



Lunt's Heath Primary School

Year 6 Long Term Plan 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics Units	Number: Place Value = Numbers to 10 Million Number: Addition, Subtraction, Multiplication and Division = Four Operations on Whole Numbers Number - Fractions	Number: Addition, Subtraction, Multiplication and Division = Four Operations on Whole Numbers Cont. Number – Fractions Cont. Number - Decimals	Measurement – Converting Units Number – Percentages Measurement – Area and Perimeter Measurement – Volume	Statistics Number: Ratio Number: Algebra	Geometry: Properties of Shapes – Angles Word Problems Negative Numbers Geometry: Position and Direction = Co-ordinates, Reflection, Translation Geometry: Properties of Shapes – 3D Nets	Geometry: Properties of Shapes – cont. Number – Algebra cont. Geometry: Position and Direction = Co-ordinates, Reflection, Translation Cont. Number – Ratio cont. Word Problems cont. Themed Projects.
English Units/ Core Texts	Narrative	Stories from other cultures (Trash Andy Mulligan)	Historical narrative Anne Frank Rose Blanche	Older literature (Macbeth – Shakespeare) Survival/adventure story (Survivors)	Novel as a theme (Holes – Louis Schaar)	Novel as a theme (Wonder RJ Palacios)
	Non-fiction	Tourist guidebook	Recount: biography and autobiography	Report: Newspaper	Discussion: formal debate	Magazine article Persuasion: Radio or TV broadcast
	Poetry	Poems with imagery		Poems: free verse (Benjamin Zephaniah)		Classical narrative poetry
Science	Living things and their habitats Understand how living things; animals, plants and microorganisms are classified into broad groups.	Evolution and inheritance Understand that living things have changed over time and produce varying offspring.	Light Understand that light travels in straight lines into our eyes which allows us to see.	Animals including humans Understand the impact on diet and exercise on the body including the circulatory system.	Electricity Understand how components can affect a circuit; displaying these as circuit diagrams.	Science Skills Recap of Year 6 science skills and missing learning from monitoring.

<p>Geography</p>	<p>How has our local area changed?</p> <p>Local Area – Map Skills</p> <p>Investigate how the town of Widnes has changed over time and the impact on the social and economic landscape using sketch maps, plans, graphs and Digimaps. Use 8 compass points and 6 figure grid references.</p>	<p>How should we share the world’s natural resources?</p> <p>Using Natural Resources, Latitude & Longitude</p> <p>Investigate the type and distribution of natural resources across the world and the impact that high water usage by developed countries has on less developed areas of the world. Include a focus on latitude and longitude, and time zones in relation to their studies.</p>	<p>Why is Fairtrade important?</p> <p>Global Trade Links</p> <p>Investigate the balance of global trade and its economic impact on developed and less developed countries. Consider how the adoption of Fairtrade can positively impact local communities in their socio-economic development.</p>
<p>History</p>	<p>What was the impact of the wars on Liverpool?</p> <p>World War I and II: Local study: Linked to post 1066</p> <p>Identify the impact of both World Wars nationally and regionally examining in more detail the short and long term causes of events being studied.</p>	<p>Who were the Tudors and how did they change Britain?</p> <p>The Tudors: A theme in British history that extends pupils’ chronology beyond 1066</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same appreciating that significant events have helped shaped the country that we live in today.</p>	<p>How has crime and punishment changed through the ages?</p> <p>Crime and Punishment - A theme in British history that extends pupils’ chronology beyond 1066</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p>

<p>Art and DT</p>	<p>Painting the Local Area – Steven Scholes</p> <p>(Painting the local area – Steven Scholes)</p> <p>Create colours by mixing to represent images observed in the natural and man-made world and experiment with different colours to create a mood.</p> <p>Discuss and understand how artists have used colour and painting techniques for a purpose.</p>	<p>Structures: Bridges</p> <p>Structures: Bridges Designing and making a stable structure that is able to support weight, creating a frame structure with a focus on triangulation. Select tools and equipment independently and adapt/improve where necessary.</p>	<p>Theatrical costumes linked to Shakespearean performances.</p> <p>(Textiles)</p> <p>Shakespearean Performances: Textiles – Theatrical Costume Making.</p> <p>Develop a sound understanding of how to use the techniques of sewing, appliqué, embroidery, plaiting and finger knitting. Develop a preference for the type of textile work and develop pieces in a particular style, with a purpose in mind.</p>	<p>Healthy menu – food technology</p> <p>Cooking and Nutrition: Come Dine with Me</p> <p>Writing a recipe, explaining the key steps, method and ingredients including facts and drawings from research undertaken; working safely and hygienically with independence. Consider costings and plan to a budget.</p>	<p>Express Yourself (English/PSHEE/ Transition) (Drawing/Mixed Media = mask making)</p> <p>Express Yourself: Drawing and Mixed Media = Mask Making</p> <p>Use lines and shading to add interesting effects to drawings, using different grades of pencil.</p> <p>Use a variety of materials, tools and techniques to create 3D work that contains both visual and tactile qualities.</p>	<p>Electrical circuits</p> <p>Make a working door alarm.</p> <p>Digital World: Monitoring devices Researching (books, internet) for a particular (user's) animal's needs. Developing design criteria based on research. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.</p>
<p>Religious Education</p> <p>Is life like a journey?</p>	<p>How do Christians mark the turning points on journey of life? Christianity (God)</p> <p>Consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. Demonstrate a self-awareness of own personal development by considering own life journey.</p>	<p>Is there one journey or many? Hindu Dharma</p> <p>Build on prior learning about the concept of 'dharma'. Describe Hindu beliefs about the cycle of life, death and rebirth.</p>	<p>What is Hajj and why is it important to Muslims? Islam</p> <p>Explain the importance of the Ummah for Muslims and that this is a community of diverse members. Reflect on the personal journey a Muslim will make both physically and spiritually.</p>	<p>Why do Christians believe Good Friday is 'good'? Christianity (Jesus)</p> <p>Explain how and why Christian individuals and communities might celebrate the events of Holy Week. Use religious vocabulary to describe and explain the Eucharist.</p> <p>Liverpool Anglican and Metropolitan Cathedrals Trip</p>	<p>What do we mean by a 'Good life? Buddhism</p> <p>Reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists.</p>	<p>If life is like a journey, what's the destination? Christianity (Church)</p> <p>Explain how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God.</p>

PHSE	Youth Parliament	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
Computing	<p>My online life</p> <p>As Year 5 plus...</p> <p>Looking at what creates a good citizen and how we can use these skills in adult life.</p>	<p>VR Worlds</p> <p>Welcome to an exciting journey into the world of virtual reality (VR) and interactive storytelling! In this series of lessons, you'll become a digital explorer, learning how to craft your own immersive VR tour using the CoSpaces website/app.</p>	<p>Coding Playground</p> <p>Children will be introduced to the role of an App Developer. They will design and prototype an app for their school using Keynote. The children will learn valuable digital skills and be introduced to new online concepts and vocabulary. They will also be introduced to text-based programming, how apps are coded and complete self paced programming challenges using the Swift Playground app.</p>	<p>Online safety dilemmas</p> <p>This unit of work explores several online safety scenarios relevant to children in upper KS2. Throughout the unit, the children will be presented with information and discussion topics that will teach them to consider their role when staying safe online, be able to give good advice and follow safe internet practices when faced with similar online dilemmas. At the end of each lesson, the children will record a short video clip within their pupil journal demonstrating that they know how to act when faced with an online situation.</p>	<p>Flowol (System Programming)</p> <p>Allows students of all ages to develop logical reasoning and problem solving talents, develop programming skills and explore the world of automatic, autonomous systems and robots.</p>	<p>Leavers Book and Video</p> <p>In this activity, six lessons cover different elements of digital media creation. You can choose which parts you wish to include in your class leaver's book; this may be time dependent. If this is additional to the weekly timetabled computing lessons, choose the first three that focus on the children producing a digital leaver's book; this can be completed in the morning of teaching. Weeks four to six focus on the children producing a memories video using a green screen and video editing.</p>

<p>Indoor PE</p>	<p>Dance – The Haka</p> <p>How to use canon, formation changes, direction and level to improve choreography</p>	<p>Yoga</p> <p>Physical and mental benefits of yoga</p>	<p>Gym – Counter Balance and Counter Tension</p> <p>Perform asymmetrical counter balances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing</p>	<p>Health related fitness- Core, technique and improvement in performance</p> <p>Develop core strength, stamina, flexibility and recognise the benefits of active listening and useful questioning.</p>	<p>Net and Wall-Volleyball</p> <p>Develop understanding of positions to attack and defend whilst improving sending techniques.</p>	<p>Gym – Flight</p> <p>Explore different levels in my sequences to include flight and travelling close to the ground</p>
<p>Outdoor PE</p>	<p>Sports Hall Athletics</p> <p>Greater force, accuracy, efficiency and distance</p>	<p>Football</p> <p>To identify which shooting technique to use to be successful</p>	<p>OAA- Team Building and Problem Solving</p> <p>To perform calmly under pressure communicating verbally and effectively</p>	<p>Invasion Game Skills 4- Tag Rugby</p> <p>Demonstrate specific tactical/performance awareness as an individual and team member</p>	<p>Athletics</p> <p>To compete in a range of track and field events over long and short distances</p>	<p>Rounders</p> <p>To throw and catch under pressure in competitive scenarios</p>
<p>Music</p>	<p>Happy Pop</p>	<p>Classroom Jazz 2 Bacharach Anorak and Meet The Blues.</p>	<p>A New Year Carol Folk</p>	<p>Whole Class – Ukelele Lessons</p>	<p>You've Got A Friend Pop</p>	<p>Music and Me Exploring identity</p>
<p>MFL</p>	<p><u>Welcome back to school</u></p> <p>Revisiting previous knowledge while recalling French culture.</p> <p>Body description/</p> <p>Feeling unwell</p> <p>Exploring body parts and forming sentences</p>	<p><u>Time in the city</u></p> <p>To create simple sentences and explore likes and dislikes.</p> <p>Assessment 1</p>	<p><u>Café Culture</u></p> <p>Ask for food and drink items in a cafe</p> <p>Performance Time</p>	<p>Revision and Recapping previous knowledge through reading, writing, speaking and listening,</p>	<p>SATS</p>	<p>SATS</p>

<p>Curriculum Enrichment</p>	<p>Local Area Walk (Geography)</p>	<p>Western Approaches</p>	<p>Shakespeare in a day (Altru) Or Globe Theatre Prescott workshop/show</p>	<p>Visit to Liverpool Cathedrals (RE / Art) Water Workshop</p>	<p>Ice Skating?</p>	<p>York</p>
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