

Great Kingshill CE Combined School
Long Term Planning Spring 1

Year Group: 6

Topic:

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science Evolution, Adaptation and Inheritance.	To work scientifically to understand what fossils can tell us about the past. Re-cap lesson on what they can remember from their Year 3 work on fossils and Mary Anning.	To identify how animals and plants have adapted to suit their environment. Adapting to surroundings – polar bear, cactus, giraffe, African elephant. Three foxes write-up.	To be able to recognise that living things have changed over time. What is evolution? Who was Charles Darwin? What is Natural Selection? Case Study: what happened to the Peppered Moth?	To investigate how different species of birds have adapted to survive. Bird Template game.	To understand and be able to explain inheritance and its role in evolution. Which traits (characteristics) can be inherited? Family tree diagram.	Now. Press. Play.	Revision Test. Analysis and evaluation of the topic.
Computing	1. NO lesson due to term start date.	Online safety – PM 6.2 Safety game.	Online safety – PM 6.2 staying safe whilst blogging.	Blogging – what is a blog? What makes a successful blog?	Blogging – writing a blog.	Blogging – adding and editing a blog.	Blogging – Publishing my Blog and updating.
Music <i>Charanga Scheme</i> By the end of the unit pupils will be able to	<ul style="list-style-type: none"> - To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music 	Musical Leadership: creating musical ideas for the group to copy or respond to	Musical Leadership: creating musical ideas for the group to copy or respond to	To learn to sing A New Years Carol focusing on a section at a time	To learn to sing A New Years Carol focusing on a section at a time	To perform a song you have learnt
PHSE Dreams and Goals <i>Jigsaw Scheme</i> By the end of the unit pupils will be able to: <ul style="list-style-type: none"> • To explain different ways to work with others to help make the world a better place. • To analyse and justify why my group chose an activity and how this contributes to making the world a better place. • To explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected • To explain what motivates me to make the world a better place. 	know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can identify problems in the world that concern me and talk to other people about them	I can work with other people to help make the world a better place	I can work with other people to help make the world a better place	I can describe some ways in which I can work with other people to help make the world a better place	I know what some people in my class like or admire about me and can accept their praise
ART & Design <i>Plan Bee Scheme</i>							
Design Technology <i>Plan Bee Scheme</i> Burgers	To explore different types of burgers and their nutrition facts. .	To explore how to make burger patties.	To explore sauces and side dishes for burgers.	To explore burger buns and their suitability.	To be able to plan and design a burger to make.	To be able to make a burger	To be able to evaluate the process.
Geography North America	To identify the countries of North America. Atlas work, researching the countries of North America.	To investigate and compare climates in North America. What do you think the climate is like in North America? Is it hot or cold? Dry or wet? Arctic or desert? Invite children to share their ideas. Explain that North America has lots of different climates.	To research the human and physical geography of North American. Discuss meaning of human and physical geography. First lesson: write about some of the more significant physical and human features of North America.	Second lesson: create travel booklet about the physical and human geography of a specific area of America.	To discuss and examine the influences of individuals in the USA today. Looking at Kamala Harris and Amanda Gorman.	To present research on a given state in the USA. Presentation on the US State assigned to the children to research from Christmas to now. Children to make appropriate notes.	To present research on a given state in the USA. Presentation on the US State assigned to the children to research from Christmas to now. Children to make appropriate notes.
History							

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German		Hast du Haustierte? To be able to ask a partner if they have a pet.	Hast du Haustierte? To be able to ask a partner if they have a pet.	Hast du Haustierte? To be able to ask a partner if they have a pet. Discussion of the types of pet, and how to say in German.	Hast du Haustierte? To be able to ask a partner if they have a pet. Discussion of the types of pet, and how to say in German.	Hast du Haustierte? To be able to ask a partner if they have a pet. Asking and answering the question.	Hast du Haustierte? To be able to ask a partner if they have a pet. Asking and answering the question.
RE Christianity <i>Discovery RE Scheme</i> <i>Is anything ever eternal?</i> To express the feelings about situations for things that could last forever. To make links between different Christian beliefs and their views on whether anything is ever eternal. To reflect on their own beliefs about whether anything is eternal.	Engagement To explore the concept of is anything ever eternal?	Investigation To investigate the concept of eternity in relation to marriage? Explore the question – can you love someone forever?	Investigation To explore the term unconditional – can anything ever be unconditional? To investigate how Jesus showed love	Investigation To explore the concept of forgiveness Through the question – Would you be able to forgive someone who was about to kill you like Jesus did?	Investigation To explore the concept of heaven Through the question – Can a non-Christian go to heaven?	Evaluation To be able to summarise their learning Through the following questions: Do Christians believe any thing is eternal? Do you think anything is ever eternal?	Expression To understand the irrespective of faith it is important to lead a good life
Games <i>Power of PE</i>	NETBALL Skills: I can.... Send a netball in a variety of ways Receive a ball and already know what I want to do with it	Skills: I can... Pass accurately and using a variety of passes Anticipate the play and release the ball quickly and efficiently	Skills: I can.... Shoot with good technique Land and pivot to pass the ball	Skills: I can.... Shoulder pass accurately and with force Create space for myself	Skills: I can.... Position myself to take rebounds from missed shots Participate purposefully in a netball match	Skills: I can.... Apply some tactics we have decided on as a team Play by the rules	Netball Matches putting learning into context
PE <i>Power of PE</i>	GYMNASTICS Skills: I can.... Hold controlled balances on a variety of points and patches on a given number of body parts Create a sequence of moves in unison with a partner	Skills: I can.... Evaluate the work of others Hold a range of symmetrical and asymmetrical counter balances I can work at different levels with weight on a variety of points and patches Create a sequence of moves in unison with a partner	Skills: I can.... Hold a range of symmetrical and asymmetrical counter balances Roll as part of a balancing and rolling sequence Challenge myself to improve	Skills: I can.... Hold a range of symmetrical and asymmetrical balances counter balances with a partner Use my own body weight in opposition to the apparatus Link skills to perform actions and sequences	Skills: I can.... Perform a sequence in canon at different levels Link asymmetrical counter tension balances and counter balances using transitional moves Evaluate the work of others using correct technical language	Skills: I can.... Work in a group Perform asymmetrical counter balances in a sequence, using canon or unison Use the apparatus and/or pupils when balancing Enjoy competing and challenging yourself to improve	Skills: I can.... Work in a group Perform asymmetrical counter balances in a sequence, using canon or unison Use the apparatus and/or pupils when balancing Enjoy competing and challenging yourself to improve