

YEAR 6 – LONG TERM PLAN

TERM 1 – Undercover Agents!	TERM 2- Watery Worlds	TERM 3- The Frozen Kingdom
<p>Literacy allied to ‘Stormbreaker’. See National curriculum document for further details</p> <ul style="list-style-type: none"> -Note taking etc. -Fact files - character descriptions and mission files -Instructional writing -Adverts -Narrative writing <p>Science:</p> <ul style="list-style-type: none"> -Light- how does it travel? -Refraction and reflection -Personal ID – fingerprinting and classification -Make Spy periscopes <p>Computing:</p> <ul style="list-style-type: none"> -E Safety -Coding – interpreting codes for various spy missions -Design website for new spy academy <p>Geography:</p> <ul style="list-style-type: none"> -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 – 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. <p>D&T/ ART:</p> <ul style="list-style-type: none"> -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. -X-Ray drawings using charcoal. -Spy silhouette using black paper outlines. -Comic book covers using pop art. <p>RE: Creation and science – conflicting or complimentary?</p> <p>PSED</p> <ul style="list-style-type: none"> -New beginnings, Getting on and Falling out -Friendship <p>PE:</p> <ul style="list-style-type: none"> - Army drill. Create a dance using movement of a spy e.g rolls, moving close to the floor, crawling, climbing etc 	<p>English: ‘The Wind in the Willows’ short film clip – ‘The Lighthouse’</p> <ul style="list-style-type: none"> - Narrative writing – character and setting description - Poetry writing - Report writing - Non-chronological report writing <p>Science:</p> <ul style="list-style-type: none"> - Dissolving, Micro-organisms and filtration. - Design a filtration system to keep river water clean. <p>Geography</p> <ul style="list-style-type: none"> -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. <p>DT</p> <ul style="list-style-type: none"> -Investigate boats/model arks and ways of travelling across water. Discuss different vehicles and which are beneficial. Look at different ways they are powered. -Design and make our own boat using a variety of materials. -Evaluate finished products against original design using an evaluation form <p>Art:</p> <ul style="list-style-type: none"> -Bubble paintings- children to use colour washes to create a blue background. Circular objects to be used to create bubbles that can then be shaded using poster paints. -String stamps – Use of cardboard tiles and string to create the course of a river as a stamp. Children use rollers and ink to create picture. -Water Lillies- Van Gough in oil, pastel and watercolour on mini canvases. <p>RE/PSED:</p> <ul style="list-style-type: none"> - RE: Creation and science – conflicting or complimentary? <p>Computing:</p> <ul style="list-style-type: none"> - Using ICT for research and presentation- Powerpoint and databases <p>PE:</p> <p>Gymnastics/dance:</p> <ul style="list-style-type: none"> -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. 	<p>English: ‘The Northern Lights’ and ‘Shackletons Adventures’ Short film clip – ‘23 degrees 5 minutes’.</p> <ul style="list-style-type: none"> - Chronological report writing - Short Narratives - Biographical and autobiographical writing - Letter Writing <p>Art and Design:</p> <ul style="list-style-type: none"> - Photography- use digital cameras to photograph ice. Explore techniques that enhance the quality of the photograph - Block Printing: Create an Inuit gallery - Paint work: The Northern Lights <p>D +T:</p> <ul style="list-style-type: none"> - Building an igloo using milk bottles and cardboard boxes. <p>Geography:</p> <ul style="list-style-type: none"> -Using atlases and 6 figure grid references to identify the features and location of Polar region -Similarities and differences between the Arctic and the Antarctica -Following routes on small scale maps <p>Science:</p> <ul style="list-style-type: none"> -Living things and their habitats. Construct food chains for chosen animal or plant from the frozen kingdom. - Life cycles and classification systems – plants and animals <p>RE: What difference does the resurrection make for Christians?</p> <p>PE:</p> <ul style="list-style-type: none"> - 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 4 – Titanic!	TERM 5 – My Wonderful Body!	TERM 6 – Ancient Civilizations – The Mayans and The Greeks
<p>English:</p> <ul style="list-style-type: none"> - Diaries and Letter Writing - Persuasive writing - Short story writing - Report Writing – newspaper reports <p>Science:</p> <ul style="list-style-type: none"> - Reversible and irreversible reactions - Insulation – design clothing suitable to insulate passengers in lifeboats - Boat challenge – exploring surface tension and water resistance <p>History:</p> <ul style="list-style-type: none"> -Emigration and exploration in the Early 1900s -Research what conditions were like on board the ‘unsinkable’ titanic. Discuss class system. Write a wireless telegraph to someone at home describing experiences. <p>D+T</p> <ul style="list-style-type: none"> -Create shoebox rooms for various cabins in the titanic -Savoury cooking – creating menus for first class and third class passengers and make comparisons. <p>RE: What difference does the resurrection make for Christians?</p> <p>Easter service at the church</p> <p>Computing:</p> <ul style="list-style-type: none"> -Using ICT for Research and Presentations 	<p>English:</p> <ul style="list-style-type: none"> -Non Chronological reports - Narrative using personification -Mini narrative unit based on short film: ‘Alma’ -Narrative poetry – using The Highwayman as text stimulus <p>Science:</p> <ul style="list-style-type: none"> - All about Me/Health and Lifestyle -DIPSY Drugs Education -Childhood illnesses -Keeping Healthy - What effect does exercise have upon the body? -Circulatory System -Disease and microorganisms <p>D+T:</p> <ul style="list-style-type: none"> - Design and create healthy smoothies/ savoury snacks. - Create product packaging <p>ART:</p> <ul style="list-style-type: none"> -Still life drawings – self- portraits using charcoal. <p>History:</p> <p>The history of medicine – Children to use google to investigate different medical procedures and how they have developed over time.</p>	<p>English: ‘Who let the Gods Out?’, Short film clip – ‘Pandora’</p> <ul style="list-style-type: none"> -Instructional Writing -Narrative writing- Myths and Legends -Poetry <p>Music:</p> <ul style="list-style-type: none"> - Greek music and musical notation <p>Art and Design:</p> <ul style="list-style-type: none"> - Sculpture - Clay work – Greek vases <p>D+T:</p> <ul style="list-style-type: none"> -Food of Greece- Children create a pop up restaurant using cuisines from modern and ancient Greece. <p>Geography:</p> <ul style="list-style-type: none"> - Human and physical geography of Greece - Comparisons of two locations - Climate and physical environments of both locations <p>RE: What is the importance of pilgrimage to religious and non-religious people?</p> <p>PE:</p> <ul style="list-style-type: none"> -Athletics: Focus on teamwork to complete challenges such as relay and team pentathlon.

<p>-PowerPoint, Presentations, Data bases</p>	<p>RE: Social Justice – What would Jesus do?</p> <p>PE:</p> <p>-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.</p>	<p>-Battle formation / dance: prepare for battle like the Greeks. Practice synchronised battle movements such as marching, halting, turning and charging</p> <p>-Work in pairs to create dance sequences based around various greek myths.</p>
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