

LONG TERM PLAN 2019-20 YEAR 6

	AUTUMN:	SPRING:	SUMMER:
SCIENCE:	<p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Animals including humans Describe the changes as humans develop to old age. All living things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.</p>

<p>HISTORY:</p>	<p>Saxons</p> <p>PRE-LEARNING: To understand why people, move and explore the different groups who lived in Britain before the Anglo-Saxons. Why do people move? Who has already lived in Britain? (Mind map and research 3 interesting facts about Celts and Romans)</p> <p>To understand who the Anglo-Saxons were and why they settled in Britain. (Produce a poster which would persuade Anglo Saxons to settle in Britain - map of where they came from and where they settled)</p> <p>I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings. (Atlas work - exploring name endings with meanings and locations. Map work to look at the seven kingdoms)</p> <p>I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (Pictures of artefacts - what is it? What material is it made from? What does that tell us about the AS. Produce an information poster about Sutton Hoo)</p> <p>I can describe a typical Anglo-Saxon village and explain what jobs the people did.(Carry out research and then produce a diary account of a day in the life of an AS and also producing a plan of an AS village)</p>	<p>Vikings</p> <p>PRE - LEARNING: To understand the period of history when Vikings raided and settled in Britain. (In groups produce a timeline)</p> <p>I can explain when and where the Vikings came from and why they raided Britain. (Produce a group map of Viking travel with key information)</p> <p>To investigate how Vikings travelled. (Produce a model Viking boat -including facts and labels)</p> <p>To find out and understand the Viking raids on Lindisfarne. (Complete chart using Internet and books, plan a diary account from point of view of a monk, Viking - after Viking raids on Lindisfarne, write diary)</p> <p>To carry out research the Battle of Edington.</p> <p>To take part in a debate about which was the greatest king - King Alfred or Athelstan?</p> <p>To understand 'Danegeld'</p>	<p>Mayans</p> <p>I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.</p> <p>I can explain what the Mayan writing system consists of, how words are constructed and what codices are.</p> <p>I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p>
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	<p>I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.</p> <p>To investigate Anglo Saxon art and culture (Make an AS brooch).</p>		
GEOGRAPHY:	<p>Mountains I can define what a mountain is and can identify and locate the major mountain ranges in the world.</p> <p>I can explain the different ways that mountains are formed.</p> <p>To investigate a mountain environment and compare to other mountain environment.</p> <p>To find out about mountain climates and their impact on physical and human geography in the area.</p> <p>To investigate mountains as tourist destinations and find out the positive and negative aspects of tourism in mountain environments.</p>	<p>Extreme Earth To find out about the Earth's climate and areas of extreme temperatures.</p> <p>To find out about extreme weather conditions across the world.</p> <p>To find out about the water cycle and the distribution of water across the world.</p> <p>To find out about earthquakes and what causes them.</p> <p>To find out about tsunamis and how they are caused.</p> <p>To find out about the Earth's climate and areas of extreme temperatures.</p>	<p>Coasts To find out what coasts are and how they are formed.</p> <p>To be able to use maps and secondary sources to research and describe coastal areas.</p> <p>To find out about the physical features of coasts and the processes of erosion that affect them.</p> <p>To explore different strategies of coastal management.</p> <p>To learn how changes in land use will affect people and the environment in different ways.</p>
COMPUTING:	<p>Kodu I can investigate and evaluate the features of programming software. I can program Kodu using 'When' and 'Do' instructions.</p>	<p>Film Maker I can use appropriate software and other tools effectively to write a film script.</p>	

	<p>I can use tools and add features to create an original landscape in Kodu.</p> <p>I can analyse and deconstruct code to work out its purpose.</p> <p>I can program a character to be controlled around a custom track to reach a goal.</p> <p>I can program a character to follow an automatic path.</p>	<p>I can locate and check appropriate digital content, and provide accurate crediting of sources.</p> <p>I can use digital recording devices to film and import into video editing software.</p> <p>I can plan, conduct and import video interviews as part of a short film.</p> <p>I can use video editing software to create a short film.</p> <p>I can use video editing software to turn a film project into a finished movie and present it.</p>	
ART:	<p>Pop Art</p> <p>What is Pop Art? Research and produce examples about it - looking at influences, colour and different artists and techniques used.</p> <p>https://www.tate.org.uk/kids/explore/what-is/pop-art</p> <p>Explore and express opinions about different artists - Andy Warhol and Roy Lichtenstein. What do they think about their work?</p> <p>Produce cartoon style words in the style of Lichtenstein - using felts and paints.</p> <p>Portraits in the style of RL - looking at the use of dots. Select appropriate ways in which to produce. PAINTS</p> <p>Produce tile prints of every day objects in the style of Warhol. Selecting colour and how to produce a tile to add detail.</p> <p>Repeated pictures - changing one aspect - using Coke can.</p>	<p>People in Action:</p> <p>Discuss and rehearse different body gesture and movements - taking photographs to represent. Using wooden</p> <p>Explore different artists and ways in which movement can be shown in art.</p> <p>Collect work and make notes about techniques used and how and what it shows - how movement is shown.</p> <p>(Look at photographs, cartoons and sketches, sculptures -Edward Muybridgety, the work of futurists, such as 'Unique forms of continuity in space' and 'The dynamism of a footballer' by Boccioni; 'Wildly dancing children' by Nolde; 'The Cardiff team' by Robert Delaunay; 'The three dancers' by Picasso and impressionists work by Edward Degas</p> <p>https://www.tate.org.uk/kids/explore/top-5/top-5-sculptures</p>	<p>Street Art</p> <p>Explore street art -is this art?</p> <p>https://www.tate.org.uk/kids/explore/kids-view/meet-street-artist</p> <p>Look and express opinions about work by Banksy and Keith Haring.</p> <p>Sculpture work looking at our own work connected to 'people in action' producing sculptures out of large pieces of card.</p> <p>Children will design and make scaled versions of their sculptures.</p>

		<p>Taking photographs of action shots - sketching techniques to show action in drawing in the style of impressionists and using pastels to produce work like futurists.</p>	
<p>D and T:</p>	<p>Marble Run Research -I can investigate free standing structures. Investigate -To investigate and analyse a range of existing products in the context of investigating commercially bought marble runs. Developing skills - To apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening, reinforcing and stabilising a cardboard tube. To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together To select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of developing practical skills to help make bends in marble runs. Planning -To design a themed marble run (IN GROUPS) Making</p>		<p>Burgers</p>

	Evaluating.		
MUSIC:	<p>CHARANGA:</p> <ul style="list-style-type: none"> • Livin' on a prayer. • Dancing in the Street. 	<p>CHARANGA:</p> <ul style="list-style-type: none"> • Make you feel my love. • The Fresh Prince of Bel Air. 	YEAR 6 PRODUCTION
R.E:	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> • Christians • Hindus 	<p>U2.5 Is it better to express your belief in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> • Christians • Muslims 	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and /or Ummah (community)?</p> <ul style="list-style-type: none"> • Christians • Hindus • Muslims
P.E/Games:	<p>Dance / hockey</p> <p>Circuit training/tennis</p>	<p>Gym (floor)/ netball</p> <p>Gym (apparatus)/Rugby</p>	<p>Athletics/rounders</p> <p>Athletics/cricket</p>
Spanish	<p>Counting to 100</p> <p>Transport</p>	<p>Countries, describing places, where they live.</p>	<p>Travel and holidays</p> <p>Mexico</p>