



## Heathfield Primary Long-Term Plan 2020-21 Year 6

	Autumn 1 (7 weeks, 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks, 4 days)	Summer 2 (5 weeks, 4 days)
<b>Learning Challenge Key Question(s)</b>	Britain becomes uninhabitable; Where would you live?  Is it right to classify? (Science)	Were the Vikings always victorious and vicious?				Was Hitler an effective leader?
<b>Geography</b>	<b>Africa – YG objectives</b> Know why industrial areas and ports are important Know main human and physical differences between developed and third world countries Know about time zones and work out differences Know the names of and locate some of the world's deserts <u>Wider NC coverage</u> Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones.				<b>Studies of the UK countries: YG objectives</b> Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references <u>Wider NC coverage</u> Name and locate counties, cities, regions and features of UK Use 4- and 6-figure grid references on OS maps Use fieldwork to record and explain areas Study a region of the UK (not local area)	
<b>History</b>		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Early Islamic Civilization			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Science</b>	<b>Living things &amp; habitats:</b> Describe how living things are classified into broad groups according to common observable characteristics & based on similarities & differences, inc micro-organisms, plants & animals (Not seen across all classes) Give reasons for classifying plants & animals based on specific characteristics  <b>Linked to classification: Evolution &amp; inheritance:</b>	<b>Evolution &amp; inheritance:</b> Recognise living things have changed over time & that fossils provide information about living things that inhabited Earth millions of years ago Identify how animals & plants are adapted to suit their environment in different ways & that adaptation may lead to evolution Recognise living things produce offspring of same kind, but normally offspring	<b>Animals, inc humans:</b> Identify & name main parts of human circulatory system & describe functions of the heart, blood vessels & blood Recognise impact of diet, exercise, drugs & lifestyle on way their bodies function Describe ways in which nutrients & water are transported within animals, inc humans		<b>Electricity:</b> Associate brightness of lamp or volume of buzzer with number & voltage of cells used in circuit Compare & give reasons for variations in how components function, inc brightness of bulbs, loudness of buzzers & on/off position of switches Use recognised symbols when representing simple circuit in diagram	<b>Light:</b> Recognise light appears to travel in straight lines Use idea light travels in straight lines to explain objects are seen because they give out or reflect light into eye Explain we see things because light travels from light sources to our eyes or from light sources to objects & then to our eyes Use idea light travels in straight lines to explain why

		vary & are not identical to parents				shadows have same shape as objects that cast them
<b>RE</b>	Why should people with a religious faith care about the environment?	What do gospels tell us about the birth of Jesus?	What can we find out about the 5 Pillars? How do Muslims express their beliefs?	Why are Good Friday and Easter Day the most important days for Christians?	What do we now know about Christianity?	
<b>Art</b>	<b>Make my voice heard:</b> Africa – street artist / graffiti art / sculpture Drawing, painting, sculpture, graffiti art, 3D forms, clay, line, tone, how artists make statements through their art	<b>Still Life:</b> Evolution pencil drawing – Darwin Line, form, colour, pattern, drawing, tone and shadow, negative drawings.		Islamic art		<b>Photography People/Hitler. Mood-based photography art:</b> (Holocaust art) Photography, digital processes, cutting, tearing and ripping images, messages, graphics., text and images, messages through art
<b>DT</b>		<b>Create a piece of Viking clothing:</b> After drawing a design in accordance with their own criteria, pupils learn how to measure, cut and assemble fabric			<b>Create a steady hand game:</b> Design a more complex switch and circuit	
<b>MFL (French)</b>						
<b>Music</b>	I'll Be There		A New Year Carol	Happy	You've Got A Friend	Musical Toad: Leaver song
<b>PE</b>	Tag Rugby	Basketball	Gymnastics	Dance	Athletics	Cricket
<b>PSHE</b>	Rules & responsibilities Respect and honesty Democracy Money matters	Relationships and growing up Wellbeing Citizenship & Economic	Healthy Lifestyles	Environment Going green	Staying Safe	Staying Safe Decision making

<b>Computing</b>	Unit 6.1 Coding Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
<b>Linked Books or Stories</b>	Journey to Jo'burg	Viking Boy	Hobbit	Ali Baba	Notes on a Small Island	Boy in the Striped Pyjamas
<b>Trips &amp;/or Experiences</b>	Transition Days (03 & 04.09.20)	Anti-Bullying Week (w/c 16 November)	World of Work Week (w/c. 08 February). Safer Internet Day (Tuesday 09 February)	Reading week (w/c. 02.03.19) World Book Day (Thursday 04 March)		