

Grimsargh St Michael's CE Primary School
Curriculum Long Term Plan 2021/22
Year 6

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the Lid...Release the Potential	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	Visit/Trip	Borwick Hall Visit from a Christian Visit from Police Officer		Williamson Park Butterfly House and Mini Zoo (Spring 2) Visit to Church		Blackpool Day Visit	
	Kick Start	Borwick Hall		Around the World themed day (Geography)		Mindfulness Retreat Day – growth and resilience	
English (See English long term plan doc)	Core Text	The Nowhere Emporium WhoDunnit? Detective Stories Happy Here (10 stories/poems from black authors and illustrator)		Running Wild The Wizard of Oz Chitty Chitty Bang Bang		The Wizard of Once The Tempest	
	Author Focus	Ross McKenzie Philip Pullman (and other authors) Sharna Jackson (and other authors)		Michael Morpurgo L Frank Baum/Ian Fleming		Cressida Cowell William Shakespeare	

Mathematics	Number and place value including negative numbers	Fractions	Percentages	Ratio and Proportion	Consolidation and preparation for SATs (objects identified from previously taught units)	Consolidation, investigation and preparation for KS3
	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Solve number and practical problems that involve all of the above. Round any whole number to a 	<ul style="list-style-type: none"> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Compare and order fractions, including fractions >1 Use common factors to simplify fractions; use common multiples to express 	<ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <ul style="list-style-type: none"> Find simple percentages of amounts. Solve problems involving fractions. 	<ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division on facts. Solve problems involving unequal sharing and grouping using knowledge of 	Fractions, decimals and percentages Number and place value Addition Subtraction Multiplication	Algebra

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	<p>required degree of accuracy.</p> <ul style="list-style-type: none"> ▪ Use negative numbers in context, and calculate intervals across zero. ▪ Solve number and practical problems that involve all of the above. <p>Addition and subtraction</p> <ul style="list-style-type: none"> ▪ Perform mental calculations, including with mixed operations and large numbers. ▪ Solve problems involving <u>addition</u>, <u>subtraction</u>, multiplication and division. ▪ Add and subtract numbers using formal written methods. ▪ Solve addition and subtraction multi-step problems in 	<p>fractions in the same denomination</p> <ul style="list-style-type: none"> ▪ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. ▪ Recall and use equivalences between simple fractions. ▪ Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ▪ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts ▪ Add and subtract fractions with different denominators and mixed numbers, using 	<ul style="list-style-type: none"> ▪ Solve problems which require answers to be rounded to specified degrees of accuracy. ▪ Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison. <p>Algebra</p> <ul style="list-style-type: none"> ▪ Find pairs of numbers that satisfy an equation with 2 unknowns ▪ Express missing number problems algebraically ▪ Generate and describe linear number sequences 	<p>fractions and multiples.</p> <ul style="list-style-type: none"> ▪ Solve problems involving similar shapes where the scale factor is known or can be found. <p>Statistics</p> <ul style="list-style-type: none"> ▪ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. ▪ <i>Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes).</i> ▪ Interpret and construct pie charts and line graphs and use these to solve problems. 	Division	
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	<p>contexts, deciding which operations and methods to use and why.</p> <ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). <p>Multiplication</p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two digit whole number using the formal written 	<p>the concept of equivalent fractions</p> <ul style="list-style-type: none"> Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. <p>Position and directions</p> <ul style="list-style-type: none"> Describe positions on the full coordinate grid (all 4 quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p>Decimals</p> <ul style="list-style-type: none"> Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 	<ul style="list-style-type: none"> Use simple formulae Enumerate possibilities of combinations of 2 variables <p>Measurement: converting units</p> <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres Use, read, write and convert between standard units, converting measurements of length, mass, volume and time 	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in all types of graph. Calculate and interpret the mean as an average. <p>Geometry: properties of shapes including angles</p> <ul style="list-style-type: none"> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Draw 2-D shapes using given dimensions and angles Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, 		
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	<p>method of long multiplication.</p> <ul style="list-style-type: none"> ▪ Solve problems involving addition, subtraction, multiplication and division ▪ Perform mental calculations, including with mixed operations and large numbers ▪ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy ▪ Multiplying by 10, 100 and 1000 <p>Division</p> <ul style="list-style-type: none"> ▪ Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, 	<p>giving answers up to 3 decimal places</p> <ul style="list-style-type: none"> ▪ Solve problems which require answers to be rounded to specified degrees of accuracy ▪ Multiply decimals by whole numbers including in practical contexts ▪ Associate a fraction with division and calculate decimal fraction equivalents. 	<p>from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</p> <ul style="list-style-type: none"> ▪ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate <p>Measurement: perimeter, area and volume</p> <ul style="list-style-type: none"> ▪ Recognise that shapes with the same areas can have different perimeters and vice versa. ▪ Calculate the area of parallelograms and triangles. ▪ Recognise when it is possible to use formulae for area 	<p>and find missing angles</p> <ul style="list-style-type: none"> ▪ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius 		
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	<p>interpreting remainders according to the context</p> <ul style="list-style-type: none"> ▪ Solve problems involving addition, subtraction, multiplication and division ▪ Divide by 10, 100 and 1000 ▪ To use appropriate written methods for division ▪ Perform mental calculations, including with mixed operations and large numbers ▪ Identify common factors, common multiples and prime numbers ▪ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy ▪ Use knowledge of the order of 		<p>and volume of shapes.</p> <ul style="list-style-type: none"> ▪ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (e.g. mm³ and km³). ▪ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 			
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	operations to carry out calculations.					
Science	<p>Light</p> <ul style="list-style-type: none"> ▪ Recognise that light appears to travel in straight lines. ▪ 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. ▪ Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes. ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Electricity</p> <ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ▪ 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. ▪ Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. ▪ Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> ▪ 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. ▪ Give reasons for classifying plants and animals based on specific characteristics. ▪ Living things can be grouped into micro-organisms, plants and animals. ▪ Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals. ▪ Invertebrates can be grouped as snails and slugs, worms, spiders and insects. 	<p>Health, Exercise and the Circulatory System</p> <ul style="list-style-type: none"> ▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. ▪ Describe the ways in which nutrients and water are transported within animals, including humans. ▪ The heart is a major organ and is made of muscle. ▪ The heart pumps blood around the body through vessels and this can be felt as a pulse. ▪ The heart pumps blood through the lungs in order to obtain a supply of oxygen. ▪ Blood carries oxygen/essential materials to different parts of the body. ▪ During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase. ▪ Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. ▪ An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy 	

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					<p>(fats and carbohydrates) and maintain good health (vitamins and minerals).</p> <ul style="list-style-type: none"> ▪ Tobacco, alcohol and other 'drugs' can be harmful. <p>All medicines are drugs, not all drugs are medicines.</p>	
RE	<p>Life as a Journey</p> <ul style="list-style-type: none"> ▪ describe the symbolism, practices, beliefs and themes of the season of Advent. ▪ explain the ways in which Jesus fulfilled the Old Testament Prophecies. ▪ express and explain their hopes and dreams for the future. ▪ use religious vocabulary to 	<p>How do Christians prepare for Christmas</p> <ul style="list-style-type: none"> ▪ describe the symbolism, practices, beliefs and themes of the season of Advent. ▪ explain the ways in which Jesus fulfilled the Old Testament Prophecies. ▪ express and explain their hopes and dreams for the future. ▪ use religious vocabulary to show they understand the themes of Advent. 	<p>The Eucharist</p> <ul style="list-style-type: none"> ▪ use good religious vocabulary to show understanding of why Christians celebrate the Eucharist. ▪ identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist. 	<p>Easter: Who was Jesus?</p> <ul style="list-style-type: none"> ▪ express their own and the opinion of others in response to the question 'Who was Jesus?' ▪ use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. ▪ ask relevant questions in order to discover the answer to the 	<p>Ascension and Pentecost</p> <ul style="list-style-type: none"> ▪ retell the stories of Ascension and Pentecost connecting them with Christian beliefs. ▪ describe what Christians believe is the impact of the Holy Spirit on people's lives. ▪ talk about the ways in which these events 	<p>Ideas about God</p> <ul style="list-style-type: none"> ▪ retell Bible stories that reveal the nature and characteristics of God. ▪ talk with understanding and use religious language to explain the Trinity. ▪ identify Christian beliefs about
<p>Working Scientifically:</p> <ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ 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 identifying scientific evidence that has been used to support or refute ideas or arguments 						

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	<p>show they understand the themes of Advent.</p> <ul style="list-style-type: none"> ▪ express their opinion about what they think the message of John the Baptist would be today. ▪ reflect and decide what they have learnt from this unit about Christianity and themselves. 	<ul style="list-style-type: none"> ▪ express their opinion about what they think the message of John the Baptist would be today. ▪ reflect and decide what they have learnt from this unit about Christianity and themselves. 	<ul style="list-style-type: none"> ▪ ask thoughtful questions about the words and actions of the Eucharist service. ▪ talk about the way in which the Eucharist service answers questions about Christian beliefs. ▪ explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives. ▪ suggest reasons for the similarities and differences between denominations. <p>The Exodus</p> <ul style="list-style-type: none"> ▪ retell in detail the story of the Exodus and connect it to the Passover 	<p>question 'Who was Jesus?'</p> <ul style="list-style-type: none"> ▪ use the Bible as a source to discover the answer to the question 'Who was Jesus?' 	<p>help answer questions about God.</p>	<p>God in prayers and worship songs.</p> <ul style="list-style-type: none"> ▪ express my own opinion and ask big questions. <p>People of Faith</p> <ul style="list-style-type: none"> ▪ describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth. ▪ use an increasingly wide religious vocabulary to explain what motivates people of faith. ▪ talk with understanding about the characteristics of a person
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			<p>celebration and Seder meal.</p> <ul style="list-style-type: none"> ▪ make links between the Passover, Last Supper and the Eucharist. ▪ use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. ▪ express their opinion about what freedom is and what it is not. ▪ identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians. ▪ explain, using appropriate religious language, the significance of the Passover and 			<p>living out their Christian faith.</p> <ul style="list-style-type: none"> ▪ explain aspects of the lives of people of faith that inspire them. ▪ interpret bible stories and explain how that story answers questions about what it means to have faith.
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			why it is not forgotten.			
Geography (SPRING TERM)	<p>World's countries and key features (Oceans, continents)</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use latitude and longitude in an atlas or on a globe. ▪ Use the scale bar on maps. ▪ Read and compare map scales. 					
History	<p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). 				<p>British history beyond 1066 Holidays and Leisure – Victorian era to present day.</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. <i>Victorian era</i>; 	

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	<ul style="list-style-type: none"> ▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (<i>e.g. with particular focus on the period from 850AD to 1066AD</i>). ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>e.g. propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time (<i>e.g. warfare and battle</i>). ▪ Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. ▪ Establish a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (<i>e.g. understanding how different people settled</i>). ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time. ▪ Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and 		<p><i>turn of the century; pre-war; inter-war; post war; the sixties.</i></p> <ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over time, <i>e.g. when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods.</i> ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, <i>e.g. the development of leisure from 19th century to the present day.</i> ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>primary source, secondary source, reliability</i>). ▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history <i>e.g. how the development of the railways enabled Victorians to travel to the coast from inland towns.</i> ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, <i>e.g. by understanding</i>
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	<p>organisation of relevant historical information using appropriate dates and terms.</p> <ul style="list-style-type: none"> ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. 		<p><i>how different people worked, travelled, and funded coastal visits.</i></p> <ul style="list-style-type: none"> ▪ Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. <i>examining the coastal settlement patterns and railway routes</i> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. <i>What evidence do we have? Why was it created? What does it tell us?</i> <p>Produce structured work that:</p> <ul style="list-style-type: none"> ▪ makes connections, draws contrasts and analyses trends between the different periods. ▪ frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
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<p>Art</p>	<p>Harvest – painting NC mix and match colours concentric fruit patterns Kandinsky</p> <p>Card to print painting stained glass Mondrian style complimentary colours candle/star/tree</p> <p>Science link drawing Distortion, light and reflections NC Begin to develop an awareness of composition, scale and proportion</p> <p>Topic –Textiles NC wool winding, weaving, colour and texture Sculpture – wire bracelet</p>	<p>Viking portraits – squared paper – NC Work in a sustained and independent way to create a detailed drawing Picasso fragmented Identify artists who have worked in a similar way to their own work.</p> <p>Healthy eating – menu choices – Viking style bread</p> <p>Card painting Klimt NC imaginative work from a given source.</p>	<p>Printing – NC techniques – mono, press-print, screen printing linked to World's countries and key features</p> <p>Landscape artists – Turner, Hockney NC , Digital media- photos of local area, drawing in perspective using prints.</p> <p>DT Recycle link to topic to develop an appreciation of and responsibility for the environment</p>	<p>Mothering Sunday card – painting flowers various artists Mix and match colours to create atmosphere and light effects. M'Day small gift Collage – NC decoupage a box/jar of promises</p> <p>Easter – NC torn collage Jesus on the cross</p>	<p>Sculpture –Pentecost Hepworth NC holes and wire, produce intricate patterns and textures in a malleable media. Seaside Topic Local coastline Drawing/painting NC Still life of seaside objects Van Gogh/Rembrandt</p>	<p>Mindfulness artwork</p> <p>Victorian topic link William Morris Patterns Arts and craft movement. painting/collage</p> <p>Digital media – NC videoing and recording events – play rehearsal</p> <p>DT End of term play props scenery</p>
<p>DT</p>	<p>Healthy eating – menu choices – Viking style bread</p> <p>Topic –Textiles NC wool winding, weaving, colour and texture</p>	<p>Topic - calendar – Recycled junk modelling /painting Kandinsky Mondrian collage</p>	<p>Recycle link to topic to develop an appreciation of and responsibility for the environment</p>	<p>Easter Hats using recycled materials</p>	<p>Shelters – by the Irish Sea Fairgrounds mechanisms</p>	<p>End of term play props scenery</p>

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	Sculpture – wire bracelet					
Computing	<ul style="list-style-type: none"> ▪ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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 how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> ▪ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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 how some simple algorithms work and to detect and correct errors in algorithms and programs. ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable 	<ul style="list-style-type: none"> ▪ 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 ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> ▪ 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 ▪ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of 	<ul style="list-style-type: none"> ▪ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> ▪ 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 ▪ use technology safely, respectfully and responsibly; recognise

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	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>acceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		ways to report concerns about content and contact.		acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music	<p>Viking Saga Music</p> <ul style="list-style-type: none"> develop an understanding of the history of music. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 		<p>You've got a Friend</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 		<p>Year 5/6 Play</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	
PE	<p>Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate 	<p>Invasion Games cont.</p> <p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns develop flexibility, strength, technique, control and 	<p>Gymnastics</p> <ul style="list-style-type: none"> use running and jumping in isolation and in combination develop flexibility, strength, technique, control 	<p>Striking and Fielding Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Striking and Fielding Games cont.</p> <p>Athletics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in 	<p>OAA</p> <ul style="list-style-type: none"> use running in isolation and in combination play competitive games, modified

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	<p>[for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> ▪ develop technique ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Outdoor Adventure Activities (Borwick Hall)</p> <ul style="list-style-type: none"> ▪ take part in outdoor and adventurous activity challenges both individually and within a team 	<p>balance</p> <ul style="list-style-type: none"> ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>and balance</p> <ul style="list-style-type: none"> ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> ▪ 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 ▪ develop strength, technique and control ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>isolation and in combination</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>where appropriate</p> <ul style="list-style-type: none"> ▪ develop technique and control ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Athletics cont.</p>
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PSHE	<p>Me and my Relationships</p> <ul style="list-style-type: none"> ▪ Demonstrate a collaborative approach to a task; ▪ Describe and implement the skills needed to do this. ▪ Explain what is meant by the terms 'negotiation' and 'compromise'; ▪ Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task; ▪ Recognise some of the challenges that arise from friendships; ▪ Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. 	<p>Valuing Differences</p> <ul style="list-style-type: none"> ▪ Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences and suggest coping strategies; ▪ Know that all people are unique but that we have far more in common with each other than what is different about us; ▪ Know that all people are unique but that we have far more in common with each other than what is different about us; ▪ Understand and explain the term prejudice; ▪ Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this ▪ Describe qualities of strong, positive 	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> ▪ Explain some benefits of saving money; ▪ Describe the different ways money can be saved, outlining the pros and cons of each method; ▪ Describe the costs that go into producing an item; ▪ Suggest sale prices for a variety of items, taking into account a range of factors; ▪ Explain what is meant by the term interest. ▪ Explore job and taxes ▪ Explain what we mean by the terms voluntary, community and pressure (action) group; ▪ Describe the aim, mission 	<p>Feeling and Emotions</p> <ul style="list-style-type: none"> ▪ Explain the difference between a safe and an unsafe secret; ▪ Identify situations where someone might need to break a confidence in order to keep someone safe. ▪ Understand some of the basic laws in relation to drugs; ▪ Explain why there are laws relating to drugs in this country 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> ▪ Understand some of the basic laws in relation to drugs; ▪ Explain why there are laws relating to drugs in this country ▪ Understand some of the basic laws in relation to drugs; ▪ Explain why there are laws relating to drugs in this country 	<p>Being by Best (Five Ways to Well Being)</p> <ul style="list-style-type: none"> ▪ Explain what the five ways to wellbeing are; ▪ Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
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	<ul style="list-style-type: none"> ▪ Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure ▪ Recognise and empathise with patterns of behaviour in peer-group dynamics; ▪ Recognise basic emotional needs and understand that they change according to circumstance; ▪ Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about ▪ Describe ways in which people show their commitment to each other; 	<p>friendships and other relationships;</p> <ul style="list-style-type: none"> ▪ Define what is meant by the term stereotype; ▪ Recognise how the media can sometimes reinforce gender stereotypes; ▪ Recognise that people fall into a wide range of what is seen as normal; ▪ Challenge stereotypical gender portrayals of people 	<p>statement, activity and beneficiaries of a chosen voluntary, community or action group</p> <ul style="list-style-type: none"> ▪ Explain what is meant by living in an environmentally sustainable way; ▪ Suggest actions that could be taken to live in a more environmentally sustainable way. 			
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	<ul style="list-style-type: none"> ▪ Know the ages at which a person can marry, depending on whether their parents agree; ▪ Understand that everyone has the right to be free to choose who and whether to marry ▪ Recognise that some types of physical contact can produce strong negative feelings; ▪ Know that some inappropriate touch is also illegal. 					
PSHE (Changing Bodies)	<ul style="list-style-type: none"> ▪ Know the correct words for the internal and external sexual organs; ▪ Discuss some of the myths associated with puberty. ▪ Identify some products that they may need during puberty and why; 	<ul style="list-style-type: none"> ▪ Know the correct words for the internal and external sexual organs; ▪ Discuss some of the myths associated with puberty. ▪ Identify some products that they may need during puberty and why; ▪ Know what menstruation is and why it happens. 	<ul style="list-style-type: none"> ▪ Know where someone could get support if they were concerned about their own or another person's safety. ▪ Identify the changes that happen through puberty to allow sexual reproduction to occur; 			

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	<ul style="list-style-type: none"> ▪ Recognise some of the changes they have experienced and their emotional responses to those changes; ▪ Suggest positive strategies for dealing with change and puberty; ▪ Identify people who can support someone who is dealing with a challenging time of change 	<ul style="list-style-type: none"> ▪ Suggest positive strategies for dealing with change and puberty; ▪ Identify people who can support someone who is dealing with a challenging time of change. ▪ Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; 	<ul style="list-style-type: none"> ▪ Know a variety of ways in which the sperm can fertilise the egg to create a baby; ▪ Know the legal age of consent and what it means. 			
<p>French (content/phonics/grammar)</p>	<ul style="list-style-type: none"> ▪ Revisiting and extending personal information. ▪ Asking the time Giving o'clocks ▪ Describing simple daily routine ▪ Key sounds in daily routine phrases ais ▪ Exploration of time phrases extended sentences with conjunctions and opinions 	<ul style="list-style-type: none"> ▪ Describing a house and a room Asking "Is there + house language. ▪ Responding with "Here is ..?" ▪ Talking about "what I want to be in the future" ▪ Asking for and designing sandwiches ▪ Key sounds in nouns and adjectives linked to the house ai/an/am ▪ Exploration of: verb to have verb to be adjectival agreement with nouns 	<ul style="list-style-type: none"> ▪ You can to Play + sports ▪ Asking how to play a sport ▪ Simple explanation of a sport (equipment /sports terrain/team or individual sport) ▪ Opinions. / Likes and dislikes ▪ Key sounds in sports and hobbies ais/oue ▪ Exploration of: verb to play in the present tense 	<ul style="list-style-type: none"> ▪ Asking and answering preferences/feelings and characteristics ▪ Fair ground rides ▪ Opinions: Likes and dislikes ▪ Key sounds in opinions eux/i/é ▪ Exploration of: expressing likes and dislikes with nouns and verbs descriptive sentences using 1 st,2nd and 3rd person regular present tense 	<ul style="list-style-type: none"> ▪ Transactional language to order a meal You can eat + foods ▪ Buying snacks and drinks (Instructions to make a snack) ▪ consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud ▪ consolidation of prior learning – nouns, adjectives, verbs, questions and answers 	<ul style="list-style-type: none"> ▪ Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers. ▪ consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud

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						<ul style="list-style-type: none"> ▪ consolidation of prior learning – nouns, adjectives, verbs, questions and answers
French (skills)	<p>Sound Spelling: generally accurate pronunciation and familiar word reading skills.</p> <p>Listening: Can understand the main points and some detail from a short, spoken passage.</p> <p>Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation</p> <p>Reading: Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account). Can use a bilingual dictionary.</p> <p>Writing: Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p>					