






Northborough School - Long Term Plan - Year 6  
Willow Class

**Key Drivers –Exploration, Innovation, Creativity, Conflict, Change , Impact, Beliefs, Identity, Diversity**

	Autumn Term 		Spring Term 		Summer Term 	
<b>Curriculum Project</b>	<b>WW2</b>	<b>Settlers and Migration</b>	<b>Frozen Kingdom</b>	<b>Polar Biomes</b>	<b>Kings and Queens</b>	<b>Coasts /Year 6 Production</b>
Memorable experience	Visit to Duxford Museum		Visit to Scott Polar Institute and Botanical gardens???		Residential Trip	Year 6 Performance Last Assembly Sports Day etc
Home Learning Opportunities	Research on an aspect of WW2 that interests them eg clothing, rationing, planes tanks.etc		Biography on Scott	Research on Artic and Antarctic animals.	Scripts for Performance	Assembly Transition
<b>English – writing</b> Power of Reading used for inspiration PR Hot seating Role play-drama	<b>Time Train to the Blitz-</b> <b>NC. Report World War- “</b> <b>Why and how did the war begin?</b>  <b>Description of setting linked to the London in the Blitz.</b>  <b>Diary account of an air raid during the blitz.</b>	<b>Good Night Mr Tom</b>  Description of character  Informal letter from evacuee home.  Biography of Anne Frank.	<b>Ice trap PR by Meredith Hooper</b>  <b>Shackleton’s log describing conditions on board</b>  <b>Persuasive advert recruiting men for expedition.</b>	<b>Stormbreaker</b>  Create mini mission for Alex using the style of an action adventure story building suspense and tensions.  Letters of Complaint inspired by Fawley Towers	<b>Kensuke’s Kingdom.</b>  Re-write story opening retold in flashback.  Brochure for residential.	<b>Chosen play for END OF YEAR</b>  Play scripts Newspaper articles

	<p><b>Pupils should be taught to:</b>  En6/3.3 <b>Composition</b>  En6/3.3a Plan their writing  En6/3.3b Draft and write  En6/3.3c Evaluate and edit  En6/3.3d proofread for spelling and punctuation errors  En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p style="text-align: center;"><b>See attached sheet for full writing composition objectives</b></p>					
<b>Grammar</b> Grammar Scholastic Scheme book and DVD	Conjunctions Range of punctuation Adverbials	Use of semi-colons /dashes Embedded clauses Expanded noun phrases	Active and Passive voice Adverbials extend Language –formal standard English	Distinguish between informal and formal vocabulary and sentence structures (incl. subjunctive?)	Use hyphens to avoid ambiguity Bullet points/colons	Review
<b>Reading</b>	Time Train to the Blitz.	Goodnight Mister Tom PR -Non-	Shackleton’s Journey by William Grill PR Research – Various biographies			Play scripts  Review
	<p><b>Pupils should be taught to:</b></p> EN6 1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: En6/2.2b understand what they read by En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En6/2.2d distinguish between statements of fact and opinion En6/2.2e retrieve, record and present information from non-fiction En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary En6/2.2h provide reasoned justifications for their views. <b>Full objectives attached</b>					
<b>Extended Reading</b> Every day if possible.						

<b>Spelling</b> Weekly sheets with investigation Games	<b>Spelling Shed</b>					
Pupils should be taught to:  En5/3.1a use further prefixes and suffixes and understand the guidance for adding them En5/3.1b spell some words with 'silent' letters En5/3.1c continue to distinguish between homophones and other words which are often confused En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically En5/3.1e use dictionaries to check the spelling and meaning of words En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En5/3.1g use a thesaurus						
<b>Maths</b> White Rose Maths- long term plan PIXL Statutory objectives requirements attached	<b>Place Value /addition and subtraction</b> <b>Arithmetic weekly through all terms</b>	<b>Multiplication and Division</b> <b>Fractions multiples and factors</b>	<b>Fractions, Percentages and Decimals ,</b> <b>Geometry , shape properties</b>	<b>Ratio proportion</b> <b>Geometry –direction and position</b> <b>Algebra</b>	<b>Measurement- perimeter /area and volume</b> <b>Statistics</b>	<b>Review</b>
<b>Computing</b> Computer Scheme of Work –Ilearn2	<b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>Computers, past, present and future</b> <b>From WW2 to present day</b> Design and create digital content to accomplish goals. Use search technologies	<b>Web page design</b> <b>Designing a school Wikipedia page linked to WW2</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	<b>Graphic design</b> <b>Antarctic landscape</b> Design and create digital content to accomplish goals.  <b>Image editing</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that	<b>Scratch programing</b> <b>Creating a game linked to Antarctica</b> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain	<b>Python programming</b> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use a textual programming language to solve a variety of	<b>Virtual reality</b> Design and create digital content to accomplish goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

	<p><i>effectively and be discerning in evaluating digital content.</i></p>		<p><i>accomplish given goals</i></p>	<p><i>how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><i>Making a text based adventure game</i></p>	<p>computational problems. (Key Stage 3)</p> <p><b>Data detectives</b>  <i>Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.</i></p>	
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
<p><b>Science</b></p>	<p><b>Light STEM</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> </ul>	<p><b>Moon Phases linked to Bomber raids STEM</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> </ul>	<p><b>Living things and their habitats , Classification</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Continue</b></p>	<p><b>Evolution and Inheritance</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in</li> </ul>	<p><b>Electricity Review</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the</li> </ul>

	<ul style="list-style-type: none"> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<ul style="list-style-type: none"> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<ul style="list-style-type: none"> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>		<p>different ways and that adaptation may lead to evolution</p>	<p>on/off position of switches</p> <ul style="list-style-type: none"> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>
	<p><b>Working scientifically</b></p> <p>During years 5 and 6, <b>pupils should be taught</b> to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<p><b>History</b></p>	<p>World War II</p> <p>Battle of Britain</p> <p>The Blitz</p>		<p>Shackleton's Expedition Significant Individual – Shackleton</p> <p><i>Broader Historical Study: A depth study linked to a studied period -Shackleton – Polar exploration</i></p>		<p>Kings and Queens</p> <p>John Clare Week</p>	
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line</li> <li>compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied</li> <li>link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations - fact or fiction and opinion be aware that different evidence will lead to cartoons, etc. different conclusions confident use of the library etc. for research</li> <li>use a range of sources (primary and secondary) to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account</li> <li>use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</li> <li></li> </ul>						

Geography		Migration and Settlements	Longitude and Latitude Time Zones  <i>Antarctica Shackleton's Journey</i>			Coasts
	John Clare Local village					
<p><b>Pupils should be taught: Geographical skills and field work</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</li> <li>• Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>• Expand map skills to include non-UK countries.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>						
Art and Design	<b>Drawing and Digital Media</b>  Mark making Observational drawings of 1940s street scenes during the Blitz Mixed media.		<b>Painting</b>  <b>Exploration of different painting techniques.</b>  Appraise the art work of landscape painters such Turner's seascapes.  Look at illustrations from the Ice Trap.  Using original photos from the Endurance stuck in			3D  Research and sketch a coastal creature.  Construct a clay creature form two thumb pots and add elements and textures to it.

			the ice, plan and paint a composition.			
Possible artists Themed artist Picasso	Paul Carney Picasso	Michael Keck Andy Warhol Picasso	Kenojuak Ashevak Kananginak Pootoogook	Nick Mackman – animal sculpture Lilliput lane – minitures	Gustav Klimt –artist Tristan Eaton –modern	Pagan tradition Kurt Schwitters – famous Picasso
	<b>Explore, Develop, Evaluate</b> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>					
Design Technology		Structures Anderson Shelters.		Food Technology Healthy snacks.		Electrics

	<b>Explore, Develop, Evaluate</b> <ul style="list-style-type: none"> <li>to communicate their ideas through detailed labelled drawings</li> <li>to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</li> <li>to develop a design specification</li> <li>to plan the order of their work, choosing appropriate materials, tools and techniques</li> <li>to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> </ul>					
<b>Music</b> <b>Music Express</b>	<b>Music and technology</b>	<b>Developing Ensemble Skills</b>	<b>Creative Composition</b>	<b>Musical Styles. Connect us</b>	<b>Improvising with Confidence .</b>	<ul style="list-style-type: none"> <li>Year 6 Leavers</li> </ul>
	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> </li> <li>develop an understanding of the history of music.</li> </ul>					
<b>PHSE</b> <b>Cambridgeshire Scheme of work</b>	<b>Right, Rules and Responsibilities</b>	<b>Anti-Bullying My Emotions</b>	<b>Working together Drug Education</b>	<b>Healthy Lifestyles</b>	<b>Sex and Relationships</b>	<b>Financial capabilities-Transition</b>
	<b>Pupils should be taught:</b> <b>Relationships:</b> <ul style="list-style-type: none"> <li>to identify positive ways to face new challenges (for example the transition to secondary school).</li> <li>to discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</li> <li>to talk about a range of jobs, and explain how they will develop skills to work in the future.</li> <li>to demonstrate how to look after and save money</li> </ul> <b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>to make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</li> <li>To list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</li> </ul> <b>Living in the Wider World:</b> <ul style="list-style-type: none"> <li>To describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</li> </ul>					
<b>P.E</b> <b>Cambridgeshire scheme of work</b> <b>YDP –coaching</b>	<b>Football Netball</b>	<b>Hockey Tag Rugby</b>	<b>Gymnastics Dodgeball</b>	<b>Volleyball Fitness</b>	<b>Cricket/Basketball</b>	<b>Rounders/Athletics</b>



<p><b>Progression of skills map attached for each UNIT</b></p>	<p><b>The National Curriculum for physical education aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul> <p><i>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations.</li> </ul>					
<p><b>MFL</b> Tout le monde French scheme of work</p>	<p>French Pets, days of the week</p>	<p>French Months , Birthdays , Festivals</p>	<p>French Family , pastime and negatives</p>	<p>French Furniture Houses and prepositions</p>	<p>French Countries Travel</p>	<p>French Transport</p>
	<p><b>Pupils should be taught to:</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li> <li>• talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in written texts from various contexts - e.g. A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ...</li> <li>• discover and develop an appreciation of a range of writing in French</li> </ul> <p><b>Writing:</b></p> <p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> <li>• paragraphs of three to four sentences about myself,</li> <li>• about a story or a picture; a message containing three to four sentences</li> </ul>					

<p><b>R.E</b> Cambridgeshire scheme of work</p>	<p>Buddhist stories <b>At least 50% Christian</b></p>	<p>Buddhism Harvest</p>	<p><b>Remembrance</b> <b>Christmas unit plus prepare for Carol Service as they lead it with Rector. Will get readings from the Rector asap. Compare the gospels re birth.</b></p>	<p>What can we learn from stories shared by Christians, Jews and Muslims? Creation stories compare beliefs Fruits of the spirit. Corinthians.</p>	<p><b>EASTER</b> Look at the different character perspective.</p>	<p>Humanism</p>
<p><b>Pupils should be taught:</b></p> <p><b>AF1 Thinking about religion and belief</b></p> <ul style="list-style-type: none"> <li>• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>• explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>• explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul> <p><b>AF2: Pupils: Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> <li>•</li> </ul>						
<p><b>SMSC</b></p>	<p>Assemblies Trip School council Ambassadors Sport Ambassadors</p>	<p>Assemblies School Council Christmas Church readings Stamford College Construction Day</p>	<p>Assemblies School council Sports AMVC Basketball Art- SOKE Academy</p>	<p>Assemblies School Choir Sports AMVC Science Week Charity events</p>	<p>Assemblies Residential School choir Sport Leader Training KS1 Sport Festival – LEADERS</p>	<p>Assemblies Transition Days Sports Day</p>
<p><b>Individual subject SMSC sheets attached</b></p>	<p>SMSC is included in everyday lessons. In addition, opportunities are given to learn , achieve and understand the values that underpin British Values.</p>					