



Long Term Plan: Year 6 2024-2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|---|---|--|---|--|
| Collective Worship Value | Kindness (Root Value) | Compassion (CW Value) | Honesty (Root Value) | Joy (CW Value) | Respect (Root Value) | Friendship |
| Topic | Where would you rather live? | Ancient Maya | The Victorians | Saving Planet Earth | Migration | |
| Immersion | Min-Y-Don | A taste of Mayan Culture | The Victorian Workshop | Electricity Free Day | Collaborative Artwork Piece of The Windrush | |
| Exit Question | Would you rather settle in Whitwick, Arthog or Tulum? | Would you have rather been part of the Egyptian, Maya or Ancient Greek civilisation? | How does the life of a poor Victorian child differ from your own? | How can we ensure Whitwick stays wonderful in the future? | SATs | End of Year Production |
| | | | | | Who had the greater influence on the lives of people in modern Britain: The Romans, Vikings or the Windrush Generation? | |
| Storytelling Story | Climbing the Mountain <i>Native American Folktale</i> | Quetzalcoatl brings Chocolate to Earth <i>Legend</i> | Fairs Fair <i>Fictional Short Story</i> | Hermie <i>Sci-fi Short Story</i> | The Arrival & The Journey <i>Picture Books</i> | |
| English | Story Mapping Poetry (Entertain) Reflective Recount (Entertain & Inform) Min-y-Don Review (Discuss) | Story Mapping Character Description (Entertain) Poetry (Entertain) Narrative Retell (Entertain) Non-Chronological Report on Mayan Civilisation (Inform) Enterprise Advert (Persuade) | Story Mapping Suspense Writing within a Setting Description (Entertain) Diary Entry (Entertain) Non-Chronological Report on The Life of Victorian Children (Inform) | Story Mapping Innovated Narrative (Entertain) Begin: Formal Letter partitioning for a sustainably idea to be implemented in school (Discuss & Persuade) SATS Preparation | Complete: Formal Letter partitioning for a sustainably idea to be implemented in school (Discuss & Persuade) SATs Preparation Story Mapping Narrative Retell containing a diary entry (Entertain) | Consolidation & Assessment. Story Mapping & Character or Setting Description (For Moderation Only) Narrative (For Moderation Only) End of Year Production Playscript (Speaking & Listening) |

| | | | | | | |
|----------------------------|---|--|--|---|--|--|
| | | | | | | Review of Production (Inform) |
| Maths | Place Value Addition Subtraction Multiplication Division | Fractions A Fractions B Converting Units | Ratio Algebra Decimals | Fractions, Decimals & Percentages Area, Perimeter & Volume Statistics | Shape Position & Direction SATs revision | Consolidation & Assessment Mathematical games and Arithmetic skills |
| Science | Evolution & Change | Light | Electricity | Living Things and their habitats | Animals including Humans | |
| History | | Study a non-European society that provides contrasts with British history – The Ancient Maya | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Victorians | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Considering why people migrate. Apply knowledge of Vikings, Anglo-Saxon and Romans. Develop a knowledge of the 'Windrush Generation' | |
| Geography | Locational knowledge of three contrasting villages in different regions of the world. Comparative study of the human and physical features of these three villages, comparing similarities and differences. Developing Ordnance Survey Map skills | | | Locational knowledge of two eco-friendly cities in different regions of the world. Explore the geographical features of the eco-friendly cities with Whitwick. Conduct a local study on energy use. | | |
| Religious Education | Creation or Science: Conflicting or Complementary | Why do some people believe in God and some not? | Why do Hindus want to be good? | What do Christians believe Jesus did to 'save' us? (Salvation) | For Christians, what kind of king is Jesus? | How does faith help people when life gets hard? |

| | | | | | | |
|---------------------------------------|---|------------------------------|--|--|-----------------------------------|---|
| Computing | Bletchley Park | Big Data 1 | Online Safety | Introduction to Python | Inventing a Production | |
| Music | Pulse | Voice | Leicestershire Music Service Rhythm/Pitch | | Yr6 Production | Yr6 Production |
| PSHE | Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| Art | Painting & Mix Media: Artist Study | | | Drawing: Make my voice heard | Sculpture and 3D: Making Memories | |
| Design & Technology | | Structures: Frame Structures | Mechanical Systems: Pulleys or Gears | | | Electrical Systems: more complex switches and circuits |
| Modern Foreign Languages (KS2) | French Culture 4 Phonetics & Pronunciation (recap 1,2,3&4) Numbers (Lesson 4) | Regular Verbs (P) | Do you have a pet? (I) | Irregular Verbs (P) Build on regular verbs. | Grammar | |
| Physical Education | Dodgeball & Tag Rugby | Basketball & Gymnastics | Hockey & Tennis | Cricket & Tennis | Handball & Athletics | Fitness & Dance |