

BWJPS
Year 6 Long Term Plan 2019 - 2020

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|--|
| English | <i>Taught through topic and whole texts.</i> | | | | | |
| Writing Expectation to: Plan, draft, edit, redraft & publish | E - Diary I - Newspaper report P – Speech to persuade someone to take an evacuee | I – Discoveries of a scientist E – Short stories for the entrance exams P – Book/ film review | I – Leaflet - Highwayman E –Narrative – ending at the beginning P – Persuasive letter (geography) | I – Biography – famous Highwaymen E - Personification poetry – geography P – Balanced argument – are Highwaymen criminals? | I - Non – chronological report – How the heart works E – Story including speech I & P - The Tyger – recount, persuasive writing & advert | I & E - Class newspaper I – Recipe – D&T E - Emotion poetry – PSHE |
| Reading | Good night Mr Tom – Whole class guided reading Horrible histories – Woeful 2 nd World War Varied texts from past exam papers Guided reading - VIPERS | | Wonder – R.J Palacio – Whole class guided reading The Highwayman World book day Varied texts from past SATS papers Guided reading - VIPERS | | Pig Heart Boy – Whole class guided reading The Tyger Varied texts from past SATS papers Guided reading - VIPERS | |
| Spelling, punctuation & grammar (SPAG) | Year 5 & 6 word list and associated spellings Synonyms & Antonyms Homophones Word class revision Semi colon, colon and dash Passive voice including how it can change perspective or view point Sentence types Use of a dictionary & Thesaurus | | 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 Accent and dialect Use of a dictionary & Thesaurus Revision of misconceptions highlighted in mock and actual SAT papers | |

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| Maths | <p>White Rose Maths – Autumn term</p> <p>Number – place value</p> <p>Number – addition, subtraction, multiplication & division</p> <p>Fractions</p> <p>Geometry – position & direction</p> <p>Entrance exam revision</p> | | <p>White Rose Maths – Spring term</p> <p>Number – decimals</p> <p>Number – percentages</p> <p>Number – algebra</p> <p>Measurement – converting units</p> <p>Measurement – perimeter, area & volume</p> <p>Number - ratio</p> <p>SATS revision</p> | | <p>White Rose Maths – Summer term</p> <p>SATS revision</p> <p>Geometry – properties of shapes</p> <p>Problem solving</p> <p>Statistics</p> <p>Investigations</p> | |
| Science | Living Things | Scientists and Inventors | Light | Electricity | Animals, inc. humans | Evolution & inheritance |
| | <ul style="list-style-type: none"> •Can they 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 they give reasons for classifying plants and animals based on specific characteristics? | <p>Can they talk about the work of Charles Darwin, Mary Anning or Alfred Wallace?</p> <ul style="list-style-type: none"> •Can they explore the work of medical pioneers for example, William Harvey and Galen and recognise how much we have learnt about our bodies? | <ul style="list-style-type: none"> •Can they recognise that light appears to travel in straight lines? •Can they 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 they 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 they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? | <ul style="list-style-type: none"> •Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) •Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? •Can they use recognised symbols when representing a simple circuit in a diagram? | <ul style="list-style-type: none"> •Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? •Can they describe the ways in which nutrients and water and transported within animals, including humans? | <ul style="list-style-type: none"> •Can they 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 they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? •Can they give reasons why offspring are not identical to each other or to their parents? •Can they explain the process of evolution and describe the evidence for this? •Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? |
| | Planning | | Obtaining and presenting evidence | | Considering evidence and evaluating | |
| | <p>Can they explore different ways to test an idea, choose the best way, and give reasons?</p> <ul style="list-style-type: none"> •Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? •Can they plan and carry out an investigation by controlling variables fairly and accurately? | | <ul style="list-style-type: none"> •Can they explain why they have chosen specific equipment? (incl ICT based equipment) •Can they decide which units of measurement they need to use? •Can they explain why a measurement needs to be repeated? •Can they record their measurements in different ways? (incl bar charts, tables and line graphs) | | <ul style="list-style-type: none"> •Can they find a pattern from their data and explain what it shows? •Can they use a graph to answer scientific questions? •Can they link what they have found out to other science? •Can they suggest how to improve their work and say why they think this? •Can they record more complex data and results using scientific | |

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| | <ul style="list-style-type: none"> •Can they make a prediction with reasons? •Can they use information to help make a prediction? •Can they use test results to make further predictions and set up further comparative tests? •Can they explain in simple terms, a scientific idea and what evidence supports it? •Can they present a report of their findings through writing, display and presentation? | | <ul style="list-style-type: none"> •Can they take measurements using a range of scientific equipment with increasing accuracy and precision? | <p>diagrams, classification keys, tables, bar charts, line graphs and models?</p> <ul style="list-style-type: none"> •Can they report findings from investigations through written explanations and conclusions? •Can they identify scientific evidence that has been used to support to refute ideas or arguments? •Can they report and present 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? | | |
| <p style="text-align: center;">Computing</p> <p style="text-align: center;">Continual reinforcement of e-safety</p> | Kodu Programming | Film making | BLOG | Spreadsheets | Animated story | Newspaper |
| | <p style="text-align: center;">Algorithm & Programs</p> <ul style="list-style-type: none"> •Can they explain how an algorithm works? •Can they detect errors in a program and correct them? •Can they use an ICT program to control a number of events for an external device? •Can they use ICT to measure sound, light or temperature using sensors and interpret the data? •Can they explore 'what if' questions by planning different scenarios for controlled devices? •Can they use input from sensors to trigger events? •Can they check and refine a series of instructions? <p style="text-align: center;">Using the Internet</p> <ul style="list-style-type: none"> •Can they contribute to discussions online? •Can they use a search engine using keyword searches? •Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? | | <p style="text-align: center;">Data Retrieving & Organising</p> <ul style="list-style-type: none"> •Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? •Can they add special effects to alter the appearance of a graphic? •Can they 'save as' gif or jpeg, wherever possible to make the file size smaller (for emailing or downloading)? •Can they make an information poster using their graphics skills to good effect? <p style="text-align: center;">Databases</p> <ul style="list-style-type: none"> •Can they collect live data using data logging equipment? •Can they identify data error, patterns and sequences? •Can they use the formulae bar to explore mathematical scenarios? •Can they create their own database and present information from it? | | <p style="text-align: center;">Communicating</p> <ul style="list-style-type: none"> •Can they conduct a video chat with people in another country or organisation? <p style="text-align: center;">Presentation</p> <ul style="list-style-type: none"> •Can they present a film for a specific audience and then adapt same film for a different audience? •Can they create a sophisticated multimedia presentation? •Can they confidently choose the correct page set up option when creating a document? •Can they confidently use text formatting tools, including heading and body text? •Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? | |

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| History | World War Two | The Shang Dynasty | Islamic Civilization |
| | <p>Chronological understanding</p> <ul style="list-style-type: none"> •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? | <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •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? | <p>Historical enquiry</p> <ul style="list-style-type: none"> •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? |
| Geography | Marvellous Maps | Trading & Economic Activity | Mountains including a study of different mountain locations |
| | <p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? | <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they give extended descriptions of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features? •Can they accurately use a 4 figure grid reference? •Can they create sketch maps when carrying out a field study? | <p>Human Geography</p> <ul style="list-style-type: none"> •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria? •Can they describe how some places are similar and others are different in relation to their physical features? |

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| Art and Design technology | The Seaside Super seasonal cooking | | Wildlife Birds | | Marbulous Structures Road to High School | | | |
| | Drawing | | Painting | | Printing | | | |
| | <ul style="list-style-type: none"> •Do their sketches communicate emotions and a sense of self with accuracy and imagination? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? | | <ul style="list-style-type: none"> •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques? | | <ul style="list-style-type: none"> •Can they overprint using different colours? •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? | | | |
| | <ul style="list-style-type: none"> •Do their sketchbooks contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketchbooks? •Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks. •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? | | | | | | | |
| 3D/ Textiles | | Collage | | Use of IT | | Knowledge | | |
| <ul style="list-style-type: none"> •Can they create models on a range of scales? •Can they create work, which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? | | <ul style="list-style-type: none"> •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? | | <ul style="list-style-type: none"> •Do they use software packages to create pieces of digital art to design. •Can they create a piece of art, which can be used as part of a wider presentation? | | <ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design? | | |
| Developing, planning and communicating ideas | | | Working with tools, equipment, materials and components to make quality products | | | Evaluating processes and products | | |
| <ul style="list-style-type: none"> •Can they use a range of information to inform their design? •Can they use market research to inform plans? •Can they work within constraints? •Can they follow and refine their plan if necessary? •Can they justify their plan to someone else? •Do they consider culture and society in their designs? | | | <ul style="list-style-type: none"> •Can they use tools and materials precisely? •Do they change the way they are working if needed? | | | <ul style="list-style-type: none"> •How well do they test and evaluate their final product? •Is it fit for purpose? •What would improve it? •Would different resources have improved their product? •Would they need more or different information to make it even better? •Does their product meet all design criteria? •Did they consider the use of the product when selecting materials? | | |
| Breadth of Study | | | | | | | | |
| Cooking and nutrition | | | Textiles | | Electrical and mechanical components | | Stiff and flexible sheet materials | |
| <ul style="list-style-type: none"> •Can they explain how their product should be stored with reasons? •Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? | | | <ul style="list-style-type: none"> •Have they thought about how their product could be sold? •Have they given considered thought about what would improve their product even more? | | <ul style="list-style-type: none"> •Can they use different kinds of circuit in their product? •Can they think of ways in which adding a circuit would improve their product? | | <ul style="list-style-type: none"> •Can they justify why they selected specific materials? •How have they ensured that their work is precise and accurate? •Can they hide joints so as to improve the look of their product? | |
| | | | | | | | Mouldable materials | |
| | | | | | | | <ul style="list-style-type: none"> •Can they justify why the chosen material was the best for the task? •Can they justify design in relation to the audience? | |

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| PE – coach taught lessons | <ul style="list-style-type: none"> ▪ Fundamental movements • Agility, balance coordination • Fitness | <ul style="list-style-type: none"> • Agility, balance coordination • Invasion games • Fitness | <ul style="list-style-type: none"> • Agility, balance coordination • Net and wall games • Fitness | <ul style="list-style-type: none"> • Agility, balance coordination • Invasion games • Fitness | <ul style="list-style-type: none"> • Agility, balance coordination • Striking and fielding games • Fitness | <ul style="list-style-type: none"> • Agility, balance coordination • Athletics • Fitness |
| PE – whole school | The daily mile | | | | | |
| Music (Please also see Mr Mark's lesson plans for Spring 2 and Summer 1&2) | Music through the ages | Chanukah concert | Music Evening | Mr Marks – curriculum | Mr Marks – curriculum | End of year play Mr Marks – curriculum |
| | Performing | | Composing (inc. notation) | | Appraising | |
| | <ul style="list-style-type: none"> •Can they sing a harmony part confidently and accurately? •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? | | <ul style="list-style-type: none"> •Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats? | | <ul style="list-style-type: none"> •Can they refine and improve their work? •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time? | |
| IVRIT | Listening and responding | Speaking | | Reading and responding | | Writing |
| | <ul style="list-style-type: none"> •Do they understand longer passages made up of familiar language in simple sentences? •Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p> | <ul style="list-style-type: none"> •Can they hold a simple conversation with at least 3-4 exchanges? •Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p> | | <ul style="list-style-type: none"> •Can they understand a short story or factual text and note some of the main points? •Can they use context to work out unfamiliar words? | | <ul style="list-style-type: none"> •Can they write a paragraph of about 3-4 simple sentences? •Can they adapt and substitute individual words and set phrases? •Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p> |
| PSHE, RSE & SMSC | Keeping/ Staying safe – Water Safety | Keeping/ Staying healthy – Alcohol | Growing and changing – Conception | Being responsible – Stealing Families and People Who Care for Me • Marriage | Computer safety & The working world – Making friends online & In-App purchases | Feelings & emotions & A world without judgement Worry & British Values Respectful Relationships • Stereotypes |
| | Study of Worldwide and local events will also take place, in the most part these will be child lead and relevant to the season – these will vary depending on pupil interests and current affairs. | | | | | |