



HAYES MEADOW PRIMARY SCHOOL

YEAR SIX – LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Viking Boy The Vikings secret weapon – N/F 30 copies 1,000 year old boy The spider and the fly Wonder Hamlet - Shakespeare		Pig heart boy Trash Holes The Last Wild Climate Strike N/F 30 copies Street Child Home		Tales from Arabian Nights Daily Life in the Islamic Golden Age Golden Horsemen of Bagdad	
Visual texts	How to train your dragon Jotun – journey of a viking – LS Viking Vilage - LS The saga of biorn - LS		Holes - film Ruin – LS The scarecrow – LS			
Suggested Visits/ Visitors	Visit to Stratford – shakespeare Staffordshire Wildlife Trust Viking workshop – in school Tatton Park - anglo Saxons and Vikings		Blithfield Reservoir		Residential week – Laches Wood	
History	Were the Vikings always victorious and vicious? Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo-Saxons.				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.	
Geography			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.		Use google earth to locate a country or place of interest and to follow the journey of rivers etc. Know what most ordnance survey symbols stand for. Know how to use six figure grid references. Use graphs to compare changes over time. Know how to use digimaps. Be familiar with topographical maps and know about contours etc.	

			<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Know why our industrial areas and ports are important</p> <p>Know main human and physical differences between developed and developing nations.</p> <p>Know the impact of influential people on climate change</p> <p>Evaluate the impact of climate change and how it could impact their own lives.</p>			
Science	<p>Evolution and inheritance</p> <p>Know how the earth and living things have changed over time.</p> <p>Know how fossils can be used to find out about the past.</p> <p>Know about reproduction and offspring.</p> <p>Know how animals and plants are adapted to suit their environment.</p> <p>Link adaptation over time to evolution.</p> <p>Know about evolution and can explain what it is.</p>	<p>Classification of animals</p> <p>Classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Know how living things have been classified.</p> <p>Give reasons for classifying plants and animals in a specific way.</p>	<p>Heart and circulatory system</p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Know the function of the heart, blood vessels and blood.</p> <p>Know the impact of diet, exercise, drugs and lifestyle on health.</p> <p>Know the ways in which nutrients and water are transported in animals, including humans.</p>		<p>Electricity</p> <p>Compare and give reasons for why components work and do not work in a circuit</p> <p>Draw circuit diagrams using correct symbols.</p> <p>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</p>	<p>Light</p> <p>Know how light travels.</p> <p>Know and demonstrate how we see objects.</p> <p>Know why shadows have the same shape as the object that casts them.</p> <p>Know how simple optical instruments work eg. Periscope, telescope, binoculars, mirror, magnifying glass etc</p>
	Working scientifically – scientific attitudes, planning, observing and measuring, analysis.					
	Scientific attitudes	Planning	Observing and measuring	Analysis	Evaluating	Measurements
	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	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings.	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	Use test results to make predictions to set up further comparative and fair tests. Discuss the degree of trust in results.	Use standard units.

	types of scientific enquiry Read, spell and pronounce scientific vocabulary correctly.		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables where appropriate.	displays and other presentations.		
Art	Use a full range of pencils, charcoal or pastels when creating a piece of observational art. Explain why different tools have been used to create art. Explain why chosen specific techniques have been used. Know how to use feedback to make amendments and improve art. Explain the style of art used and how it has been influenced by a famous artist. Know what a specific artist is trying to achieve in any given situation. Kim Wang - insects	Know which media to use to create maximum impact. Know why art can be very abstract and interpret what message the artist is trying to convey. Explain the style of art used and how it has been influenced by a famous artist. Know what a specific artist is trying to achieve in any given situation. Lobo – pop art	Know how to overprint to create different patterns. Explain the style of art used and how it has been influenced by a famous artist. Know what a specific artist is trying to achieve in any given situation. Know how to use a range of e-resources to create art. Adam Williamson – Islamic art			
DT	Board games Evaluate a selection of board games and their packaging. Design and make own Viking board game.	To design and create a model to explain the heart and circulatory system. Food Technology Food from Brazil	Model theatre – to act out with puppets Islamic tales using knowledge of electricity for lights etc.			
	Designing	Making	Evaluating	Technical knowledge		
	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.	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.	Test and evaluate designed products with specified audience where possible. Explain how products should be stored and give reasons. Evaluate product against clear criteria.	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.		

Computing (including online safety linked with PSHE)	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.		
	Use technology safely Know how to be a discerning consumer of information online including understanding the information including that from search engines is ranked, selected and targeted. Know that the same principles apply to online relationships as to face to face relationships including the importance of respect for others online including when we are anonymous. Know that the internet can also be a negative place where online abuse where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health. Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable. Recognise the value in preserving privacy when online for their own and other people's safety.							
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	Games (Football)	Dance	Gymnastics	Games (Dodgeball)	N & W Tennis	Athletics	OAA	S & F Rounders

Music	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	
RE	<p>2.6b Commitment</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment.</p> <p>Christianity Judaism</p>	<p>2.3b Words of Wisdom</p> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions.</p> <p>Christianity Islam</p>	<p>2.4b Taking Part</p> <p>Find out about the activities of a local religious community and make links with key religious teachings.</p> <p>Buddhism</p>	<p>2.5d Belief in action</p> <p>Make links between beliefs and action and reflect how this might have local, national and international impact.</p> <p>Christianity</p>	<p>2.5a The importance of hope</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.</p> <p>Christianity</p>	<p>2.5c Justice: rich and poor</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life.</p> <p>Christianity Islam</p>
MFL	<p>Le week-end The weekend</p> <p>Activities Likes and dislikes What I don't do</p>	<p>Les vetements Clothes</p> <p>Clothes Opinions about clothes Prices of clothes- numbers 60-80</p>	<p>Ma journee My day</p> <p>Daily routine Times of daily routines Breakfast</p>	<p>Les transports Vehicles</p> <p>Transport Where are you going? How are you getting there? Buying tickets</p>	<p>Le sport Sport</p> <p>Which sports do you like? Giving opinions and reasons</p>	<p>On va faire la fete!</p> <p>Revising units- Places, transports, describing people and clothes, food and ordering food in a café.</p>
<p>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.</p>						