**YEAR 6 – LONG TERM PLAN**

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| TERM 1 – **Undercover Agents!** | **TERM 2- Watery Worlds** | **TERM 3 and Term 4- The Frozen Kingdom** |
| **Literacy** allied to **‘Stormbreaker’**.See National curriculum document for further details  -Note taking etc.  -Fact files - character descriptions and mission files  -Instructional writing  -Adverts  -Narrative writing  **Science:**  -Light- how does it travel?  -Refraction and reflection  -Personal ID – fingerprinting and classification  -Make Spy periscopes  **Computing**:  -E Safety  -Coding – interpreting codes for various spy missions  -Design website for new spy academy  **Geography:**  -Using globes, maps, atlases and dictionaries to work out puzzles and crack codes.  -Plot capital cities on a world map.  -Making comparisons between regions in the UK and Europe. Focus Reykjavik – What do we know about the capital? What is the landscape like? How far north is it? Discuss the arctic circle. What would we need to consider if planning a mission there? [www.nationalgeographic.com](http://www.nationalgeographic.com) – ipads. What type of vehicle would we need in this environment? Create full mission spy explaining in sequence steps, itinerary, equipment and vehicles for each capital city.  - Map making skills using 6 figure grid references.  **D&T:**  -Look at James Bond gadgets (web links) and discuss how they could be adapted to different environments e.g inflatable coats in avalanche.  -Children complete underwater peril to explain how gadgets are adapted for use underwater. Look at gadgets suitable for different environments and explain how each is adaptable and useful in missions.  -Design a gadget suitable for a mission considering conditions, terrains and where the gadget is being put to the test**.**  **Art:**  **‘Cityscapes’. Children** learn new art techniques and will discover ways to combine these techniques to create their own original pieces of art work.  **RE: Creation and science – conflicting or complimentary?**  **PSED**  -New beginnings, Getting on and Falling out  -Friendship  **PE:**  Netball – Throwing and catching skills. Team work and use of tactics.  OAA- Working together as a part of a team to solve problems. | **English: ‘Floodland’**   * Narrative writing – character and setting description * Balanced arguements * Letter writing * Non-chronological report writing   **Science:**   * Electricity! * Design and create Christmas lights and decorations using switches and motors   **Geography**  -The Water Cycle- Children to look at water cycle song and trace the key elements of the water cycle. Children create Water Cycle posters. Children create stories about Ronnie Raindrop on his journey around the Water Cycle.  -Rivers and their stages. Children to use Ipads to research different rivers and their stages – mouth, source, streams, estuaries and oceans.  -Map work looking at rivers in different countries. Where is the biggest river in the world? Which is the smallest, English river names and their locations.  -Children look at Water Aid website and video. Discuss life in 3rd world countries and why they have issues with water safety. Look at different water cleaning systems and how they can be used.  **DT**   * Structures – Building bridges. Children design, make and test bridges made out of wood and paper.   **Art:**  -Children explore Impressionism, find out Monet's life and some of most famous works of art, as well as putting their own creative spin on these Impressionist masterpieces through a variety of Monet art activities, such as recreating his famous 'Haystacks' series.  **RE/PSED:**  - **RE: Creation and science – conflicting or complimentary?**  **Computing:**   * Using ICT for research and presentation- Powerpoint and databases   **PE:**  Gymnastics/dance:  -Children to perform various sequences including balances etc related to Handels water Music. Children work in groups over a series of weeks to create a final routine. | **English: ‘Ice Trap!’ and ‘Shackletons Adventures’ Short film clip – ’23 degrees 5 minutes’.**   * Chronological report writing * Short Narratives * Biographical and autobiographical writing   **Art and Design**:  **Street Art:**  Children will find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. Discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces  **D +T:**   * Textiles – use a range or sewing techniques to create personalised sail for Shackleton’s ship. Building an igloo using milk bottles and cardboard boxes.   **Geography:**  -Using atlases and 6 figure grid references to identify the features and location of Polar region  -Similarities and differences between the Artic and the Antartica  -Following routes on small scale maps  -Comparing climates and locations of Scandinavia and UK  **Science:**  -Living things and their habitats. Construct food chains for chosen animal or plant form the frozen kingdom.  - Classification systems – plants and animals  - Microrganisms  -Evolution and Inheritance ( Term 4)  **RE: What difference does the resurrection make for Christians?**  **PE:**   * Outdoor Adventure- construct outdoor shelters and dens using materials such as ropes, tarpaulin, plastic sheets, blankets and pegs. Use thermometers to take temperatures instead and out and measure the difference. * -Orienteering- Work in teams to decide the route most likely to help them beat other explorers |
|  | **TERM 5 – My Wonderful Body!** | **TERM 6 – Ancient Civilizations – The Greeks** |
|  | **English: ‘Wonder’**  -Non Chronological reports  - Narrative  - Diary Writing  -Poetry  **Science (Term 5 +6):**  -Keeping Healthy  - What effect does exercise have upon the body?  -Circulatory System  -Human reproduction and the 5 stages of the human lifecycle.  Puberty.  D+T:   * Design and create healthy smoothies/ savoury snacks. * Create product packaging   ART:  -Still life drawings – self- portraits using charcoal.  History:  The history of medicine – Children to use google to investigate different medical procedures and how they have developed over time.  RE: **Social Justice – What would Jesus do?**  **PSHE –** Keeping heathy –DIPSY Drug education  **PE:**  -Cardiovascular exercise- children take part in arrange of cardiovascular exercises such as running, skipping etc, Hold a triathlon tournament comparing performances with others. Demonstrate weekly improvement and identify personal best performance. | **English: ‘Percy Jackson and The lightning Thief’**  -Instructional Writing  -Narrative writing- Myths and Legends  -Poetry  -Diary writing  **Music:**   * Greek music and musical notation   **Art and Design:**   * Sculpture * Clay work – Greek vases   **D+T:**  **-**Food of Greece- Children create a pop up restaurant using cuisines from modern and ancient Greece.  **Geography:**   * Human and physical geography of Greece * Comparisons of two locations * Climate and physical environments of both locations   **RE:** What is the importance of pilgrimage to religious and non-religious people?  **PE:**  -Athletics: Focus on teamwork to complete challenges such as relay and team pentathlon.  -Battle formation / dance: prepare for battle like the Greeks. Practice synchronised battle movements such as marching, halting, turning and charging  -Work in pairs to create dance sequences based around various greek myths. |