



The Leys Primary and Nursery School

Long term Plan 2022-2023

Year: 6

| Values | Inclusivity | Respect | Empathy | Determination | Aspiration | Empowerment |
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| Global Goals | 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education | 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth | 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities | 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land | 16. Peace, justice, and strong institutions 17. Participation for the goals | |

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| SMSC/British Values | <p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |
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| | AUTUMN | | SPRING | | SUMMER | |
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| School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events | <p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p> <p>'Just Talk' week - Oracy (wb 17/10/22)</p> <p>Black History Month: How can we learn about our school values through Black</p> | <p>Anti-Bullying Week: Reach out Odd sock day 14/11/22 (14/11-18/11)</p> <p>STEAM week: Science -How fast can it go? The Leys Land Speed Record (wb 21/11-25/11)</p> <p>Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12)</p> | <p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p> <p>Internet Safety Week: How can I keep myself safe online? (wb 06/02-10/02)</p> <p>Computing Months Jan/Feb: How can we solve problems with Coding?</p> | <p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 13/03)</p> <p>Easter Poetry - wb 20/3 (world poetry day- 21/03)</p> | <p>KS2 SATs 8-11/5/23</p> <p>International week (15/5): A week in ...?</p> <p>Healthy Living & Walk to School Week: How do we stay healthy? (22/5)</p> | <p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Careers Month June: What is my dream job?</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p> |

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| | history? (October) | Take One Book - One Christmas Wish- Katherine Rundell (December) | | | | |
| Charity Events | Local food bank Harvest | Poppy Appeal 7-11/11/22 Children in Need 18/11/22 Christmas Jumper Day (16/12) | | Sports Relief TBC | | |
| FOL Events | Disco (14/10) Non uniform day (21/10) | Enterprise Day (1/12) Refreshments at Nativities (Dec) | | Disco (24/02) | | Summer Fair (16/06) |
| Pupil Parliament | Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am | | Focus session (20/1/23) | | Focus session (21/4/23) | |
| Class trip | | Year 6 residential: Manor Adventure | | St Nicholas Church | | London - science museum - climate change Our Future Planet |
| TOPIC | World War II | | Climate change | | Equality & Sustainability | |
| Big Question | Why is it important to have peace, justice and strong institutions in the world? | | Why is it important to take action to combat climate change and its impact? | | Why is it important to build a fairer, more sustainable world? | |
| Global Goals | 4, 5, 10, 16 & 17 | 7, 13 & 17 | 7, 13 & 17 | 3, 9, 10 & 16 | 8 & 10 | 7, 8, 9, 10, 11, 12 & 17 |
| Diversity Awareness | <u>Black History month</u> <u>link: Tuskegee Airmen</u> <u>WW2</u> | Anti Bullying week Children in Need | | | | |
| PERSONAL, SOCIAL, HEALTH and ECONOMIC education | Living in the wider world. To know that they have different kinds of responsibilities, rights | Living in the wider world To know that they have different kinds of responsibilities, rights and duties at home, | Relationships To recognise different types of relationship, including those between acquaintances, | Health and wellbeing To deepen their understanding of good and not- | Health and wellbeing To deepen their understanding of good and not- | Relationships To recognise different types of relationship, including those |

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| | <p>and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I can talk about and understand how we can be responsible global citizens.</p> <p>Write a class charter on how we wish to conduct ourselves in Year 6</p> | <p>at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I can talk about and understand how we can be responsible global citizens.</p> | <p>friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>I can explain the importance of respecting my VIPs.</p> <p>RSE</p> | <p>so-good feelings, to extend their vocabulary</p> <p>To enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>I understand the link between thoughts, feelings and behaviours.</p> <p>RSE</p> | <p>so-good feelings, to extend their vocabulary</p> <p>To enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>I understand the link between thoughts, feelings and behaviours.</p> | <p>between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>I can explain the importance of respecting my VIPs.</p> <p>Transition</p> |
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| ENGLISH | <p>National Poetry Day 6/10/22</p> <p><i>War poetry</i> - Vocabulary building - Read, write and perform free verse</p> <p><i>The Piano</i></p> <p><i>Rose Blanche</i> - Narrative settings, characterisation and atmosphere - Formal Letter (persuasive) - Newspaper Report</p> | <p><i>Nonsense poetry - Jabberwocky</i></p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December) (planning on LS+ for 3/ to be adapted)</p> <p><i>Narrative settings, characterisation and atmosphere</i> Informal letter Diary entry? Newspaper report</p> | <p>- Take one Book: Dick Whittington- (wb 09/01-20/1)</p> <p>Playscript Recount Diary entry? Debate</p> <p><i>Wallace and Gromit Cracking Contraptions</i> - Explanation Text - Instructional Text</p> | <p>Easter Poetry - wb 20/3 (world poetry day- 21/03)</p> <p><i>Spiderwick's Field Guide to the Fantastical World Around You</i> -Character description -Fictional narrative Non-Chronological report</p> | <p><i>Hermelin</i> - Character description - Fictional narrative - Diary Entry</p> | <p>- Transition piece</p> |
| MATHEMATICS | <p>Place Value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p> <p>Application of Factors, Multiples and Primes</p> <p>Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p> | <p>Place Value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p> <p>Application of Factors, Multiples and Primes</p> <p>Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p> | <p>Fraction and Decimal Equivalents</p> <p>Fractions, Decimals and Percentages</p> <p>Calculating Percentages</p> <p>Formal Written Method of Multiplication</p> <p>Area of parallelograms and triangles</p> <p>Formal Written Method of Short Division</p> <p>Properties of Shape</p> <p>Multiplying Fractions</p> | <p>Dividing Fractions</p> <p>Fraction Problem Solving</p> <p>Order of Operations and Algebra</p> <p>Formal Written Method for Long Division</p> <p>Exploring Relationships Between Perimeter and Area</p> <p>Recognise and Find Angles</p> <p>Reflection and Translation</p> | <p>Ratio and Proportion</p> <p>Volume</p> <p>Measures</p> <p>Statistics - Interpret Line Graphs and Pie Charts</p> <p>Algebra and Sequences</p> <p>Statistics - Calculate and Interpret Mean Average</p> <p>Application of Previous Years' Learning</p> <p>Application of Known Facts and Calculation Strategies</p> | <p>Constructing Pie Charts</p> <p>Statistical Representations</p> <p>Further Algebra</p> <p>Financial Maths and Enterprise</p> <p>Maths Preparation for KS3</p> |
| SCIENCE | <p>Living Things and their habitats</p> | <p>Evolution</p> | <p>Human development and reproduction</p> | <p>Animals & humans</p> | <p>Electricity & Light</p> | <p>Child-led investigation</p> |

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| | <p>Take an in-depth view at classifying animals, plants and micro-organisms.</p> <p>Children will recap their knowledge of broad groups of organisms before taking a much more detailed look at the Linnaeus classification system, how it works and how different species of organisms that are closely related can be identified.</p> <p>Scientist: Attenborough</p> | <p>To develop knowledge of Evolution - who discovered it and how was it discovered</p> <p>To describe inheritance and how it explains the process of evolution</p> <p>To question why offspring are not identical to parents</p> <p>To explore ideas of inherited characteristics</p> <p>To develop knowledge on natural selection - why is it needed? What happens if it didn't occur in nature?</p> <p>To discuss the different ways in which extinction can occur</p> <p>Scientist: Darwin</p> <p>STEAM week: Science -How fast can it go? The Leys Land Speed Record (wb 21/11-25/11)</p> | <p>(linked with PSHE)</p> <p>To develop knowledge on how we grow and change both emotionally and physically</p> <p>To compare the types of relationships that people have as they develop.</p> <p>Scientist: William Harvey</p> | <p>To consolidate knowledge of the importance of nutrition and exercise.</p> <p>To develop knowledge of the circulatory system - how does the heart function? What is the difference between oxygenated and deoxygenated blood?</p> <p>To investigate how water and nutrients are transported in the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on how their bodies function.</p> <p>To investigate and hypothesise how exercise can affect the circulatory system.</p> <p>Hearts</p> <p>Scientist: Noel Fitzpatrick</p> <p>STEAM week: How high can you go? (Wb 14/03)</p> | <p>To consolidate knowledge of circuits and how they work - recognising circuit symbols</p> <p>To investigate how voltage in cells affects brightness of a lamp in a circuit</p> <p>To compare and give reasons for variations in how components function - brightness, loudness, position</p> <p>To hypothesise, report and present and conclude findings from enquiries in investigations; recording data in a variety of ways (diagrams, labels, classification keys, graphs)</p> <p>Scientist: Tesla</p> | <p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p> |
| COMPUTING | Unit 6.1 Coding | | Unit 6.4 Blogging | Unit 6.6 Networks | Unit 6.7 Quizzing | Unit 6.8 Binary |

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| | Unit 6.3 Spreadsheets Applying spreadsheet knowledge from Purple Mash into Excel | Unit 6.3 Spreadsheets Unit 6.2 Online Safety (link to anti bullying) | Pupils to write blogs about the Global Goals and the part they can play in addressing them | | | |
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| HISTORY | <p>World War II</p> <p>Learn where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what it was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives? <p><u>Black History month link: Tuskegee Airmen WW2</u></p> | <p>Maya Civilisation: Who were the Maya? Who discovered them?</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc! - link with DT) | <p>Medicine and Disease How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. - Mediaeval medicine and the events during the Black Plague. - medical practices of the Tudor period. - medical advancements during the Victorian period. - Explore medicine in 20th and 21st century |
| GEOGRAPHY | <p>Human Features and Physical Features</p> <p>Find out about the human and physical features of our local area.</p> <p>Learn about the UK's economic activity, land use,</p> | <p>Our Changing World</p> <p>Learn all about the Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. Also explore how climate change is affecting</p> | <p>The Americas (link with History)</p> <p>Discover the continent of North America and all its countries, cities and landscapes.</p> <p>Explore the various geographical features</p> |

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| | settlements, climate, upland areas and England's longest rivers which will then link to our own local area. | | these extremes, and how these ever-changing weather conditions are affecting people, communities and landscapes. | | of different areas of North America and compare them with our own locality. | |
| ART and DESIGN | Explore the work of the artists officially commissioned to record WWII. Discover how art was used as a propaganda tool in both WWI and WWII in the form of posters, and create poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'. | | Explore the amazing and varied art of Japan. The lessons cover a broad range of styles, including block-printing (ukiyo-e) used by Hokusai, the concept of Notan, origami, calligraphy (shodo), folk art and manga. | | Graffiti 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. We will also discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces. | |
| DESIGN and TECHNOLOGY | Structures- Frame structures Children will be challenged to build their own Anderson shelters. | | Mechanical systems- Cams Children will be challenged to develop a toy with oscillating, rotating or reciprocating movement. | | Textiles- combining different fabric shapes Children will be challenged to make a mobile phone carrier using a range of textile materials and fastenings | |
| MUSIC | Beat/pulse; Metre 3, 4 and 5 time; Composing with different metres; Performing to the class; Body Percussion | Singing songs with ostinato; Playing ostinato on percussion instruments; Revision of notes of the treble clef; Christmas Songs | Revision of instruments of the orchestra; Singing songs in two parts, partner songs and rounds | Singing; Playing accompaniments on percussion instruments | Y6 production songs | Y6 production songs |
| RELIGIOUS EDUCATION | Christianity <ul style="list-style-type: none"> - How significant is it that Mary was Jesus' mother? - Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? - Incarnation - Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? - | | Islam <ul style="list-style-type: none"> - Beliefs and practices - What is the best way for a Muslim to show commitment to God? Islam <ul style="list-style-type: none"> - Does belief in Akhirah (life after death) help Muslims lead good lives? - Muslim belief in life after death - The framework of muslim life (the five pillars) - Jihad and Ummah | | Christianity <ul style="list-style-type: none"> - Explore the themes of the Bible - Explore the story of Ruth and Naomi - Explore the story of Daniel and relate this to religious persecution - Explore the parables of Jesus - Find out about Christian Baptism through the story of John the Baptist - To find out about Paul and the early church | |
| FRENCH | Unit 1: At School | Unit 2: The Weekend | Unit 4: Healthy Lifestyle | Unit 6: The Olympics | Unit 7: Habitats | Unit 8: Regular Verbs |

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| | | | Unit 5: The Planets | | | Unit 9: Irregular Verbs |
| PE | Football & Tag Rugby | Basketball & Netball | Gymnastics - Counter-Balance & Counter Tension & Gymnastics - Group Sequencing | Dance- World War 2 & Lacrosse | Athletics & Health Related Fitness | Rounders & Swimming |