



<b>LONG TERM CURRICULUM PLANNING 2024 - 2025</b>						
<b>YEAR GROUP: 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Trips/Immersion Days</b>	<b>Watch Film</b>	<b>Victorian School</b>	<b>VR-beaches</b>	<b>Science week-Immersion Day</b>	<b>Warner Studios Visit</b>	<b>Step-up Day and transition to secondary school</b>
<b>English Core Texts</b>	Stormbreaker	Street Child	Kensuke's Kingdom	Harry Potter and the Philosopher's Stone	The Explorer	Floodland
<b>English Genre</b>	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
<b>Maths (following White Rose Maths Version 3)</b>	Place Value Addition, Subtraction Multiplication and Division	Fractions Converting Units	Ratio Algebra Decimals FDP	FDP Area Perimeter Volume Statistics	Shape Position and Direction	Investigations KS3 Transition Work Gap Analysis
<b>Science</b>	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.	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.	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 representing a simple circuit in a diagram	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.  Can identify how animals and plants are adapted to suit their environment in different	KS3 preparation unit  Scientists & Inventors



		the same shape as the objects that cast them.			ways and that adaptation may lead to evolution.	
<b>History</b> 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.	<b>Y5/6: The Sikh Empire (Cycle B)</b> Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.		<b>World War 2</b> <b>What was the impact of WWII on the people of Britain?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		<b>Unheard histories</b> <b>Who should feature on a £10 banknote?</b>	
<b>Geography</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.		<b>Why does population change?</b> Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.		<b>Where does our energy come from?</b> Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.		<b>Can I carry out an independent fieldwork enquiry?</b>  Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
<b>Computer</b> <a href="https://teachcomputing.org/curriculum/key-stage-2">https://teachcomputing.org/curriculum/key-stage-2</a>	1. Computing systems and networks - Communication and collaboration	2. Creating media – Web page creation	3. Programming A – Variables in games	4. Data and information - Introduction to Spreadsheets	5. Creating media – 3D Modelling	6. Programming B - Sensing movement
<b>Art</b> <b>(Kapow LTP condensed units)</b>		Craft and design: Photo opportunity		Drawing: Make my voice heard		Sculpture and 3D: Making memories



<b>D&amp;T/Cookery (Kapow LTP condensed units)</b>	Structures: Playgrounds		Electrical systems: Steady-hand game		Cooking and nutrition: Come dine with me	
<b>Music</b>	Unit 1: Instruments and Fanfares. The five families of instruments. Paired composition of a Fanfare, writing notes on the staff.			Unit 2: Vocal Project. Singing a variety of songs with associated listening tasks to support learning.		
<b>French</b>	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.	
<b>RE</b>	U2.1 What does it mean if Christian's believe that God is holy and loving?	U2.11 Why do some people believe in God and some people not?	U2.4 How and why do people inspire others?	U2.2 Creation and science? Conflicting or complementary?	U2.8 How is faith expressed in Islam?	U2.12 How does faith enable resilience?
<b>PSHE SCARF <a href="https://www.coramlifeeducation.org.uk/scafr/half-termly-units#year-group-7">https://www.coramlifeeducation.org.uk/scafr/half-termly-units#year-group-7</a></b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
	<ul style="list-style-type: none"> <li>Working together</li> <li>Let's negotiate (OPTIONAL)</li> <li>Solve the friendship problem</li> <li>Dan's day (OPTIONAL)</li> <li>Behave yourself</li> <li>Assertiveness skills (formerly Behave yourself - 2)</li> <li>Don't force me</li> <li>Acting appropriately</li> </ul>	<ul style="list-style-type: none"> <li>OK to be different</li> <li>We have more in common than not</li> <li>Respecting differences</li> <li>Tolerance and respect for others</li> <li>Advertising friendships!</li> <li>Boys will be boys? - challenging gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Think before you click!</li> <li>It's a puzzle (OPTIONAL)</li> <li>To share or not to share?</li> <li>Rat Park</li> <li>What sort of drug is...?</li> <li>Drugs: it's the law!</li> <li>Alcohol: what is normal?</li> <li>Joe's story (part 1) (OPTIONAL)</li> <li>Joe's story (part 2) (OPTIONAL)</li> </ul>	<ul style="list-style-type: none"> <li>Two sides to every story</li> <li>Fakebook friends</li> <li>What's it worth?</li> <li>Jobs and taxes (OPTIONAL)</li> <li>Happy shoppers - caring for the environment</li> <li>Action stations! (OPTIONAL)</li> <li>Project Pitch (parts 1 &amp; 2) (OPTIONAL)</li> <li>Democracy in Britain 1 - Elections</li> <li>Democracy in Britain 2 - How (most) laws are made</li> <li>Community art (OPTIONAL)</li> </ul>	<ul style="list-style-type: none"> <li>This will be your life!</li> <li>Our recommendations</li> <li>What's the risk? (1)</li> <li>What's the risk? (2)</li> <li>Basic first aid, including Sepsis Awareness</li> <li>Five Ways to Wellbeing project</li> </ul>	<ul style="list-style-type: none"> <li>I look great!</li> <li>Media manipulation</li> <li>Pressure online</li> <li>Helpful or unhelpful? Managing change</li> <li>Is this normal?</li> <li>Making babies</li> <li>What is HIV? (OPTIONAL)</li> </ul>

