



## Year 6 Long Term Plan 2024-2025

| Topic/Curriculum Area      | Blitz, Bangs and Bombs   |   | On Top of the World  |   | Survival of the fittest  | This is Our Greatest Show  |
|----------------------------|--|---|--|---|--|--|
| <b>Reading</b>             | <i>Once</i> by Morris Gleitzman<br><br><i>Skellig</i> by David Almond  | <i>When the Sky Falls</i> by Phil Earle   | <i>Holes</i> by Louis Sachar   | <i>Pig Heart Boy</i> by Malorie Blackman  | <i>Can You See Me?</i> by Libby Scott and Rebecca Wilcott  | <i>The Final Year</i> by Matt Goodfellow   |
| <b>Writing</b>             | <b>Narrative – <i>Goodnight Mr Tom</i></b> by Michelle Magorian<br><br><b>Narrative - <i>Skellig</i></b> by David Almond | <b>Non-fiction –</b> Non-chronological report (fictional)<br><br><b>Narrative - <i>When the Sky Falls</i></b> by Phil Earle<br><br><b>Non-fiction -</b> Persuasive Formal Letter of complaint (linked to <i>When the Sky Falls</i> )<br><br><b>Poetry</b><br>Blitz poem | <b>Narrative – <i>Holes</i></b> by Louis Sachar<br><br><b>Non-fiction –</b> Informal letter<br><br><b>Non-fiction –</b> Recount – Newspaper Report (linked to <i>Holes</i> ) | <b>Narrative – <i>Macbeth</i></b> by William Shakespeare<br><br><b>Non-fiction –</b> Explanation (Geography link) | <b>Narrative - <i>The Highwayman</i></b> by Alfred Noyes<br><br><b>Non-fiction –</b> Non-chronological report (Science link) | <b>Narrative – <i>Alma</i></b> (animated film)<br><br><b>Non-fiction –</b> Discussion<br><br><b>Poetry</b><br>Y6 Leavers' poem |
| <b>Applied Mathematics</b> | Science- measuring and graphs  | Science- graphs   | Computing – algorithms   |   | DT – averages and ratios   | Art – Tessellation<br><br>Science – graphs   |
| <b>Science</b>             | Light  | Electricity   | Animals, including humans  | Animals, including humans   | Evolution and Inheritance  | Living things and their habitat  |
|                            | Plan a fair test involving shadows   | Plan a fair test<br>Communicating findings graphically  | Researching using secondary sources  | Researching using secondary sources<br>Plan a fair/comparative test   | Plan abstract models<br><br>Research   | Researching using secondary sources<br><br>Pattern seeking enquiry   |

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|                       |  |   |   | Observation of real heart   |  |   |
|                       | What are the factors affecting shadow size and shape?                              | What are the factors affecting the brightness of a bulb?    | Why does the blood returning to the heart have less oxygen in it?                                 | How does exercise affect heart rate?                                    | What changes can be observed in human skulls over time? Does the shape of a bird beak affect the food it eats? | Where is the greatest diversity of plants?                            |
| History               | World War II + local focus   |   |   |   |  |   |
| Geography             |  |   | Mountains   |   | Trade  |   |
| Art                   | Sculpture – Henry Moore  |   | Textiles – Reineke Hollander  |   |  | Drawing - Escher  |
| Design and Technology |  | Textiles – Make Do and Mend                                 |   | Electronics - Crumbles  | Cooking – Enterprise   |   |
| Physical Education    | Dance<br>Athletics - Cross Country<br>Outdoor adventurous activities (residential) | Swimming<br>Games - Tag Rugby                               | Swimming<br>Indoor Athletics  | Games - Hockey/Netball<br>Gymnastics                                    | Athletics<br>Games - Cricket   | Swimming<br>Games - Rounders  |
| Religious Education   | How and why does religion bring peace and conflict? (Multi)                        | How do Buddhists explain suffering in the world? (Buddhist) | What does it mean to be human? Is being happy the greatest purpose in life? (Humanist, Christian) | Creation in science: conflicting or complimentary? (Christian/Humanist) |  | How do beliefs shape identity for Muslims? (Muslim – prepare for KS3) |
| Music                 | Music from WWII era  | Programme Music   | Gospel Music  | We got the Blues/Music Explorer   | Musical Journey  | Musical Trailblazers  |

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| <b>Personal, Social and Emotional Education</b> | Zones of Regulation   | Healthy Me                                     | Celebrating Difference                         | Dreams and Goals | Relationships   | Changing Me   |
| <b>French</b>                                   | Chaud et Froid (Hot and Cold)   |  | Emplacements (Locations)                       |                  | Visiter la France (Visit France)  |   |
| <b>Computing</b>                                | Online Safety   | Computing Systems and Networks - Communication | Programming - Variables (Scratch and Crumbles) |                  |   | Digital Literacy - Webpage  |
| <b>Enrichment Opportunities</b>                 | Norfolk Lakes Residential<br>History off the Page – WWII classroom<br>Henry Moore Foundation trip |  |  | Heart dissection | Sedgwick Museum of Earth Sciences and Cambridge University Museum of Zoology trip<br>Crucial Crew | France trip<br>High Ropes/Assault course trip<br>Secondary school transition<br>Y6 Production |