



ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING
 (National Curriculum Coverage)

LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH
YEAR 6



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECTS	1	2	3	4	5	6
TERMLY VALUE	Y1 - Friendship Y2 - Community	Y1 – Generosity Y2 - Peace	Y1 – Thankful Y2 - Joy	Y1 – Forgive Y2 - Hope	Y1 – Respect Y2 - Dignity	Y1 –Courage Y2 - Wisdom
5 WAYS TO MENTAL WELL BEING						
KEY DATES/EVENTS		Remembrance Day Harvest festival Christmas				
MATHS	WHITE ROSE Place Value Addition, Subtraction, Multiplication, Division	WHITE ROSE Fractions Converting Units	WHITE ROSE Ratio Algebra Decimals	WHITE ROSE Fractions, decimals and percentages Area, perimeter and volume Statistics	WHITE ROSE Shape Position and direction	WHITE ROSE Themed projects, consolidation and problem solving
ENGLISH	Poetry Narrative Letter Writing Letters from the Lighthouse	Narrative Argument/Persuasion Holes	Non Fiction - Biography Narrative Darwin's Dragons	Fiction – Diary entries Non Fiction – Argument/Non Chron The Nowhere Emporium	Journalistic writing? Narrative	Narrative?



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RE	What does it mean if God is loving and holy?	Do you have to believe in God to be good?	Creation and Science: Conflicting or Complementary? Digging Deeper		Life Journey : How do Hindus show they belong? How do Muslims show they belong?	
SCIENCE	Living things and their habitats WHITE ROSE	Electricity and Renewable Energy WHITE ROSE	Light and Light Pollution WHITE ROSE	The Circulatory System Diet, Drugs and Lifestyle WHITE ROSE	Variation Adaptations WHITE ROSE	Fossils Themed Project for Year 7 Ready WHITE ROSE
COMPUTING <small>APPLY ALL previous skills for purpose (web design, formal presentations etc)</small>	Computing systems and networks - Communication: <i>Class will learn about the World Wide Web as a communication tool. learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally,</i>	Creating media - 3D Modelling: <i>Develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include</i>	Creating media - Web page creation: <i>Introduces the creation of websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</i> https://teachcomputing.org/curriculum/key-stage-	Data and information - Spreadsheets: <i>Introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce</i>	Programming - Variables in games: <i>Explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing</i>	Programming - Sensing: <i>All the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A.</i> https://teachcomputing.org/curriculum/key-stage-2/programming-b-sensing https://www.keychaincomputing.co.uk/programming-b-4



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<p>they will evaluate which methods of internet communication to use for particular purposes.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication</p> <p>https://www.keychaincomputing.co.uk/computer-systems-and-networks-3</p> <p>https://www.barefootcomputing.org/resources/ranking-search-activity</p> <p>https://www.barefootcomputing.org/resources/stop-think-do-i-consent</p>	<p>using 3D objects as placeholders.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling</p> <p>https://www.keychaincomputing.co.uk/creating-media-3d</p> <p>https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y5_5-6</p>	<p>2/creating-media-web-page-creation</p> <p>https://www.keychaincomputing.co.uk/creating-media-web-p</p> <p>Book Creator</p>	<p>calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets</p> <p>https://www.keychaincomputing.co.uk/spreadsheets</p> <p>https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y6/computing_sow_y6_unit_6-3</p> <p>https://www.purplemash.com/#tab/teachers/c</p>	<p>project, then modify them, then create their own project. In Lesson 4, pupils will focus on design. In Lesson 6, their knowledge of variables and design to improve their game in Scratch.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games</p> <p>https://www.keychaincomputing.co.uk/programming-a-5</p> <p>https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-5</p> <p>https://www.barefootcomputing.org/resources/make-a-game-project</p> <p>Times table quiz Scratch</p>	<p>CRUMBLE KITS</p> <p>https://www.barefootcomputing.org/resources/viking-raid-animation</p>
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HISTORY	<p>What was the impact of World War II on the people of Britain?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make inferences and deductions about a photograph. - Describe how children may have felt when evacuated. - Evaluate the accuracy and reliability of sources. - Describe the impact WW2 had on women's lives. 	GEOG FOCUS	<p>How did the Maya Civilisation compare to the Anglo-Saxons?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Describe the key physical features of the Maya - civilisation. - Sequence the key periods in the Maya civilisation. - Identifying periods that were happening in Britain at the same time. - Name the features of the rainforest. - Explain the challenges facing the Maya in the rainforest. - Explain how the Maya settled in the rainforest. - Name the features of Maya houses. - Identify the similarities and differences between Maya and Anglo-Saxon houses. - Explain the Maya creation story. 	GEOG FOCUS	<p>Who should go on the £10 banknote?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Name the features of a banknote. - Make inferences about a person using a banknote. - Explain the significance of historical figures. - Make inferences from sources. - Apply criteria to decide if a person is historically significant and explain why. - Explain the significance of William Tuke. - Research important aspects of a person's 	GEOG FOCUS



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			<ul style="list-style-type: none"> - Identify the characteristics of important gods or goddesses. - Make deductions about cities. - Name the features of Maya cities. - Create a plan of a Maya city, including the main features. - Explain the reasons for the decline of the Maya civilisation. - Evaluate the reasons for the decline of the Maya civilisation. - Identify similarities and differences between the Maya civilisation and the Anglo-Saxons. 		<p>life.</p> <ul style="list-style-type: none"> - Explain what makes a person significant. 	
GEOGRAPHY	HISTORY FOCUS	<p>Where does our energy come from?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Describe the significance of energy. - Give examples of sources of energy and their trading 	HISTORY FOCUS	<p>Why does population change?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Identify the most densely and sparsely populated areas. - Describe the increase in 	HISTORY FOCUS	<p>Can I carry out an independent fieldwork enquiry?</p> <p>KAPOW</p> <ul style="list-style-type: none"> - Give examples of issues in the local area. - Identify questions to



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		<p>routes.</p> <ul style="list-style-type: none">- Define renewable and non-renewable energy.- Discuss the benefits and drawbacks of different energy sources.- Describe the significance of the Prime Meridian.- Identify human features on a digital map.- Discuss how transport links have changed over time.- Locate UK cities on a map.- Use six-figure grid references to identify features on an OS map.- Consider and justify the location of energy sources.- Design and use interview questions.- Plot points on a sketch map.		<p>global population over time.</p> <ul style="list-style-type: none">- Begin to describe what might influence the environments people live in.- Define birth and death rates, suggesting what may influence them.- Define migration, discussing push and pull factors.- Explain why some people have no choice but to leave their homes.- Describe the causes of climate change, explaining its impact on the global population.- Suggest an action they can take to fight climate change.- Calculate the length of a route to scale.- Follow a selected route on an OS map.- Use a variety of data collection methods, including using a Likert scale.- Collect information from a member of the public.- Create a digital map to plot and compare data collected from two locations.- Suggest an idea to improve the environment.		<p>be asked to find the relevant data.</p> <ul style="list-style-type: none">- Justify which data collection method is most suitable.- Design an accurate data collection template.- Identify areas along a route that are best for data collection.- Discuss how to mediate potential risks.- Collect data at points located on an OS map.- Manage risks during a fieldwork trip.- Identify any outcomes from data collected.- Map data digitally.- Describe the enquiry process.
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ART/DT	<u>Art and Design</u> Craft and Design: Photo opportunity KAPOW	<u>Design and Technology</u> Textiles: Waistcoats KAPOW	<u>Art and Design</u> Drawing: Make my voice heard KAPOW	<u>Design and Technology</u> Structure: Playgrounds KAPOW	<u>Art and Design</u> Sculpture and 3D: Making Memories KAPOW	<u>Design and Technology</u> Digital World: Navigating the world KAPOW
MUSIC	World Unite Music Express	Journeys Music Express	Growth Music Express	Roots Music Express	Class Awards Music Express	Moving On Music Express
PSHEE JIGSAW	Being Me in My World	Dreams and Goals	Celebrating Difference	Relationships	Healthy Me	Changing Me



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PE <i>Get Set for PE</i>	<u>Dance</u> <u>Netball</u>	<u>Yoga</u> <u>Fitness (Physical)</u>	<u>Gymnastics</u> <u>Football</u>	<u>Hockey (Cognitive, personal)</u> <u>Basketball (Physical)</u>	<u>OAA</u> <u>Cricket</u>	<u>Athletics (Cognitive, health)</u> <u>Rounders (Physical)</u>
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