



## Year Six Long Term Plan

	Autumn Term	Spring Term	Summer Term
	On the Case	Final Flight of Exploration	The Apprentice
	History (WWII) and Science	Geography	DT/Enterprise
English	<p>Suspense Story - Trapped</p> <p>Balanced Argument - Evacuation</p> <p>Poetry - Imagine</p> <p>Newspaper Report - Bomb at School</p> <p>Non-Chronological Report - Scientific Report</p> <p>The Blackout - Light and Sound</p> <p>Mystery Story - The Tunnel</p>	<p>Biographies - Amelia Earhart</p> <p>Diary - Amelia Earhart</p> <p>Explanation Text - A new plane or gadget.</p> <p>Skills Showcase - Children to write from a picture prompt and choose whichever genre they would like to showcase the skills they have learnt through the year.</p>	<p>Skills Showcase - Children to write from a picture prompt and choose whichever genre they would like to showcase the skills they have learnt through the year.</p> <p>Persuasive Letter - About their product.</p> <p>Formal Letter - Letter of complaint about a product.</p> <p>Autobiography - About themselves as an inventor, or a memoir of their time at Ambleside.</p>
Maths	<p>Number: Place value</p> <p>Number: Addition and subtraction</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p>	<p>Number: Decimals and Percentages</p> <p>Algebra</p> <p>Measurement: Converting units of measure</p> <p>Measurement: Perimeter, area and volume</p> <p>Ratio</p>	<p>Statistics</p> <p>Geometry: Shape</p> <p>Consolidation of areas needed based on assessment of children.</p>
Computing	<p>Online Safety</p> <p>Spread Sheets</p> <p>Programming - Scratch and Animated Stories</p>	<p>Film Making</p> <p>Programming - Swift Code/Studio Code</p>	<p>Using and Applying Skills</p>



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<p><i>Science - working scientifically. Objectives run from the progression map and should be taught in each area of science.</i></p>	<p><b>Electricity and Light</b> - These objectives can be met by children gaining the knowledge to make their own alarms or light signals in the event of a war taking place.</p> <p><b>Light</b> - Areas of this can be taught around the following context: Submarines became powerful forces of action in WWII as they had the ability to hide beneath the surface of the sea, yet still attack ships and boats as they sailed with precious cargos either of provisions or fighting men and their equipment. In order to see where their target was they used periscopes. This was also true of the soldiers who were in the trenches who used periscopes to watch the enemy. Children to look at how light travels and how we see things then they can investigate how periscopes work and make one.</p> <p><b>How light travels in straight lines could also be looked at through:</b> A very famous invention in WWII was the Bouncing Bomb which was invented in 1942; it was used to destroy the dams at Mohne in the Ruhr area by blowing up the dam walls. It was a very difficult job to work out when to drop the bombs on the surface of the water, so they used a special system to measure their height from the surface of the water, when the two lights met - one at the front and one at the back of the plane - then the set height had been achieved. Can you investigate at what angle the lights need to be in order to give a specific height when the light beams meet? The children will need to use models of the approximate scale of the planes (a piece of card will</p>	<p><b>Animals including humans</b> - This can be met within the context of how Amelia Earhart would need to look after herself.</p> <p><b>Living things and their habitat</b> - This can be met within the context that Amelia Earhart discovered the plants, micro-organisms and animals on her flight of exploration and the scientists classified them. Can they become super scientists to help in the classification?</p>	<p><b>Evolution and inheritance</b> - This will be taught as a stand-alone science topic.</p>
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	<p>suffice) and torches set at a specific angle to then try to recreate the beams. They could then lower the 'plane' until the two beams touch, then this will allow them to create a table showing the angle of the beam compared to the height of the plane which the Dambusters used in order to create the ideal height at which to release the bouncing bombs. This will show them how light travels in straight lines.</p>		
R.E	<p>Autumn 1 - Islam (Beliefs and Practices) Autumn 2 - Christianity - Incarnation (Christmas)</p>	<p>Spring 1 s. Christianity - Salvation (Beliefs and Meanings) Spring 2 - Christianity - Gospel (Easter)</p>	<p>Summer 1 and Summer 2 - Islam (Beliefs and Morals)</p>
History	<p><b>Chronological understanding</b> - Year 6, I need you to be amazing historians and create a timeline of WWII events and significant individuals to send off to the National Geographic to support them in resources for other primary pupils.</p> <p><b>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication</b> - To cover the skills from the progression of skills in these areas, children to become real historians and be given a case each week to report back on via email or blog to an historian. Children should become real historians and handle artefacts to find out about WWII.</p>		
Geography	<p><b>Using maps; perspectives; scale and distance</b> - Children could meet these objectives by using an OS map to navigate to Nottingham City Caves.</p>	<p><b>Geographical enquiry; place knowledge; human and physical geography; direction/location; drawing maps; representation; using maps; scale/distance;</b></p>	



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	<p>They could draw a map and use symbols to send to the newspaper about the location of the bomb found on the school site.</p>	<p><b>location knowledge</b> - All geography skills to be met by looking at Amelia Earhart and her journey across the Atlantic. Tell children they are going to take a final flight of exploration across the world just like Amelia Earhart and publish their findings in a Final Flight of Exploration journal or a weekly blog to the National Geographic.</p>	
<p><b>Music</b></p>	<p><b>Singing songs with control and using voice expressively</b> - Meet this part of the progression of skills through practising, singing and performing WWII songs.</p> <p><b>Listening, memory and movement; control of instruments; composition; evaluating and appraising</b> - To meet this area on the progression map children to listen to clips of WWII music and identify the mood created and the reasons behind this. They can then recreate these clips with percussion instruments and record for their own wartime radio station.</p>	<p><b>Controlling pulse and rhythm; control of instruments; composition; reading and writing notation; evaluating and appraising</b> - All of these areas can be met by children creating music to fit with a flight of exploration journey across the Atlantic thinking carefully about each part of theirs or Amelia Earhart's journey so the music reflects it.</p>	<p><b>Listening, memory and movement; controlling pulse and rhythm; control of instruments; composition; reading and writing notation; evaluating and appraising</b> - This can be met by creating music to match enterprise/music to play whilst selling - what music encourages people to buy?</p>
<p><b>Art</b></p>	<p><b>Painting; drawing; exploring and developing ideas; evaluating and developing work</b> - Explore the artist Henry Moore and his art of the London underground stations when people were using them as air raid shelters and children to do their own art in this style.</p> <p>To also meet the above areas, explore the artist LS Lowry. From this, children can create Blitz skyline art or soldier silhouette art.</p>	<p><b>Painting; drawing; exploring and developing ideas; evaluating and developing work</b> - Art can be explored through looking at the various landscapes that Amelia Earhart would have seen in the different countries she visited. The artists the children could explore and experiment with could be Paul Cezanne (landscape art), Vincent Van Gogh, Claude Monet and Georges Seurat.</p> <p><b>Collage</b> - This can be explored through the seascapes that Amelia Earhart will have seen on her</p>	<p><b>Printing</b> - Enterprise package - children to create package/wrapping for their product. They should experiment with all types of printing on paper and fabric before deciding which will work best to create packaging/wrapping for their moving toy.</p> <p><b>Collage</b> - Art enterprise - Children to set up an art sale for their parents. They must use textiles to create an original product. Children to see if they can sell their designs.</p>



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	<b>3d form</b> - Children to look at 3d form through the artist Henry Moore who creates sculptures. They can create 3d soldiers or WWII spit fire gliders.	adventures. Children should explore all types of collage before creating a final seascape.	
<b>DT</b>	<p><b>Cooking and nutrition</b> - To meet the progression of skills in this section children could independently make a wartime carrot cake. They could also have a WWII day where for this they prepare breakfast and dinner with the ingredients available during WWII.</p> <p><b>Design; make; evaluate</b> - These areas could be met by a Make Do and Mend challenge. Teachers bring in old clothes that are no longer any good. Children all need a bag to transport their work to and from school. Can they make something appropriate meeting criteria from different teachers?</p>	<p><b>Cooking and nutrition</b> - To meet this they can become Amelia Earhart on her 'Final Flight of Exploration' and prepare a meal or pudding for each area of the country she visits under the umbrella 'Tastes from Around the World'.</p>	<p><b>Design; make; evaluate, technical knowledge</b> - This can all be met by an enterprise product for The Apprentice. Good afternoon children. You are going to be part of the brand-new Children's Apprentice. There is a gap in the market for a brand-new moving toy. We would like you to explore existing toys, make a variety of designs and prototypes. Test your market audience in KS1 and make adaptations to your prototypes before making your final design against the design criteria. Ensure you take on other views and self-evaluate your product as you make it to continually improve the final product.</p>
<b>PSHE - Jigsaw Schemes</b>	<p>Autumn 1 - Being in My World</p> <p>Autumn 2 - Celebrating Difference</p>	<p>Spring 1 - Dreams and Goals</p> <p>Spring 2 - Healthy Me</p>	<p>Summer 1 - Relationships</p> <p>Summer 2 - Changing Me</p>
<b>P.E</b>	<p>Autumn 1 - Invasion Games</p> <p>Autumn 2 - Orienteering (3 weeks)</p> <p>Gymnastics (4 weeks)</p>	<p>Spring 1 - Dance</p> <p>Spring 2 - Netball</p>	<p>Summer 1 - Striking and Fielding</p> <p>Summer 2 - Fundamentals</p>
<b>Visits</b>	<p>Caves of Nottingham - looking at the WWII exhibits</p> <p>Yorkshire Sculpture Park</p>		<p>PGL</p> <p>National Watersports Centre</p>
<b>Commando Joe</b>	<p><b>Nancy Wake - The White Mouse (to run through the topic)</b></p> <p>Nancy Wake was the Special Operations Executive during WWII.</p> <p>I can recognise what makes a strong friendship and why trust is important.</p>	<p><b>Amelia Earhart - Flight (to run through the topic)</b></p> <p>I can recognise bad habits and the need to change them.</p> <p>I can be clear about being patient when working with others.</p>	<p><b>Ibn Battuta (to run through topic or a separate day)</b></p> <p>- This is linked through RE. Ibn Battuta completed a pilgrimage to the Islamic holy city of Mecca.</p> <p>I can understand the meaning of justice.</p> <p>I can make choices with the needs, feelings and rights of others in mind.</p>



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	<p><i>I can use care and creativity to express concern for my environment.</i></p> <p><i>I can understand and I am able to learn how to take courage from others.</i></p> <p><i>I can support others in a team building activity.</i></p>	<p><i>I can listen and consider different perspectives before making decisions.</i></p> <p><i>I understand natural resources must be cared for.</i></p>	<p><i>I can describe how I would treat others fairly and justly.</i></p> <p><i>I can be determined and not give up.</i></p>
<p><i>Commando Joe's character behaviours</i></p>	<p><i>Friendship, teamwork, honesty, helpfulness, responsibility, determination, self-discipline, humour.</i></p>	<p><i>Fairness, courtesy, patience, compassion, curiosity, listening skills, decision making, kindness, influence.</i></p>	<p><i>Respect, fairness, determination, inquiry, pride, persistence, courage, honesty, unselfishness.</i></p>