

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 6

Topic:

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science  LIGHT	To explain where light comes from and how it travels. Investigating light sources and creating our own lava lamp.	To explain the concept of reflection. Discover how mirrors are made. Poster on reflection.	To understand the parts of the human eye, and how light enables us to see. Table and annotated diagram.	To work scientifically to investigate and understand shadows, their appearance, and how they are formed. Puppet investigation.	Write up of Puppet Investigation with results tables and detailed analysis	To be able to explain the light spectrum and how rainbows are formed.	To understand and explain the concept of refraction. Refraction Circus. Revision Test.
Computing	PowerPoint – brainstorm all messages about e-safety they have looked at at Great Kingshill Combined School. Give remit for project.	Create a design of presentation appropriate to needs.	Insert different media into my presentation.	Create a slideshow using transitions and animations.	Play presentation and improve its impact.	Finalise presentation.	DL Assessment
Music <i>Charanga Scheme</i> By the end of the unit pupils will be able to	Listen and Appraise (learn about/start to recognise some of Carole King's compositions)	Listen and Appraise - You've Got A Friend by Carole King: Play the song. Click on the 'Listening' tab and use the questions as a focus when you are finding the pulse	Musical Activities (embed with increasing depth over time) Warm-up Games - You've Got A Friend: Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through the Copyback and Question and Answer Activities.	Flexible Games - You've Got A Friend: Starting with the Bronze Challenge, work through the warm-up games/activities	Vocal Warm Ups and Learn to Sing the Song -You've Got A Friend: Start to learn to sing the song	Vocal Warm Ups and Learn to Sing the Song -You've Got A Friend: Start to learn to sing the song	performance - You've Got A Friend: Perform and share what has taken place in today's lesson. Sing the song.
PHSE <b>Healthy Me</b> <i>Jigsaw Scheme</i> By the end of the unit pupils will be able to: To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. To give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. To reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older	I can take responsibility for my health and make choices that benefit my health and well-being	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I understand that some people can be exploited and made to do things that are against the law	I know why some people join gangs and the risks this involves	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	
ART & Design <i>Plan Bee Scheme</i> <b>Frida Kahlo</b>	To learn about Frida Kahlo and analyse some of her work.	To study the self portraits of Frida Kahlo.	To explore how Kahlo drew on her cultural background for her artwork.	To understand what surrealism is in artwork.	To explore how Kahlo painted moments in her life and expressed emotion through her work.	To understand proportions of the face to create a self-portrait	To understand proportions of the face to create a self-portrait
Design Technology <i>Plan Bee Scheme</i>							
Geography							
History	To explain who the Maya people were and where they lived. PP1 Identify where Mayan areas were. Look at key cities/civilisations. Create a 'Welcome to the Maya' page.	To explain the religious beliefs of the Maya people. PP2 Create Maya God fact files.	To describe and explain a range of foods eaten by the Maya people. PP6	To understand the Maya trading system	To understand how the Maya number system works. PP3	To understand and use a range of evidence sources to understand more about the Maya civilisation. PP4	To understand how and why the Maya civilisation ended
German	Was machst du in deine Freizeit?  To be able to ask what hobbies we have (what we do in our free time).	Was machst du in deine Freizeit?  To be able to ask what hobbies we have (what we do in our free time).	Was machst du in deine Freizeit?  To watch and discuss hobbies of children in Germany.	Was machst du in deine Freizeit?  To watch and discuss hobbies of children in Germany.	Was machst du in deine Freizeit?  Asking and answering with talk partner.	Was machst du in deine Freizeit?  Matching the hobbies game.	
RE <b>Christianity</b> <i>Discovery RE Scheme</i>	Key question for this enquiry: Is Christianity still a strong religion 2000	Step 1: engagement Skills: Interpretation Empathy	Step 2: Investigation Skills: Investigation Application	Step 2: Investigation Skills: Investigation Application	Step 3: Evaluation Skills: Discernment Analysis Evaluation	Step 4: Expression Skills: Expression Reflection Synthesis	

Term: Spring 2 2022

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<p><b><i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i></b></p> <p>To explain how people can influence them in different ways and explain the reason why</p> <p>To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted</p> <p>To give opinions as to whether Christianity is a strong religion now and explain the reason why</p>	<p>years after Jesus was on earth?</p>						
<p>Games</p> <p><i>Power of PE</i></p>	<p>TENNIS</p> <p>Skills: I can....</p> <p>Get into the 'ready position'</p> <p>Grip a racket and get into sideways positions to strike the ball</p>	<p>Skills: I can....</p> <p>Hit a forehand shot, consistently</p> <p>Control where I hit the ball</p>	<p>Skills: I can....</p> <p>Get into a good position and play backhand shots with some consistency</p> <p>I can play deft shots near the net within a small area</p>	<p>Skills: I can....</p> <p>Volley accurately on my forehand and backhand</p>	<p>Skills: I can....</p> <p>Smash</p> <p>Lob</p> <p>Serve</p>	<p>Skills: I can....</p> <p>Use some tactics against an opponent</p> <p>Play a competitive game using a range of ground strokes</p>	<p>Matches</p>
<p>PE</p> <p><i>Power of PE</i></p>	<p>DODGEBALL</p> <p>Skills: I can....</p> <p>Throw hard and low at my opponents</p> <p>I can dodge to evade the ball</p> <p>I can catch balls to get teammates back in the game</p>	<p>Skills: I can....</p> <p>Dodge balls well that are thrown at me</p> <p>Throw with increasing power and at a low trajectory</p>	<p>Skills: I can....</p> <p>Catching balls low down and thrown at pace at me</p>	<p>Skills: I can....</p> <p>Use a ball to block incoming fire</p> <p>Play adapted games with special rules</p>	<p>Skills: I can....</p> <p>Play, abiding by the rules</p> <p>Work as a group to come up with some tactics</p>	<p>Skills: I can....</p> <p>Choose the right moment to attack and defend</p> <p>Compete against others effectively</p>	<p>Matches</p>