# Cherry Willingham Primary Academy – Long Term Plan YEAR 6

| Term | Maths | English (Reading and writing) texts | Science | History | Geog | Art | DT | World Views | Computing | Music | PE | RSHE |
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| Autumn | Unit 1: Place value within 10,000,000 (8 lessons)<br><br>Unit 2: Four operations (1) (8 lessons)<br><br>Unit 3: Four operations (2) (12 lessons)<br><br>Unit 4: Fractions (1) (9 lessons)<br><br>Unit 5: Fractions (2) (9 lessons)<br><br>Unit 6: Imperial and metric (5 lessons) | The Arrival – Shaun Tan<br><br>Leila and the Blue fox – Tom de Freston<br><br>Fly me home – Polly-Ho Hen<br><br>On the move – Michael Rosen<br><br>Beetle boy – MG Leonard<br><br>Can we save the tiger? – Martin Jenkins<br><br>The tiger rising – Kate DiCamillo | Module 1<br>Living things and their habitats<br><br>-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 -<br>give reasons for classifying plants and animals based on specific characteristics.<br><br>Module 2<br>Animals Including Humans<br><br>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>-describe the ways in which nutrients and water are transported within animals, including humans. | Module 1<br>The Tudors<br><br>Identify the Tudor Period and key events.<br><br>Tudor family tree<br><br>Tudor Monarchs and Henry's break with the Catholic Church<br><br>Research Tudor life – focus on entertainment and exploration. | Module 2<br>North America<br><br>Understand Latitude and Longitude.<br><br>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts of North America | Module 1<br>Keeping it real<br><br>Painting – colour palette dark, warm colours<br><br>Realist style – colours and tones. Emotion – realism<br><br>(Sophie Munns) | Module 2<br><br>Food and nutrition | Module 1 and2<br><br>Do religious worldviews change over time? (Part 1 and 2) | Module 1<br>Communication and collaboration<br><br>To identify how to use a search engine<br>To describe how search engines select results<br>To explain how search results are ranked<br>To recognise why the order of results is important, and to whom<br>To recognise how we communicate using technology<br>To evaluate different methods of online communication<br><br>Module 2<br><br>3D modelling<br><br>- To use a computer to create and manipulate three-dimensional (3D) digital objects<br>To compare working digitally with 2D and 3D graphics<br>To construct a digital 3D model of a physical object<br>To identify that physical objects can be broken down into a collection of 3D shapes<br>To design a digital model by combining 3D objects<br>To develop and improve a digital 3D model | Unit 1 Hey Mr Miller<br>Unit 2 Shadows<br>Unit 3 Composing for protest<br><br>Improvise and compose<br>Listen and appraise<br>Sing and play | Invasion Games – Football / Dodgeball / Hockey / Fitness<br><br>-use running, jumping, throwing and catching in isolation and in combination<br><br>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | Module 1<br>Being me in my world<br><br>Module 2 Celebrating difference |
| Spring | Unit 7: Ratio and proportion (9 lessons)<br><br>Unit 8: Algebra (11 lessons)<br><br>Unit 9: Decimals (9 lessons)<br><br>Unit 10: Percentages (8 lessons)<br><br>Unit 11: Measure – perimeter, area and volume (11 lessons) | The Invention of Hugo Cabret – Brian Selznick<br><br>The last bear – Hannah Gold<br><br>Boy in the Tower – Polly Ho-Hen<br><br>The Little Match girl strikes back – Lauren Child<br><br>The Wolves of Willoughby Chase – Joan Aiken<br><br>The Explorer - Katherine Rundell | Module 3<br>Light<br><br>-recognise that light appears to travel in straight lines<br>-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<br>-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<br>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them<br><br>Module 4<br>Electricity<br><br>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>-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<br>-use recognised symbols when representing a simple circuit in a diagram. | Module 3<br>The Victorians<br><br>Focus on Innovation and Industry, linked to Industrial Revolution.<br><br>Exploration and Empire. Possible comparison with Tudor exploration.<br><br>RSHE link with the idea of Empire and ruling over countries/people. | Module 4<br><br>Ice Biome and Taiga Biome | Module 3<br>Futurism<br><br>Umberto Boccioni – Artist<br><br>Drawings/Sketches of portraits<br><br>Technique – pointillism<br><br>Range of materials in one sculpture<br><br>Multiple perspectives - Abstract | Module 4<br><br>Frame structures | Module 3<br><br>Does Religion matter?<br><br>Module 4<br><br>Is technology a good thing for religious worldviews? Part 1 | Module 3<br>Variables in games<br><br>To define a 'variable' as something that is changeable<br>To explain why a variable is used in a program<br>To choose how to improve a game by using variables<br>To design a project that builds on a given example<br>To use my design to create a project<br>To evaluate my project<br><br>Module 4<br>Spreadsheets<br><br>To identify questions which can be answered using data<br>To explain that objects can be described using data To explain that formula can be used to produce calculated data<br>To apply formulas to data, including duplicating<br>To create a spreadsheet to plan an event<br>To choose suitable ways to present data | Unit 4 Dona Nobis<br>Unit 5 You to me are everything<br>Unit 6 Twinkle Variations<br><br>Improvise and compose<br>Listen and appraise<br>Sing and play | Dance / Gymnastics / Badminton / Tennis<br><br>develop flexibility, strength, technique, control and balance<br><br>perform dances using a range of movement patterns<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Module 3<br>Dreams and goals<br><br>Module 4<br>Healthy me |
| Summer | Unit 12: Statistics (11 lessons)<br><br>Unit 13: Geometry – properties of shape (12 lessons)<br><br>Unit 14: Position and | | Module 5<br>Evolution and Inheritance<br><br>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | Module 5<br><br>Ancient civilisation- Ancient Greece | Module 6<br><br>8 points of a compass<br>Grid references<br>Symbols and keys Local Fieldwork/Map work – link to Ordnance Survey | Module 5<br>The art of anatomy<br><br>Albrecht Durer – Artist<br>Printing/carving technique<br>Ink – dabbing and rolling<br>Expressive detail Brushes | Module 6<br><br>Electronic motors | Module 5<br><br>Is technology a good thing for religious worldviews? Part 2<br><br>Module 6<br><br>What is my view of the world? | Module 5<br>Web page creation<br><br>To review an existing website and consider its structure<br>To plan the features of a web page<br>To consider the ownership and use of images (copyright)<br>To recognise the need to preview pages<br>To outline the need for a navigation path<br>To recognise the implications of linking to content owned by other people | Unit 7 Race!<br>Unit 8 Exploring identity through song<br>Unit 9 Ame sau vala tara bal<br><br>Improvise and compose<br>Listen and appraise<br>Sing and play | Striking and fielding Games – Cricket / Rounders<br><br>Athletics x 2<br><br>Use running, jumping, throwing and catching in isolation and in combination<br><br>-play competitive games, modified where appropriate, and apply basic | Module 5<br>Relationships |

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| direction (5 lessons) | | -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br><br>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | | | | Module 6<br>Sensing<br><br>To create a program to run on a controllable device<br>To explain that selection can control the flow of a program<br>To update a variable with a user input<br>To use an conditional statement to compare a variable to a value<br>To design a project that uses inputs and outputs on a controllable device<br>To develop a program to use inputs and outputs on a controllable device | | principles suitable for attacking and defending | Module 6<br>Changing me |