</p> <p>Mental and written multiplication</p> <p>Mental and written addition and subtraction</p> <p>Measurement – ratio and proportion</p> <p>2D and 3D shape</p> <p>Area, perimeter and volume of shape</p> <p>Statistics – line graphs and pie charts</p> <p>Assess and review week</p>		<p><b><u>Lancashire Curriculum – Summer term</u></b></p> <p>Place value – decimals and fractions</p> <p>Mental and written calculation</p> <p>Calculating fractions, ratio and proportion</p> <p>Coordinates, translation and reflection</p> <p>Algebra and sequences</p> <p>Measurement (length and time) – and statistics – mean</p> <p>Measurement – mass and volume/capacity</p> <p>Mental and written calculations</p> <p>Fractions</p> <p>Place value and decimals</p> <p>2D and 3D shape</p> <p>Assess and review week</p>	
Science	<p><b>Scientists and Inventors</b></p> <p>Explore the work of scientists and their impact</p>	<p><b>Evolution &amp; inheritance</b></p> <p>Comparing how living things adapt to live in extreme conditions</p> <p>Analyse advantages and disadvantages of specific adaptations</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Design and make a periscope using learning around light travelling in straight lines.</p>	<p><b>Electricity</b></p> <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</p>	<p><b>Animals, inc. humans</b></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</p>	<p><b>Living Things</b></p> <p>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</p> <p>Give reasons for classifying plants and</p>

				loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram.	lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans.	animals based on specific characteristics.
<b>Computing</b>  Continual reinforcement of e-safety	<b>J2 Code</b>  To know an algorithm is a set of instructions To create simple/advanced algorithms To debug code To understand how block coding works	<b>J2 Code</b>  To expand understanding of block coding To create a simple animation To know how to add a condition to a programme To use coordinates to correctly place a sprite To test coordinate using 'if, do else'	<b>J2Code</b>  To use 'if, do, else' to create a simple game To detect and correct errors in a programme To write a programme for younger children that tells a simple story	<b>J2 Code</b>  To analyse and explain how an existing programme works To use variables in the context of a game	<b>J2 Data</b>  To create a simple branching database and check their peers' for accuracy. To collect, present and analyse data and information. To create a new database with text, number, list and picture fields.	<b>J2 Spotlight</b>
<b>History</b>	<b>History of British Inventions</b>		<b>Britain's influence on the world and how it has been influenced by other civilizations.</b>		<b>The role of propaganda in changing the course of history.</b>	
	<b>Chronological understanding</b>  •Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework?		<b>Knowledge and interpretation</b>  •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise how Britain has had a major influence on world history? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?		<b>Historical enquiry</b>  •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources?	
<b>Geography</b>	<b>Climate Zones</b> <b>How is climate change impacting physical geography?</b>		<b>A changing world – Human Geography</b> <b>How is human geography impacting climate change?</b>		<b>Geographical enquiry</b> <b>How had our local area changed over time?</b>	

	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they confidently explain scale and use maps with a range of scales?</li> <li>•Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>•Can they make careful measurements and use the data?</li> <li>•Can they use OS maps to answer questions?</li> <li>•Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>•Can they give extended descriptions of the physical features of different places around the world?</li> <li>•Can they describe how some places are similar and others are different in relation to their human features?</li> <li>•Can they accurately use a 4 figure grid reference?</li> <li>•Can they create sketch maps when carrying out a field study?</li> </ul>	<p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>•Can they give an extended description of the human features of different places around the world?</li> <li>•Can they map land use with their own criteria?</li> <li>•Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>•Can they recognise key symbols used on ordnance survey maps?</li> <li>•Can they name the largest desert in the world?</li> <li>•Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles?</li> <li>•Can they explain how the time zones work</li> </ul>		
<p><b>Art and Design technology</b></p>	<p><b>Drawing &amp; Painting</b></p> <p>Creating a self portrait Work from a variety of sources. Work in a sustained and independent way to create a detailed drawing. Use dry media to make different marks within a drawing. Experiment with wet media. Use different techniques for different purposes. Develop an understanding of composition, scale and proportion. Develop a painting from a drawing. Mix and match colours to create atmosphere and light Carry out studies trying out different materials and colours.</p>	<p><b>Design and Technology</b></p> <p>To create or come up with a product that would help alleviate problems linked to climate change.  Create a shoebox diorama of the history of transport.</p>	<p><b>Art &amp; Design</b></p> <p>Charcoal – using charcoal and other dry media create sketches of anatomical structures linked to the elements.  Light – create texture using light.</p>			
<p><b>PE – coach taught lessons</b></p>	<ul style="list-style-type: none"> <li>• Invasion games</li> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games</li> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Net Wall games</li> <li>• Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Net Wall games</li> <li>• Volleyball</li> </ul>
<p><b>PE – teacher taught sessions</b></p>	<ul style="list-style-type: none"> <li>▪ Tag Rugby Skills</li> <li>- To pass, catch and control the ball using a variety of passes.</li> <li>- Pupils will be more confident attacking and defending</li> <li>- To strike the ball when it is bowled and attempts to find spaces.</li> <li>- To make contact with the shuttle/ball and select the correct shot.</li> <li>- In small sided matches adapt to changing situations using the appropriate tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>- To pass, catch and control the ball using a variety of passes.</li> <li>- Pupils will be more confident attacking and defending</li> <li>- To strike the ball when it is bowled and attempts to find spaces.</li> <li>- To make contact with the shuttle/ball and select the correct shot.</li> <li>- In small sided matches adapt to changing situations using the appropriate tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>- To be aware of the different positions their body can do.</li> <li>- These positions include some inversions.</li> <li>- Gymnastic performances show body tension.</li> <li>- To plan a sequence for others to perform.</li> <li>- To use some complex moves to link between moves in a sequence without walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>- To be aware of the different positions their body can do.</li> <li>- These positions include some inversions.</li> <li>- Gymnastic performances show body tension.</li> <li>- To plan a sequence for others to perform.</li> <li>- To use some complex moves to link between moves in a sequence without walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>To successfully sprint over 80m and 150m.</li> <li>- To know and perform the 4 stages of a jump (run up, take off, flight, and landing).</li> <li>- To be confident in high jump with and explore a variety of jumps.</li> <li>- To understand the importance of angle of release in throws</li> <li>- To make decisions about what to do</li> </ul>	<ul style="list-style-type: none"> <li>• Orienteering</li> <li>Work confidently in familiar and changing environments.</li> <li>- Adapt quickly to new situations.</li> <li>- Devise and put into practice a range of solutions to problems and challenges.</li> <li>- Understand clearly the nature of a challenge or problem and what they want to achieve.</li> <li>- Take a leading role when working with others.</li> </ul>

			- To perform in a solo or group sequence using some complex moves, showing clarity in the moves.	- To perform in a solo or group sequence using some complex moves, showing clarity in the moves.	improve performance and that of others.	- Prepare efficiently and safely; identify and respond to events as they happen. - Identify effective performances and solutions. - Take the lead in planning to improve weaknesses.
Music	Music through the ages	Chanukah concert				
PSHE	<p><b>Being me in my world</b> 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 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</p>	<p><b>Being me in my world</b> 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 I recognise how I feel when I reflect on the development and birth of a baby</p>	<p><b>Dreams and Goals</b>  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</p>	<p><b>Healthy Me</b>  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</p>	<p><b>Relationships</b>  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</p>	<p><b>Changing Me</b>  I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born  I recognise how I feel when I reflect on the development and birth of a baby</p>
MFL	<p><b>Our School</b>  Listen for gist Prepare and practise a simple conversation Speak in sentences using familiar vocabulary. Read carefully and show understanding of words and phrases. Match sound to sentences and paragraphs. Broaden vocabulary. Write phrases from memory.</p>	<p><b>Our School</b>  Listen for gist Prepare and practise a simple conversation Speak in sentences using familiar vocabulary. Read carefully and show understanding of words and phrases. Match sound to sentences and paragraphs. Broaden vocabulary. Write phrases from memory.</p>	<p><b>Time</b>  Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences.</p>	<p><b>All Around Town</b>  Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Present ideas and information orally to a range of audiences. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p><b>On the Move</b>  Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>Gone Shopping</b>  Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

