



St Bede's Curriculum Long Term Plan Overview Year 6 2019 to 2020



Our intent for our children is for them to be:
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Story of my life					
RE	Loving Vocation and Commitment	Judaism Expectations	Sources Unity	Islam Death and New Life	Witnesses Healing	Common Good
Quality Texts	Goodnight Mr Tom Wave Me Goodbye The Boy in the Striped Pyjamas		Pig Heart Boy Viking Boy Tales from Arabian Nights		Wonder 80 Days Around the World	

Working scientifically in Year 6

- Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise
- Set up a fair test when needed e.g. does light travel in straight lines?
- Know how to set up an enquiry-based investigation e.g. what is the relationship between oxygen and blood?
- Know what the variables are in a given enquiry and can isolate each one when investigating
- Justify which variable has been isolated in scientific investigation
- Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion
- Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs
- Make accurate predictions based on information gleaned from their investigations and create new investigations as a result
- Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie
- Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
- Clear about what has been found out from their enquiry and can relate this to others in class
- Explanations set out clearly why something has happened and its possible impact on other things
- Aware of the need to support conclusions with evidence
- Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
- Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
- Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
- Frequently carry out research when investigating a scientific principle or theory

<p>Science</p>	<p>Is that really me in the mirror? (Physics)</p> <ul style="list-style-type: none"> • Know how light travels • Know and demonstrate how we see objects • Know why shadows have the same shape as the object that casts them • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <p>Zombies: fact or fiction? (Biology)</p> <ul style="list-style-type: none"> • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way 	<p>What makes us tick? (Biology)</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans <p>What powers our world? (Physics)</p> <ul style="list-style-type: none"> • Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 	<p>Whose planet is it anyway? (Biology) Evolution and Inheritance</p> <ul style="list-style-type: none"> • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is
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<p>Humanities Geography History</p>	<p>Does History repeat itself?</p> <ul style="list-style-type: none"> • WW2 – summarise the main events. Summarise how Britain has had a major influence on the world. Identify and explain differences, similarities and changes between different periods of history. Explain propaganda. • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world 	<p>Where the Vikings really vicious? (Chronology)</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons <p>Why did the Golden Age of Islam shine?</p> <ul style="list-style-type: none"> • Summarise what Britain may have learnt from other countries and civilizations. • Describe features of historical events and people from past societies. • Recognise and describe differences and similarities/changes and continuity between different periods of history. 	<p>I'm a Year 6 Pupil Get Me Out of Here!</p> <ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid reference • Know about time zones and work out differences • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know the names of and locate some of the world's deserts • Know why industrial areas and ports are important • Know main human and physical differences between developed and third world countries <p>2020 Olympics</p> <ul style="list-style-type: none"> • Learn about the history of the ancient and modern Olympic Games • Research famous Olympians • Learn about Japan and Tokyo • Research a chosen country that is taking part in the games
<p>DT</p>	<p>Making an air raid shelter</p>	<p>Making Viking longboats</p>	<p>Making Olympic mascots</p>
	<p>Designing</p> <ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans 		

	<ul style="list-style-type: none"> • justify planning in a convincing way • show that culture and society is considered in plans and designs <p>Making</p> <ul style="list-style-type: none"> • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action <p>Evaluating</p> <ul style="list-style-type: none"> • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing <p>Food Technology</p> <ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish 		
<p>Art and Design</p>	<p>Sketching scenes from the War</p> <p>LS Lowry</p>	<p>Printing using 'blood cells'</p> <p>Islamic Art</p>	<p>Self portrait</p>

	<p>Using Sketchbooks</p> <ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art <p>Drawing, painting and sculpting</p> <ul style="list-style-type: none"> • know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art <p>Study of great artists</p> <ul style="list-style-type: none"> • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation • understand why art can be very abstract and what message the artist is trying to convey 		
<p>Music (Charanga Scheme of Work)</p>	<p>I'll be there</p> <p>Classroom Jazz 2</p>	<p>New Year Carol</p> <p>Happy</p>	<p>You've Got a Friend</p> <p>Reflect, Rewind and Replay</p>
	<p>Performing</p> <ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance <p>Compose</p> <ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). <p>Listen</p> <ul style="list-style-type: none"> • accurately recall a part of the music listened to <p>Use and understand</p> <ul style="list-style-type: none"> • analyse features within different pieces of music <p>Appreciate</p> <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created <p>History of music</p> <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time 		
<p>PSHCE (Twinkl) and</p>	<p>Think Positive</p>	<p>Tolerance & Patience</p>	<p>Growing Up</p>

RSE	Resilience		Respect		Safety First	
Computing	<p>During years 5 and 6 children will be completing a number of tasks for an ECO Housing project The project is sponsored by Sacred Heart School and CPI (Centre for Process and Innovation- a large local company) Year 6 will be taught by Mrs York from Sacred Heart and by the Y6 Teacher and children will learn about the following areas</p>					
	Algorithms and Control		Scratch Programming		Presenting your project	
PE	Invasion Games (PB) Tag Rugby Gymnastics <ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises • combine own work with that of others • sequences to specific timings 	Indoor Athletics (PB) Dance <ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises • develop sequences in a specific style • choose own music and style 	Net and Wall Games Table Tennis Invasion Games Basketball <ul style="list-style-type: none"> • demonstrate stamina and increase strength • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises 	Striking and Field Golf/Rounders Outdoor and Adventurous <ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises • plan a route and a series of clues for someone else • plan with others, taking account of safety and danger 	Athletics (PB) Invasion Games Football/Hockey <ul style="list-style-type: none"> • demonstrate stamina and increase strength • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises 	Striking and Fielding Cricket (PB) Net and Wall Games Tennis <ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises • know which sports they are good at and find out how to improve further
French	Speaking <ul style="list-style-type: none"> • hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak correctly 					

	<p>Reading</p> <ul style="list-style-type: none"> • understand a short story or factual text and note the main points • use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • write a paragraph of 4-5 sentences • substitute words and phrases 		
Global Awareness	<p>Homelessness (British Council Connecting Classrooms)</p> <p>International Day of Peace</p> <p>Black History Week (October)</p> <p>World Toilet Day</p> <p>All Saints Day 1st November</p>	<p>World Braille Day Louis Braille</p> <p>Fairtrade</p> <p>World Book Day</p>	<p>World Health Day</p> <p>Refugee Week</p>
British Values	Weekly downloads from Picture News and to be evidenced in Floor Books, Curriculum Books and English Books		
	<ul style="list-style-type: none"> • Is our help always wanted? (Mutual Respect) • Should we give money to the homeless? (Individual Liberty) • How different would life be without information at our fingertips? (Mutual Respect) • Should young people who break the law be punished like adults? (Rule of Law) • What would you find hardest about living in a world designed for people different to you? (Mutual Respect) • Are there times we need to break the rules to change how people think? (Rule of Law) 	<ul style="list-style-type: none"> • Should drones be banned? (Rule of Law) • Should our leaders make key decisions or should we all have a say? (Democracy) • Should we spend more time with people who are older than us? (Mutual Respect) • Should all children receive free fruit at school? (Individual Liberty) • Is there a time when giving up is the right thing to do? (Mutual Respect) • Is it everyone's responsibility to help us learn? (Tolerance) • Is it ever acceptable to take time off school? (Rule of Law) • Should you always vote if you have the chance? (Democracy) 	<ul style="list-style-type: none"> • Should we always give people a second chance? (Rule of Law) • Is it always better to rebuild than start again? (Respect) • Can anyone become a good leader? (Democracy) • Should McDonald's have banned plastic straws? (Respect) • Does it take more than talent to succeed? (Individual Liberty)

	<ul style="list-style-type: none"> • Should any animal be allowed to be kept as a pet if it is cared for? (Individual Liberty) • Who decides what is art? (Rule of Law) • Can remembering the past help us make a better future? (Respect) • Should we be able to control when it is day and when it is night? (Democracy) • Have we become a throwaway society? (Individual Liberty) • Does your gender affect the job you choose? (Rule of Law) • Should adverts be a place to share news and opinions? (Rule of Law) • Should technology be banned at mealtimes? (Individual Liberty) • What does it take to perform in front of others? (Mutual Respect) 	<ul style="list-style-type: none"> • Do we have more clothes than we need? (Individual Liberty) • Can we learn how to be happy? (Mutual Respect) • Should schools be car free zones? (Rule of Law) • Do we still need libraries in modern times? (Respect) • Is it ever OK to copy others? (Individual Liberty) • Should all schools have pets? (Respect) • Who should decide what we eat for lunch? (Individual Liberty) 	
<p>Enrichment/Visits</p>	<p>Eden Camp</p>	<p>Yorvik Sacred Heart to dissect a heart Local area walks – Marske & Saltburn</p>	<p>Residential</p>