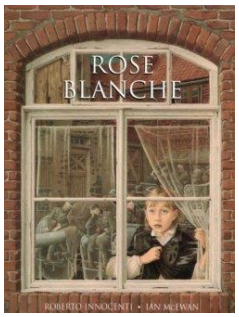
Alma Primary School
KS1 & KS2 Long Term Planning Grid
Year Group 6

Subject	Autumn 1	
Topic	Courage, Conflict and Change	
	Main texts: Rose Blanche 	Writing genres: Diary entries Develop Characterisation Settings and plot Write recounts
Reading for enjoyment	Charge of the light brigade	
Language and Literacy	Unit 6 I Believe in Unicorns Unit 3 Mrs Brashem's Tortoise	
Grammar, Spelling & Handwriting	To know the different word types To know modal verbs To know the different uses of punctuation including colon, semi-colon, dashes and hyphens etc.. Use of the passive to affect the presentation of information in a sentence. To be change speech from direct to indirect and the formality of speech. Cohesive devices	
Maths	• Numbers up to 1000000: reading, writing, place value, ordering and rounding. • The 4 operations: mental strategies. Arithmetic laws. Brackets. Squares of multiples of 10. • The 4 operations: written procedures (short and long) problems in context. • Properties of natural numbers. Multiples and factors. Tests of divisibility. • Miscellaneous problems with natural numbers and decimals. Number sequences. • Positive and negative integers: ordering, + and - , coordinates. • Fractions, decimals, mixed number: + and - ; x and ÷ by natural numbers.	
Timestables	Recall and use multiplication tables up to 12x12 (Including multiplying by 0 and 1)	
Science	<u>Light</u> • 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 light 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. <u>Working scientifically</u> • 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. <u>Non-statutory notes & guidance</u> • Can they raise questions given a stimulus involving light & mirrors? • Can they find ways to explore & find answers to their questions using this information to inform the design of a product such as a periscope? • Can they identify the impact on shadows relating to the position of a light source/distance between a light source, an object & its shadow? E.g. to inform using shadow puppets. • Can they raise and answer further questions related to exploring the phenomena of light e.g. colours in soap bubbles, viewing objects in water… <u>Ideas</u> • Explore the way that light behaves, including light sources, reflection and shadows. • Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Telescopes, binoculars, magnifying glasses, Newton's first reflecting telescope. • They might investigate the relationship between light sources, objects and shadows by using shadow puppets. • They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).
D&T/ Art	<u>D&T: Shelters with an electrical component (based on WW2 shelters)</u> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <u>Design</u> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u>

	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products.
History/ Geography	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Chronology and Studies of conflicts and warfare beyond 1066 (Main focus on WW1/2 – including a significant turning point in British history, for example, the first railways or the Battle of Britain). Possible starting point / stimulus: Workshop with Cheryl or visit to the Evacuation centre in Lincolnsfield or Battle of Britain Memorial A Theme in British History – A Major Turning Point – The Battle of Britain Knowledge and interpretation • Summarise key events from a specific historical era explaining the order in which key events happened. • Summarise how Britain has had an influence of world history. • Can they compare and contrast features of their own life with life at the time of the Battle of Britain e.g. communication & the media • Recognise and describe differences and similarities/changes and continuity between different periods of history. • Appreciate that significant events in history have helped shape the country we have today. • Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently. • Describe features of historical events and people from past societies and periods they have studied. Historical enquiry • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • Identify and explain their understanding of propaganda • Describe a key event from Britain's past using a range of evidence from different sources. • To pose and answer their own historical questions • Devise historically valid questions about change, cause, similarity and difference and significance • Suggest relationships between cause & effect in history • Suggest why there may be different interpretations of events. • Suggest why certain events might be seen as more significant than others. • Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Chronological understanding • To say where a period of history fits on a timeline • Place a specific event in a timeline by decade • Place features of historical events, people from the past and historical periods in a chronological framework. • Can they order artefacts relating to the time period studied and/or order major events/inventions/eras re pre/during /post the battle of Britain (without being given the dates?)
R.E	Judaism Rosh Hashanah and Yom Kippur Shabbat

	• Make connections between narratives about key figures and events from the Tenakh (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God. • Make connections between the re-living (e.g. during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God's on-going care and protection. • Make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word. • make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (e.g. Tzedek,World Jewish Relief). • Make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel'). • make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans • Make connections between the Jewish belief in a Creator God and the role. assigned to humans in taking responsibility for others and for the environment • Make connections in Judaism between repenting and being forgiven e.g. Rosh Hashanah and Yom Kippur. <u>Teaching and learning should involve pupils in developing the skill of:</u> • Using specialist vocabulary in communicating their knowledge and understanding of Jewish beliefs, teachings, practices and symbols. <u>Teaching and learning should involve pupils in using and interpreting:</u> • a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, poetry, songs, festival food; the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices.
Languages	<u>French</u> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Music	Pupils should be taught 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. • 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 • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations

	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.
Computing	Handling Data • To be able to plan the process needed to investigate the world around me. • To be able to confidently identify the potential of unfamiliar technology to increase my creativity. • To be able to check the data I collect for accuracy and plausibility. • To be able to interpret the data I collect. • To be able to present the data I collect in an appropriate way • To be able to use the skills I have developed to interrogate a database.
P.E	Gymnastics – counter balance and counter tension: Pupils should be taught to apply and develop a broader range of skills, learning how to use them in different ways and link them to actions and sequences of movement. They should enjoy collaborating and performing with each other and develop flexibility, strength, technique, control and balance. In this unit the children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of counter tension and counter balance. • To investigate different ways of working with a partner through counterbalance and counter tension. • To develop and challenge work on different ways of working with a partner through different relationships and more challenging ways of travelling. • To be able to move fluently in and out of balances using apparatus. • To develop more challenging balances using partner as the base. • To use larger apparatus to create sequences that have planned variations, contrasts in actions and speed. • To evaluate their own and others work and judge the quality of performance against technical and compositional criteria. **Acquiring and developing skills** • Do they combine their own work with that of others? • Can they link their sequences to specific timings? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **Net/wall games – develop individual shots** • The different parts of a warm-up and how the warm-up affects the body. • To know why warming up and cooling down are important. • To develop the forehand shot. • To practise forehand and develop backhand shots. • The types of fitness needed for net games. • To play co-operative rallies. • To develop their rally technique. • To develop the forehand shot and backhand shot and how to play a volley.

	• To practice the skill of hitting the ball without a bounce in order to improve performance. • To understand the attacking strategy of returning the ball early. • The importance of feeding the ball accurately to partner. • To understand playing a point and how to out-play the opponent. • To direct a ball into the opponents court at different speeds, heights and angles. • To work co-operatively as a team in two's and small groups and devise a competitive scoring system. **<u>Acquiring and developing skills</u>** • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? <u>Evaluating and improving</u> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? <u>Health and fitness</u> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?
PSHCE/Philosophy	Caring Patience Friendship
Enrichment	Lincolnsfield – Evacuation Day City of London enrichment day Enterprise