

Long Term Curriculum Plan 2024/25 – Year 6

	Autumn 1 7 weeks + 2	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks + 2
Skills for Success	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
Visits and Visitors	Life Skills College for Dissection The Box – WW2 and The Blitz in Plymouth	Evolution Inheritance dome film?	College trip – science Visit Tavistock Guildhall (debate civil rights)		College Trip - science	Residential Transition to Secondary
Garden Days	Orienteering – team activities	Signalling and communicating	Whittling and carving/.bug houses	Weaving	Scavenger hunt	First Aid scenarios
English	Jabberwocky – Write own innovated version of the Jabberwocky poem Eye of the storm-extended narrative including a flashback to manipulate the timeline for the	Drove of Bullocks To write short, non-fiction passages that relate to a collective noun for an animal; that engage the reader through the use of expanded nouns and formal voice. Personification Poetry	Tommie and John – Recount and discussion From Slave ship to Freedom Road – explanation text of The Atlantic Slave Trade	Mysteries of Harris Burdick Fiction To use a range of devices to vary the structure of our narrative writing adding relevant detail to engage our reader.	Poetry – Cloudbusting To tell a story through poetry, making choices about poetic devices The Lost Thing - Shaun Tan To plan and draft an	Scientific explanation text

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	reader				<p>effective story showing an understanding of how choices made will impact on the reader; to edit and re draft our narrative to improve the desired effect on the reader</p> <p>Extended narrative integrating dialogue effectively</p>	
Mathematics	Calculating using knowledge of structures Multiples of 1,000	Numbers up to 10,000,000 Draw, compose and decompose shapes	Multiplication and division Area, perimeter, position and direction	Fractions and percentages Statistics	Ratio and proportion Order of operations Mean average Revision of KS2 curriculum	Calculating using knowledge of structures (2) Solving problems with two unknowns
Science	Animals and humans Circulatory	Evolution and inheritance Recognise that living	Light Recognise that light appears to travel in	Electricity Associate the brightness of a	Living things Habitats – classification	RSE

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	<p>system Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function .</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadow have the same shape as the objects that cast them.</p>	<p>lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	
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<p>Computing and Online Safety</p>	<p>Computing systems and networks – communication and collaboration</p> <p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.</p>	<p>Creating media – web page creation</p> <p>Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p>	<p>Programming A – variables in games</p> <p>Many devices/apps/games are designed to keep users online for longer than they might have planned or desired. Much of the information seen online is a result of some form of targeting.</p>	<p>Data and information – introduction to spreadsheets</p> <p>Knowing about the different types of grooming and motivations for it, for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines). Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out</p>	<p>Creating media – 3D modelling</p> <p>Fraud can take place online and can have serious consequences for individuals and organisations.</p>	<p>Programming B – sensing movement And Using the microbit for primary to secondary transito</p> <p>Online challenges acquire mass followings and encourage others to take part in what they suggest.</p>
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				and watching it.		
French KS2	Welcome to school super learners 1.Greetings 2.Numbers 3.Numbers 4.Days and months 5.School room 6.Classroom objects	My local area, your local area 1.Fireworks poem 2.ClassroomCommands 3.ClassroomCommands 4. Places in Town 5. Places in Town 6. Christmas Shopping	Family tree and faces 1.Epiphany 2.Family members 3.Family members 4.Faces 5.Faces 6.Faces	Celebrating Carnival Body parts 1.-6 Faces and body parts	Feeling unwell Jungle Animals 1.I don't feel well 2. I don't feel well 3 – 6 Jungle animals	The weather/ice creams/language puzzles 1 -3 The weather 4. Ice cream 5. Ice cream 6. Language puzzle
History	World War 2 1934 - 1945 - Key dates and events -D-Day landings, Battle of Britain High Flight – John Gillespie Magee Jnr (poem to learn and remember) Alan Turing, Bletchley Park (WW2)		A non-European society that provides contrasts with British history - 19 th Century - 1968 Black Power Salute at the Olympics - Martin Luther King JR,Nelson Mandela, Tommie Smith and John Carlos		- 18 th and 19 th Century - The Industrial Revolution - Inventors or entrepreneurs	
Geography		Use maps, atlases, globes and digital/computer		Compare Devon to a region in South America.		Human Geography – a focus on learning

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		<p>mapping to locate countries and describe features studied</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major</p>		<p>Push and pull factors</p> <p>Use maps to focus on differences and similarities in climate, population and economy.</p>		<p>about trade between the UK and Europe, and Europe with the rest of the world.</p>
<p>Music MoTM – each month a different artist to listen to and appraise.</p>	<p>Learn the song “Happy” by Pharrell Williams. Improve and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.</p>	<p>Classroom Jazz 2: Learn, improvise and compose with the songs “Bacharach Anorak” and “Meet the Blues” by Ian Gray. Christmas Songs</p>	<p>Learn and compose with the song “Don’t Stop Believin’” by Journey.</p>	<p>Easter Assembly songs Learn, improvise and compose with “You’ve Got A Friend” by Carole King. Perform “You’ve Got A Friend” by Carole King. Accompany with glockenspiels and recorders.</p>	<p>Learn the song “Plastic” by Susan and Adam Sinclair. Explore the composition or 4/4 beat structure and lyrics containing rhyming couplets in order to improvise. Perform the song PLASTIC. Perform improvisations of PLASTIC and video using Learnpads.</p>	<p>End Of Year show</p>
<p>Art</p>	<p>Collage – Gustav Klimt <u>Inspiration from</u></p>		<p>Printing – Elizabeth Catlett, Corita Kent – Art as Protest</p>			<p>Drawing and Painting – Banksy Graffiti and</p>

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	<p><u>the greats.</u> 1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others.</p> <p><u>Collage and Painting</u> 1. Combine visual and tactile qualities. 3. To extend use of collage materials revisiting texture pattern and shape.</p> <p><u>Textiles</u></p> <p><u>Sculpture - ceramics</u> Design, make and evaluate 3D monster head inspired by the</p>		<p><u>Printing</u> 1. Create an accurate pattern, showing fine detail. 2. Use a range of visual elements to reflect the purpose of the work.</p>			<p>Portrait <u>Drawing</u> 1. To experiment with ways of creating appropriate tone and texture. To use them to enrich drawings. 2. To observe the human figure in a variety of situations. 3. To develop an understanding of perspective - focal point, distance, horizon. 4. Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p><u>Painting</u> 1. Experiment with creating mood with colour.</p>
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	Jabberwocky in clay.					<ol style="list-style-type: none">2. Use brush techniques and the qualities of paint to create texture.3. Develop a personal style of painting, drawing upon ideas from other artists.4. To show evidence of independence in selecting techniques and materials for use in a painting.
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<p>Design Technology</p>		<p>Food- Celebrating culture and seasonality</p> <p>Design, make and evaluate a cup cake recipe/design Or dish such as soup, recognising cultural and seasonal aspects</p>		<p>Electrical systems</p> <p>More complex switches and circuits</p> <p>Design, make and evaluate a quiz board for peers to use for entertainment.</p>	<p>Frame and Structures and Pulleys and gears</p> <p>Design, make and evaluate a functional Borrowers' House for display.</p>	
<p>Personal Social Health Education</p>	<p>Mental well being</p> <p>Know how to judge what they are feeling and how they are.</p> <p>Extend their vocabulary to explain both the range and intensity of their feelings</p> <p>Recognise they may experience conflicting</p>	<p>Being Safe</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns or abuse and the vocabulary and confidence to do so</p> <p>Know where and how to seek support (including recognising the triggers for seeking support), including</p>	<p>Healthy Eating Drugs, alcohol and tobacco Health and Prevention</p> <p>Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol</p>	<p>Family and People who care</p> <p>Caring Friendships</p> <p>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or</p>	<p>Respectful relationships Physical health and fitness Physical Health and Fitness</p> <p>Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted</p>	<p>First Aid</p> <p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – BASIC LIFE SUPPORT</p> <p>Know how to do the Primary Survey</p> <p>Carry out the</p>

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	<p>emotions and when they might need to listen to, or overcome these</p> <p>SFS : Resilience</p>	<p>whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>SFS :Risk Taking</p>	<p>on diet or health) Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</p> <p>Concept of ‘balanced lifestyle’</p> <p>SFS: Responsibility</p>	<p>advice from others if needed. Develop strategies to resolve disputes and conflicts through negotiation and compromise</p> <p>SFS: Co operation</p>	<p>contact; understanding that some actions constitute abuse and can be a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Understand how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>SFS: Self Belief</p>	<p>procedure of the recovery position</p> <p>SFS: Understanding Yourself</p>
Religious Education	<p>U2.2 Creation and science: conflicting or complementary?</p>	<p>U2.11 Why do some people believe in God and some people not? <u>Overview:</u> Connecting the faith of Christians and non believers.</p>	<p>U2.7 Why do Hindus want to be good?</p>	<p>U2.5 What do Christians believe Jesus did to ‘save’ people <u>Overview:</u> Connecting the</p>	<p>U2.6 For Christians, what kind of king is Jesus?</p>	<p>U2.12 How does faith help people when life gets hard? <u>Overview:</u> Connecting the</p>

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		Peace project <u>Overview:</u> Exploring faith and moral issues in the wider world context.		faith of Christians and Hindus.		faith of Christians, Muslims, Jews and Hindus
Physical Education	<p>Personal</p> <p>Hockey: Demonstrate accurate dribbling and control whilst varying speed and direction, avoiding obstacles and other children. Use spacial awareness to send the ball to a target and to a moving team member, whilst opposed. Identify when to intercept a pass and when to tackle the</p>	<p>Social</p> <p>Basketball Demonstrate how to use your body position to protect the ball from defenders. Dribble the ball whilst keeping possession to send to a target whilst opposed. Identify when to intercept a pass and when to tackle the opposition to gain possession. Recognise how to create space to receive a ball to attack goal</p>	<p>Cognitive</p> <p>Tennis Use Agility, balance and coordination whilst playing the ball. Place the ball to ensure a dominant court position is maintained. Combine forearm and backhand shots with increasing accuracy. Place an underarm serve accurately to challenge opponent.</p>	<p>Creative</p> <p>Tennis Vary power and length of shots in attacking play. Plan and create variations on a game to maintain a suitable level of challenge. Create competitive games involving a small group to incorporate accurate serving and a range of shots.</p>	<p>Physical</p> <p>Striking and Fielding Be able to strike a moving ball with intent to challenge the opposition. Use overarm throw with accuracy and distance and consideration of receiver. Intercept and catch a ball effectively and return it with speed, accuracy and consideration for receiver.</p>	<p>Health and Fitness</p> <p>Striking and Fielding Decide when to play an attacking shot and when to play defensively without compromising innings. To bowl accurately with varying force and technique to deceive the batsman. Use cooperation and communication when fielding, to challenge the batsman.</p>

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	opposition to gain possession. Use body movement to create space away from the opposition to receive the ball.				Develop accurate bowling, combining underarm with overarm styles, to challenge batsman.	Develop competitive games involving a small group to incorporate accurate throwing, catching and striking.
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