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| **++MARLFIELDS PRIMARY ACADEMY – LONG TERM PLANNING YEAR 6**  **Links to National Curriculum objectives** | | | |
| **SUBJECTS** | **WW2** | **The Americas** | **A Non-European History contrasting with British History (Mayans/Benin/ Baghdad etc.)** |
| **Science** | **Y6 Animals including humans**   1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. describe the ways in which nutrients and water are transported within animals, including humans   Alexandra Fleming  Louis Paster  Leonardo da Vinci  Aristotle  **Y6 Electricity**   1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 3. use recognised symbols when representing a simple circuit in a diagram   Benjamin Franklin  Albert Einstein | **Y6 Evolution and inheritance**   1. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 2. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution   Charles Darwin/Mary Anning  Rosalind Franklin – DNA  **Y6 Light**   1. recognise that light appears to travel in straight lines 2. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 3. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.   Isaac Newton | **Y6 Living things and their habitats**   1. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 2. give reasons for classifying plants and animals based on specific characteristics   Carl Linnaeus |
| **Working scientifically** | Scientific attitudes   * Take repeat reading, with increasing accuracy and precision and consider degree of trust in results * Identify that scientific evidence may support or refute earlier ideas   Experimental skills and investigation   * use results to make predictions to set up further tests * plan investigations to answer questions * take repeated measurements using a range of equipment, considering accuracy and precision * record data in ways of increasing complexity   Analysis and evaluation   * Present data in ways of increasing complexity * Use data to give a scientific conclusion * Use results to set up further investigations * Suggest improvements to increase degree of trust in results   Measurement   * Use standard units when taking measurements * Use data analysis to support investigations   They can explore different ways to test an idea, choose the best way, and give reasons.  They can vary one factor whilst keeping the others the same in an experiment. They can explain why they do this.  They can plan and carry out an investigation by controlling variables fairly and accurately.  They can make a prediction with reasons.  They can use information to help make a prediction.  They can use test results to make further predictions and set up further comparative tests.  They can explain, in simple terms, a scientific idea and what evidence supports it.  They can present a report of their findings through writing, display and presentation.  They can explain why they have chosen specific equipment. (including ICT based equipment)  They can decide which units of measurement they need to use.  They can explain why a measurement needs to be repeated.  They can record their measurements in different ways. (including bar charts, tables and line graphs)  They can take measurements using a range of scientific equipment with increasing accuracy and precision.  They can find a pattern from their data and explain what it shows.  They can use a graph to answer scientific questions.  They can link what they have found out to other science.  They can suggest how to improve their work and say why they think this.  They can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.  They can report findings from investigations through written explanations and conclusions.  They can identify scientific evidence that has been used to support to refute ideas or arguments.  They can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | | |
| **History** | **Chronological Understanding & Knowledge and Interpretation**   * + say where a period of history fits on a timeline   + place a specific event on a timeline by decade   + place features of historical events and people from past societies and periods in a chronological framework * -appreciate that significant events in history have helped shape the country we have today.   -begin to appreciate that how we make decisions has been through a Parliament for some time  -summarise the main events from a specific period in history, explaining the order in which key events happened  - summarise how Britain has had a major influence on world history  - summarise what Britain may have learnt from other countries  -describe features of historical events and people from past societies and periods they have studied  -Can they recognise and describe differences and similarities/ changes and continuity between different periods of history  -suggest relationships between causes in history.  -appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.  **Historical Enquiry**  - look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.  -identify and explain their understanding of propaganda  -describe a key event from Britain’s past using a range of evidence from different sources.  - suggest why there may be different interpretations of events?  - suggest why certain events, people and changes might be seen as more significant than others?  -pose and answer their own historical questions? | (Geography focus) | **Chronological Understanding**  -say where a period of history fits on a timeline  - place a specific event on a timeline by decade  - place features of historical events and people from past societies and periods in a chronological framework   |  | | --- | | -start to appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? |   Knowledge and Interpretation  -describe features of historical events and people from past societies and periods they have studied  -Can they recognise and describe differences and similarities/ changes and continuity between different periods of history  - they have a good understanding as to how crime and punishment has changed over the years.  **Historical Enquiry**  - look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.  -pose and answer their own historical questions?  - suggest why there may be different interpretations of events? |
| **Geography** | **Geographical Enquiry**  -confidently explain scale and use maps with a range of scales  -choose the best way to collect information needed  use OS maps to answer questions  -use maps, aerial photos, plans and web resources to describe what a locality may be like.  **Physical Geography**  use the eight points of a compass, four  and six-figure grid references, symbols  and key (including the use of Ordnance  Survey maps) to build their knowledge of  the United Kingdom and the wider world.  Human Geography  name and locate counties and cities of the  United Kingdom, geographical regions and  their identifying human characteristics.  **Geographical Knowledge**  Locate and compare countries of Europe and the World in relation to WW2 | **Geographical Enquiry**  -confidently explain scale and use maps with a range of scales  -make careful measurements and use the data  Physical Geography  Locate the world’s countries, using maps,  atlases, globes and digital/computer  to focus on North and South America concentrating on their environmental regions, key physical characteristics, countries, and major cities.  Plan a journey taking into account time zones.  **Human Geography**  describe how some places are similar and others are different in relation to their physical features.  give an extended description of the human features of different places  Geographical Knowledge  understand geographical similarities and  differences through the study of human  and physical geography of a region of the  United Kingdom and a region within North  or South America | **Geographical Enquiry**  confidently explain scale and use maps with a range of scales  **Physical Geography**  use maps, atlases, globes digital/computer  mapping to locate countries and describe  features studied  identify physical  characteristics, key topographical features  (including hills, mountains, coasts and  rivers), and land-use patterns; and  understand how some of these aspects  have changed over time  **Human Geography**  name and locate counties and cities of the  United Kingdom, geographical regions and  their identifying human characteristics.  Geographical Knowledge  understand geographical similarities and  differences through the study of human  and physical geography- link to UK and Mexico/Central America. |
| **Computing** | **BLETCHLEY PARK**  \* Understanding the importance of secure passwords and using searching and word processing skills to create a presentation.  \* Using programming software to understand hacking, relating this to computer cracking codes in WWII.  \* Editing sound recordings for specific purpose.  \* Learning about the history of computers and how they evolved over time. | **INTRO TO PYTHON**  \* Understanding that websites can be altered by exploring the code beneath the site.  \* Designing, writing and debugging programs that accomplish specific goals  \* Solving problems by decomposing them into smaller parts.  **BIG DATA 1**  \* Understanding how learning can be applied to a real world context.  \* Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data.  \* Understanding that computer networks provide multiple services  \* Understanding how barcodes and QR codes work. | **BIG DATA 2**  \* Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data.  **SKILLS SHOWCASE**  \* Showcasing their digital literacy skills.  \* Demonstrating their computational thinking skills by designing and debugging programs, using different inputs and outputs.  \* Understanding how search engines work and knowing how to use them safely and effectively. |
| **ART** | **Drawing and Painting**  -to create sketch books to record their observations and use them to review and revisit ideas  Knowledge & Skills  -to communicate emotions and a sense of self with accuracy and imagination within their sketches  -to be able to explain why they have combined different tools to create their drawings  -to be able to explain why they have chosen specific drawing techniques  -to be able to explain what their own style is  -to be able to use a wide range of techniques in their work  -to be able to explain why they have chosen specific painting techniques  Artists:  John Macrae  Banksy  Paul Nash  Suggested lessons:  -Looking at art with a message- propaganda posters and Banksy  -Dazzle camouflage art | **Print and collage**  -to create sketch books to record their observations and use them to review and revisit ideas  - about great artists, architects and designers in history.  Knowledge & Skills  -to be able to overprint using different colours  -to be able to look carefully at the methods they use and make decisions about the effectiveness of their printing methods  -to be able to justify the materials they have chosen  -to be able to combine pattern, tone and shape  Artists:  John singer Sargent  Helen Frankenthaler  Suggested lessons:  -Make a landscape collage  -Body abstract | **3D and textiles**  -to improve their mastery of art and design techniques, including sculpture with a range of materials  Knowledge & Skills  -To be able to create models on a range of scales  -to be able to create work which is open to interpretation by the audience  -to be able to include both visual and tactile elements in their work  Suggested lessons:  -Making ceramics influenced by the Maya  -Create art work influenced by the frescoes  -Create 3d models influenced by the Benin sculptures |
| **DT** | **Air-Raid Shelters**  National Curriculum Objectives: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world  Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages) • understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors) • apply their understanding of computing to programme, monitor and control their products.  Food technology - Food rationing | **Moveable dragons**  National Curriculum Objectives: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world  Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages) • understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors) • apply their understanding of computing to programme, monitor and control their products.  Food Technology- Fake-away - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Puppet show**  National Curriculum Objectives: Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world  Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages) • understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors) • apply their understanding of computing to programme, monitor and control their products.  Food Technology- Maya Food including chilli chocolate - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| **Music** | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   Charanga Unit | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   Charanga Unit | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   Charanga Unit |
| **PE** | **Invasion Games – Football and Netball**   * To play to agreed rules. * To explain the rules. * To be able to umpire. * To make a team and communicate a plan. * To be able to lead others in a game situation. * To apply their skills, techniques and ideas consistently. * To show precision, control and fluency.   **Dance – Enrichment Day**   * To develop sequences in a specific style. * To choose their own music and style. * To apply their skills, techniques and ideas consistently.   To show precision, control and fluency. | **Gymnastics**   * To be able to combine my own work with that of others. * To link sequences to specific timings. * To apply their skills, techniques and ideas consistently. * To show precision, control and fluency.   **Invasion Games – Tag Rugby**   * To play to agreed rules. * To explain the rules. * To be able to umpire. * To make a team and communicate a plan. * To be able to lead others in a game situation. * To apply their skills, techniques and ideas consistently. * To show precision, control and fluency.   Outdoor & Adventurous - Orienteering – Enrichment Day   * To plan a route and a series of clues for someone else. * To plan with others taking account of safety and danger. | **Athletics**   * To demonstrate stamina. * To apply their skills, techniques and ideas consistently. * To show precision, control and fluency.   **Net and Wall – Tennis**   * To play to agreed rules. * To explain the rules. * To be able to umpire. * To be able to lead others in a game situation. * To apply their skills, techniques and ideas consistently. * To show precision, control and fluency. |
| **RE**  **Cheshire East Scheme** | 2:4 individual beliefs and consider the ways in which members of faith communities 2:9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship contexts2:16 about the significance of their own religious, culture and family traditions in the light of the traditions of others traditions of others 2:17 to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotions 2:18 that there are important landmarks in life, both personal and religious 2:23 to reflect on ideas of right and wrong and their own and others’ responses to them 2:25 examples of the ways in which personal and religious beliefs may influence behaviour  **Christianity Unit 1**  *Values and commitments - Christian Values & Beliefs*  Are values important? How does what Christians believe affect their lives? How does what you believe affect the way you live?  **Christianity Unit 2**  *Expressing meaning - Christian Charity*  What expressions of belief and values can be found in everyday life of Christians? How do I/others express values/beliefs?  *Christmas Gifts*  Do we believe the same things are important?  Christmas- comparison of narratives | 2:3 stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers 2:2 to use specialist vocabulary in communicating their knowledge and understanding 2:3 stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today 2:4 individual beliefs and consider the ways in which members of faith communities 2:7 use and interpret information about religions from a range of sources 2:9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship 2:19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith 2:20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions  **Islam Unit 1**  Practices and ways of Life- Do I have code I want to live by? Are rules helpful?  Islam- 5 Pillars  How do Muslims express their beliefs? Is prayer important? Why?  How do people pray?  **Christianity Unit 2**  Meaning purpose and truth - Whose life has an impact on me?  Life of Jesus - How is Jesus remembered?  What impact does he have in 21st century?  How does Jesus affect the lives of famous people today? | 2:1 to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 2:2 to use specialist vocabulary in communicating their knowledge and understanding2:4 individual beliefs and consider the ways in which members of faith communities 2:5 identify and begin to describe the similarities and differences within and between religions 2:7 use and interpret information about religions from a range of sources 2:19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith2:22 the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice 2:24 religious codes of conduct and rules of living, considering the effect of these of life  **Judaism Unit 1**  Beliefs, teachings and sources - Jewish Values  Are some actions wrong? Why?  How is Moses remembered? What is the legacy of Moses?  Why is he such an important figure in Jewish history?  **Christianity, Islam, Judaism Unit 2**  Identity diversity and belonging  Specific Focus -Faith in Everyday Life  Is it important to give to Charity? How is faith expressed in my community? Who lives in my community? How are lives different and similar? Is faith important in this century? |
| **PSHCE** | Families and friendships  Attraction to others; romantic  relationships; civil partnership and  marriage  PoS Refs: R1, R2, R3, R4, R5, R7  Safe relationships  Recognising and managing pressure;  consent in different situations  PoS Refs: R26, R28, R29  Respecting ourselves and others  Expressing opinions and respecting  other points of view, including discussing  topical issues  PoS Refs: R30, R34 | Belonging to a community  Valuing diversity; challenging  discrimination and stereotypes  PoS Refs: L8, L9, L10, R21  Media literacy and Digital resilience  Evaluating media sources; sharing things  online  PoS Refs: H37, L11, L13, L15, L16  Money and Work  Influences and attitudes to money;  money and financial risks  PoS Refs: L18, L22, L23, L24 | Physical health and Mental wellbeing  What affects mental health and ways to  take care of it; managing change, loss  and bereavement; managing time online  PoS Refs: H13, H14, H15, H20, H21,  H22, H23, H24  Growing and changing  Human reproduction and birth;  increasing independence; managing  transitions  PoS Refs: H24, H33, H35, H36  Keeping safe  Keeping personal information safe;  regulations and choices; drug use and  the law; drug use and the media  PoS Refs: H37, H42, H46, H47, H48,  H49, H50 |
| **MFL**  **(Marlfields Scheme)** | **All Year Round**  **Listening & responding**  Listen attentively to spoken language and show understanding by joining in and responding  Revisit the vocabulary associated with Weather and link it to the seasons, explore seasonal activities such as visiting the beach and making snowmen.  Revisit days of the week and then name and order the Months  Sing songs to support learning the months of the year.  Discuss indefinite article un/ une and definite article le. la. l’, les  Speaking  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Use knowledge of grammar to speak correctly and hold a simple conversation with at least 4- 5 exchanges on seasonal events/ activities.  Reading & responding  Read carefully and show understanding of words, phrases and simple writing  Understand a short story or factual text and note the main point and use the context to work out unfamiliar word.  Follow a text as shared reading and answer simple questions on the text to demonstrate understanding.  Writing  broaden their vocabulary and understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  Write a short description to describe a seasonal event/ image, using appropriate range of vocabulary, use the correct definite article.  Culture  Explore what happened to France during World War 2, the role of the Resistance, French heroes and liberation of Paris. | **What’s the time?**  **Listening & responding**  Listen attentively to spoken language and show understanding by joining in and responding  Introduce the topic of telling the time and associated vocabulary  Listen to and discuss French Poems  Speaking  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Use knowledge of grammar to speak correctly and hold a simple conversation with at least 5 exchanges on activities they do during the day  Recite aloud poetry with the correct inflection and at a reasonable pace.  Reading & responding  Read carefully and show understanding of words, phrases and simple writing  Understand a short poem and note the main points,  use the context to work out unfamiliar word  identify and note the main points and give a personal response.  Draw an illustration to match the poem to demonstrate understanding and recognition of details.  Writing  broaden their vocabulary and understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  Write a simple descriptive or time poem  Culture  Explore life in a French city such as Marseille – take a google tour and discuss how it is similar/ different to a British city. | **French school**  **Listening & responding**  Listen attentively to spoken language and show understanding by joining in and responding  Listen to how a French child spends their day and identify the main points and some details from the presentation.  Explore the vocabulary linked to school subjects and timetables.  Revisit work on Marseille/ Paris, cities and towns and explore vocabulary and phrases used to describe these places.  Speaking  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Use knowledge of grammar to speak correctly and hold a simple conversation with at least 5 exchanges about school, towns and cities. Talk about what they are like, express personal preferences in a range of formats.  Reading & responding  Read carefully and show understanding of words, phrases and simple writing  Read independently and understand a short factual text on the cities of Marseille and Paris - note the main points and compare the two places- what is different, what is the same?  Where needed use the context to work out unfamiliar words.  Read extracts from tourist guides with inflection and at a reasonable speed.  Writing  broaden their vocabulary and understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  Design and write electronic tourist guides,  write short phrases from memory with understandable spelling  Culture  Research and organise a Bastille Day celebration for the school on 14th July. |

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