HAYES MEADOW PRIMARY SCHOOL

YEAR SIX – LONG TERM PLAN 26/27

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Core Texts</td><td colspan="2">1,000 year old boy
Holes</td><td colspan="2">Pig heart boy
Hamlet - Shakespeare</td><td colspan="2">Daily Life in the Islamic Golden Age
Golden Horsemen of Bagdad
Ghost Stories
Fight Back</td></tr>
<tr><td>Visual texts</td><td colspan="2">How to train your dragon
Jotun – journey of a viking – LS
Viking Village - LS
The saga of biorn - LS
Holes - film</td><td colspan="2">Ruin – LS
The scarecrow – LS</td><td colspan="2"></td></tr>
<tr><td>Suggested Visits/ Visitors</td><td colspan="2">Visit to Stratford – shakespeare
Staffordshire Wildlife Trust
Viking workshop – in school
Tatton Park - anglo Saxons and Vikings</td><td colspan="2">Blithfield Reservoir</td><td colspan="2">Residential week – Laches Wood</td></tr>
<tr><td>History</td><td colspan="2">Were the Vikings always victorious and vicious?

Use timelines to demonstrate changes and developments in culture, technology, religion and society.
Know the date of any significant event studied from the past and place it correctly on a timeline
Know how Victorian Britain changed during the Industrial Revolution
Describe prehistoric and Victorian inventions
Recognise how Britain changed after the formation of the British Empire

<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>Vikings conquered most of England, apart from the Kingdom of Wessex</td><td>Kingdoms joined together and fought back – this led to unification of England (Angle Land)</td></tr></table></td><td colspan="2">What has been the impact of immigration on Britain over the past 100 years?
To understand what immigration means.
To explore reasons why people move to a different country and how this relates to our human rights.
To think about how it would feel to move to a new country.
To discuss how we can help people to feel welcome and settled

<table><tr><th>Cause</th><th>Effect</th></tr><tr><td></td><td></td></tr></table></td><td colspan="2">Islamic civilizations
Know about the impact that one of the following ancient societies had on the world: Islamic Civilizations.
Know why they were considered an advanced society in relation to that period of time in Europe.
Islamic civilizations
<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>Early Islam helped shaped modern medicine - Al Razi studied medicine and produced 100 books on the topic</td><td>His notes were translated and helped develop medicine across Europe.</td></tr></table></td></tr>
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Geography	How do maps help us to find our way around? Geographical Skills and Fieldwork Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Be familiar with topographical maps and know about contours, etc Know how to use six-figure grid references Know what is meant by latitude and longitude Understand how to use six-figure grid references Set up a geographical fieldwork enquiry, starting with a hypothesis To review, apply and consider next steps as a result of their geographical enquiry Create map displays to communicate their fieldwork investigations Use digital mapping software packaged with confidence		Why has Britain been an attractive place to live for many who were not born there? Use digital maps to follow and create routes across the world and to talk about changes in settlements over time. Understand how time zones work and be able to relate time of places compared with Greenwich meantime. Use six-figure grid references to identify features on a map, including the use of a key. Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio). Evaluate their own annotated sketches (against the criteria). Construct line graphs and pie charts arising from your own line of enquiry. As a result of their findings, know what the next set of questions are to ask.	Why has Brazil got one of the fastest growing economies? Know key differences between living in the UK and in a country in either North or South America. Know about time zones and work out differences. Know and locate developed nations and cities compared to underdeveloped nations. Know and locate high, middle and low income countries. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Know why our industrial areas and ports are important Know main human and physical differences between developed and developing nations. Know the impact of influential people on climate change Evaluate the impact of climate change and how it could impact their own lives.	
Science	Evolution and inheritance Know how the earth and living things have changed over time. Know how fossils can be used to find out about the past. Know about reproduction and offspring. Know how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Know about evolution and can explain what it is.	Classification of animals Classify living things into broad groups according to observable characteristics and based on similarities and differences. Know how living things have been classified. Give reasons for classifying plants and animals in a specific way.	Heart and circulatory system Identify and name he main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals, including humans.	Electricity Compare and give reasons for why components work and do not work in a circuit Draw circuit diagrams using correct symbols. Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.	Light Know how light travels. Know and demonstrate how we see objects. Know why shadows have the same shape as the object that casts them. Know how simple optical instruments work eg. Periscope, telescope, binoculars, mirror, magnifying glass etc
	Working scientifically – scientific attitudes, planning, observing and measuring, analysis.				

<table>
<tr><td></td><td colspan="6"><table>
<tr><th>Scientific attitudes</th><th>Planning</th><th>Observing and measuring</th><th>Analysis</th><th>Evaluating</th><th>Measurements</th></tr>
<tr><td>Identify scientific evidence that has been used to support or refute ideas or arguments
Select the most appropriate ways to answer science questions using different types of scientific enquiry
Read, spell and pronounce scientific vocabulary correctly.</td><td>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</td><td>Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables where appropriate.</td><td>Present data using a variety of scatter graphs, bar and line graphs.
Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations.</td><td>Use test results to make predictions to set up further comparative and fair tests.
Discuss the degree of trust in results.</td><td>Use standard units.</td></tr>
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<tr><td>Art</td><td></td><td>Painting – create a realism painting using oil or acrylic in the style of Kim Wang.</td><td>Sculpture – create a day of the dead mask using clay.</td><td></td><td>Drawing – create a perspective drawing of a Brazilian cityscape.</td><td></td></tr>
<tr><td>DT</td><td>Textiles – create a tapestry to show the journey of a Viking.</td><td></td><td>Food technology – prepare a traditional Brazilian dish.</td><td></td><td></td><td>Structure/ mechanisms – create a CAD board game. Online Tracker Cad.</td></tr>
<tr><td></td><td colspan="6"><table>
<tr><th>Designing</th><th>Making</th><th>Evaluating</th><th>Technical knowledge</th></tr>
<tr><td>Use market research of existing products to inform their design.
Follow and refine original plans.
Justify planning in a convincing way.
Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details.
Show that culture and society is considered in plans and design specification.</td><td>Know which tool to use for a specific practical task.
Know how to use any tool correctly and safely.
Know what each tool is used for.
Explain why a specific tool is best for a specific action.
Pin, sew and stitch materials together to create a product.</td><td>Test and evaluate designed products with specified audience where possible.
Explain how products should be stored and give reasons.
Evaluate product against clear criteria.</td><td>Know which IT product would further enhance specific product.
Use knowledge to improve a made product by strengthening, stiffening or reinforcing.
Use electrical systems correctly and accurately to enhance a given product.</td></tr>
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<tr><td>Computing</td><td colspan="6">Online Safety
Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership.</td></tr>
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(including online safety linked with PSHE)	<u>Privacy and Security:</u> To know how to manage passwords and know examples of how to store them securely, as well as knowing what to do if a password is shared, stolen or lost. <u>Copyright and Ownership:</u> Demonstrate the use of search tools to find and access online content which can be refused by others.					
	Communication and collaboration Identifying and exploring how data is transferred and information is shared online.	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Variables in games Exploring variables when designing and coding a game.	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	Sensing Designing and coding a project that captures inputs from a physical device.
PSHE	Me and my school Know about some of their achievements at Hayes Meadow and their goals for the future. Know how to overcome challenges. Recognise the different roles they take on in school and at home.	Me and my relationships Discuss and describe the impact of gender stereotypes. To think about the impact and consequences of racial bullying. Know how to cope with growing up and identify strategies to help them.	Me in the world Know about a range of groups and identify a range of local examples. Know about the roles of pressure groups eg WWF and Oxfam. Understand some ways they can take responsibility for a particular activity or action. (link to Geography)	Me and my safety Know the effects and dangers of drugs on individuals, the community and the environment. Know and explain the consequences of decision making. Know some basic first aid skills.	Happy and healthy me Know about the physical and emotional changes that take place during puberty. Know different strategies to manage their own feelings and emotions. Know the correct names and functions for the internal organs of the body. Know what menstruation is. Know basic facts about pregnancy and contraception. Know how to stay physically and emotionally healthy.	Me and other people Know how over time people can make a difference. Know what stereotyping is. To have strategies to manage difficult situations and consider their own point of view and that of others.
	Mental Health Use a varied vocabulary when talking about feelings and how to express them. Be able to use strategies to respond to feelings and how to manage the appropriately.					
PE	OAA Gymnastics - movement	Invasion games Dance through the decades	Invasion games: netball Circuit training	Net and wall – volleyball Leadership in PE	Striking and fielding Dance – electricity	Athletics Gymnastics – mountains and rivers

Music	Hey, Mr Miller Musical focus: Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context (WWII, segregation), *Hey, Mr Miller*, *In the mood*, progression snapshot 1	Shadows Musical focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul) Composing for protest Musical focus: To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda	Dona nobis pacem Musical focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony, progression snapshot 2	You to me are everything Musical focus: 1970s soul music, comparing cover versions Twinkl variations Musical focus: To use *Twinkle, twinkle little star* as a composing tool, theme and variations form, passacaglia, improvisation	Race! Musical focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat Exploring identity through song Musical focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems	Ame sau vala tara bal Musical focus: Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3
RE	2.6b Commitment Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment. Christianity Judaism	2.3b Words of Wisdom Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions. Christianity Islam	2.4b Taking Part Find out about the activities of a local religious community and make links with key religious teachings. Buddhism	2.5d Belief in action Make links between beliefs and action and reflect how this might have local, national and international impact. Christianity	2.5a The importance of hope Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. Christianity	2.5c Justice: rich and poor Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life. Christianity Islam
MFL	Le week-end The weekend Activities Likes and dislikes What I don't do	Les vetements Clothes Clothes Opinions about clothes Prices of clothes- numbers 60-80	Ma journee My day Daily routine Times of daily routines Breakfast	Les transports Vehicles Transport Where are you going? How are you getting there? Buying tickets	Le sport Sport Which sports do you like? Giving opinions and reasons	On va faire la fete! Revising units- Places, transports, describing people and clothes, food and ordering food in a café.
	Read and understand a short passage using familiar language. Explain the main points in a short passage. Read a passage independently. Read a factual text about other countries/ read and write about your daily routine/ read about different methods of transport/ read a present tense paragraph/ read a past tense paragraph/ understand a short story or factual text and note the main points.					