**Buckminster Primary School Long Term Plan Year 6 2016-17**

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| **Subject** | **Term 1****Monsters, Maps & Migration** | **Term 2****Light & Dark / Good & Evil** | **Term 3****Big Changes** | **Term 4****Facts for circulation** | **Term 5****Moving & Changing** | **Term 6****Food for thought** |
| ***Overarching purpose of this topic is to…*** |  |  |  |  | **Terms 5&6 now combined – new topic of ‘Japan’** |  |
| *Throughout all topics children will be encouraged and supported to shape their learning and to develop curiosity and enquiry.* |
| **Science** | **Forces** – investigating gravity, resistance & the use of levers, pulleys & gears. Work of Isaac Newton. | **Light** – recognise that light can be reflected & absorbed & enable us to see. Work of Isaac Newton. | **Evolution & Inheritance** – recognise that living things having changed over time, offspring vary from their parents, animals & plants adapt & evolve. | Facts & figures about blood and the heart and how it works in the human body (**circulatory system**) | **Healthy lifestyles** – impact of diet, exercise, drugs & lifestyle on functioning of the body | **Properties & changes in materials** – investigating physical properties of materials, recognising reversible/irreversible changes. |
| **History** | **Settlement of Britain by Anglo-Saxons and Scots** Scots’ invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place-names and village life.Links to Isaac Newton. | **Settlement of Britain by Anglo-Saxons and Scots**Anglo-Saxon art and cultureChristian conversion – Canterbury, Iona and Lindisfarne.Links to Isaac Newton. | **Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor** Viking raids & invasionAlfred the Great & Athelstan, first king of England. Further raids & Danegeld. | **Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor** Anglo-Saxon laws & justiceEdward the Confessor & events of 1066. | Local History focus on school / using national records to get snapshots of village/regional life.???? | Links with geographical study of earthquakes & volcanoes – viz Pompeii plus chronological sense of events. Who should be in charge of preserving the Pompeii ruins? Debate & persuasion English |
| **Geography** | Links with history – **settlement types, locational knowledge** (European countries & features, location of UK counties, cities & regions), changes in **land use** over time. Identify **features of local area**.Looking at **geographical similarities & differences** when comparing UK with areas of ‘Saxon’ migrants.Using **maps & atlases, compass points & grid references & symbols**. | Links with history – locational knowledge & settlement of UK.Links with science – using atlases & mapping to explore regions; using 6 figure grid references for Galapagos islandsLinks with music focus on West Africa & slave trade: **trade links, settlement types & land use** then & now. Using **maps & atlases, compass points & grid references & symbols**. | Bird’s-eye views of school & locality | **Earthquakes & Volcanoes** – describing **characteristics** of volcanos & **processes** of eruption & earthquakes. Using **maps & atlases, compass points & grid references & symbols**. |
| **Music** | ‘Journeys’ (Music Express 10-11) Singing 3-part harmonies, using varying expression & dynamics, adding echoes. | ‘World Unite’ (Music Express 10-11) exploring rhythm & melody focusing on beat, syncopation, pitch & harmony through song, body percussion & dance. | ‘Roots’ (Music Express 10-11) singing & improvising traditional Ghanaian songs, devising rhythmical actions, combing percussion rhythms, composing music to depict a river, combining songs for a mini-musical performance. | ‘Growth’ (Music Express 10-11) listening to Ravel’s *Bolero* & finding texture & pulse; creating rhythmical mime, learning songs with instrumental accompaniments & singing in harmony. | ‘At the Movies’ (Music Express 9-10) exploring music from 1920s animated films to modern day movies, interpreting notation, creating narrative structure, creating sounds to fit a timesheet. Change to fit topic | End of year performance |
| **Art** | Grendel’s arm or head sculptures using papier machéCreating longboats with poems on sails? | Anglo-Saxon shields & broachesSilhouettes of monsters on dyed paperChristmas cards | Observational drawings of fossils Watercolour images depicting Fibonacci sequence found in nature.Clay pots of an animal using ceramic owl of Robert Wallace Martin as a stimulus. | Collage of scene from Bayeux Tapestry (including embroidery)Cards – Mother’s Day & Easter |  | Art inspired by The Great Wave by Katsushika Hokusai |
| **DT** | Forest School: making & cooking A-S griddle cakesCreating functioning watermill | Design & create a periscope / pinhole camera.Designing a sacred space. |  | Design, create & evaluate boats. | Designing, growing & cooking healthy meals. | Design & erupt a volcano. Create structures to withstand earthquakesDesigning, making & evaluating faith buildings (Christian & Muslim) |
| **PE** | PP & NA |  |  |  |  |  |
| **Computing** | Computer networksSafe & effective use of search technologiesPresent information using digital technologies | Use logical reasoning with purple mash coding resources | Purple mash resources to use sequence, selection & repetition in programs | Entering & presenting data (graphing pulse/heart rate)SATS revision |  | Use green screen (Do Ink) to produce video reports |
| **Languages** | En route pour l’école – revising alphabet, describing places in locality, giving directions. Telling the time. | Bon appétite – discussing food & drink, understanding & giving instructions. | Notre l’école - school places & subjects. Places, numbers & dates. | Le quatre saisons – the four seasons – making statements about seasons, describing the weather, using adjectives as antonyms | Beach scene – responding to a painting, writing & performing a poem – replace with revision of vocab & written / spoken French | Monter un café – creating a café: quantities of food, café language, clarification of meaning |
| **SMSC/RE** | SEAL – New beginningsRE: Why do some people believe God exists? U2.1History & Music: migrants & refuges | SEAL – Getting on & falling outRE: If God is everywhere, why go to a place of worship? U2.4 | SEAL – going for goalsRE: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? U2.2 | SEAL – good to be meRE: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? U2.2 | RE: What does it mean to be a Muslim in Britain today?How does the world respond to natural disasters? (charities; basic first aid) | Moving on & managing changeRE: What does it mean to be a Muslim in Britain today? |