

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: The Americas and the Maya

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Energy: Circuits, batteries and switches</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> describe the function of key electrical components and explain how the models used in the lesson represent these. correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. 	<p>Knowledge To use recognised symbols for electrical components.</p>	<p>Knowledge To predict and present results for electrical circuits.</p> <p>Working scientifically To use standardised symbols when drawing diagrams.</p>	<p>Knowledge To recognise a link between the number of components and resistance.</p> <p>Working scientifically To explain results using scientific knowledge.</p>	<p>Knowledge To identify ways to change voltage within an electrical circuit.</p> <p>Working scientifically To design a results table.</p>	<p>Knowledge To investigate how voltage affects bulb brightness.</p> <p>Working scientifically To plan an enquiry.</p>	<p>Knowledge To apply knowledge of circuits and components to a practical solution.</p> <p>Science in action To recognise that scientific knowledge can solve a problem.</p>	
<p>Computing Computer Science, Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts use sequence, selection and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use software to create a range of content that accomplish given goals, including presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.</p> <p>To use variables within a game to keep track of the properties of objects.</p>	<p>To use functions and understand why they are useful in 2Code.</p> <p>To debug a program and organise the code into tabs.</p> <p>To organise code into functions and Call functions to eliminate surplus code in the program.</p> <p>To explore the options for getting text input from the user in 2Code.</p> <p>To include interactivity in programming.</p>	<p>To explore how 2Code can be used to make a text-based adventure game.</p>	<p>To explore how 2Code can be used to make a text-based adventure game.</p>	<p>To plan and design my e-safety presentation.</p> <p>To insert elements into my PowerPoint presentation.</p>	<p>To use animations and transitions within the PowerPoint.</p> <p>To complete my e-safety PowerPoint presentation.</p>	
<p>Music Charanga Scheme You've Got A Friend</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting keep the internal pulse. take on a musical leadership, creating musical ideas for the group to copy or respond to. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>To listen to and appraise folk-rock music and identify its key features.</p>	<p>To appraise and compare music from one artist; to sing with control and expression, demonstrating accurate pitch, phrasing, and dynamics.</p>	<p>To play melodies on a wind instrument (recorder) from standard notation with increasing fluency, using correct fingering, breath control and expression.</p>	<p>To play melodies on a wind instrument (recorder) from standard notation with increasing fluency, using correct fingering, breath control and expression.</p>	<p>To compose a melody that demonstrates clear musical structure, effective phrasing and well-developed melodic ideas.</p>	<p>To perform a composition on a wind instrument (recorder) with expression and control and evaluate using appropriate musical vocabulary.</p>	
<p>PSHE Jigsaw Scheme Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. 	<p>To take responsibility for my health and make choices that benefit my health and well-being.</p>	<p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p>	<p>To understand that some people can be exploited and made to do things that are against the law.</p>	<p>To understand why some people join gangs and the risks this involves.</p>	<p>To understand what it means to be emotionally well, and explore people's attitudes towards mental health/illness.</p>	<p>To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	

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<ul style="list-style-type: none"> • 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. • identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. • 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. 						
<p>ART & Design Plan Bee Scheme Frida Kahlo</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations • improve their mastery of art and design techniques, including drawing with a range of materials • improve their mastery of art and design techniques, including painting with a range of materials • improve their mastery of art and design techniques, including sculpture with a range of materials • describe some great artists in history 	<p>To learn about Frida Kahlo and analyse some of her work.</p>	<p>To study the self-portraits of Frida Kahlo.</p>	<p>To explore how Kahlo drew on her cultural background for her artwork.</p>	<p>To explore how Kahlo painted moments in her life and expressed emotion through her work.</p>	<p>To create a self-portrait</p>	<p>To create a self-portrait</p>
<p>History The Ancient Maya</p> <p>Enquiry: How did geography, conflict, religion, and leadership shape the development of Maya culture over time?</p> <p>Concept: Continuity and Change</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • explore a non-European society that provides contrasts with British history • develop a chronologically secure knowledge and understanding of British, local and world history • establish clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources 	<p>To explain who the Maya people were and where they lived.</p>	<p>To understand the creation myths of the Maya and explain who Pakal the Great was.</p>	<p>To know and evaluate the importance of Maya achievements and events.</p>	<p>To explore the Spanish invasions of the Maya land; understand the collapse of Ancient Maya civilisation and the legacy left behind.</p>	<p>To understand the Maya society and know why it has since declined.</p>	<p>Mayan day. N.b. Y6 residential in this half term.</p>
<p>MFL <i>Language Angels</i> <i>French</i></p> <p>Manger et Bouger (Healthy Lifestyles)</p> <p>By the end of this unit, pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses in French.</p>	<p>To recognise, recall and spell ten healthy foods with their partitive article/determiner in French.</p>	<p>To recognise, recall and spell nine unhealthy foods with their partitive article/determiner in French.</p>	<p>To progress to learning how to form more complex sentences about healthy and unhealthy foods in French.</p>	<p>To improve their range of vocabulary by learning key language for activities they do and do not do to keep fit.</p>	<p>To improve their reading and decoding skills in the foreign language by learning some instructions on how to follow a simple healthy recipe in French.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>
<p>RE Jigsaw RE Christianity</p> <p>Key Question: <i>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • explain how the influence people have had on me has affected my views • describe one way that Christianity seems to be a strong religion today 	<p>To explain who has been an influence or inspiration in my life and why</p>	<p>To discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity</p>	<p>To explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations</p>	<p>To explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country</p>	<p>To explain how the influence people have had on me has affected my views</p> <p>To explain a reason why people may believe Christianity is still a strong religion today</p> <p>To give my opinion as to whether Christianity is a</p>	<p>To explain a legacy I would like to leave the world</p>

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<ul style="list-style-type: none"> give my opinion as to whether Christianity is a strong religion and why I think this 					strong religion and why I think this		
<p>PE PE Passport Hockey</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. 	<p>If using Quick Sticks, that everybody plays right-handed and can only use the flat side of the stick</p> <p>To dribble the ball with my head up</p>	<p>To know the technique for push passing</p> <p>To know how to receive a ball by cushioning its impact</p> <p>To push pass accurately</p>	<p>To know that I need to move to space after passing</p> <p>To pass and move</p> <p>To send and receive under pressure</p>	<p>When defending, to know how to close the space</p> <p>To develop a range of attacking skills and strategies</p>	<p>To use the width of the pitch when attacking</p> <p>To know how to make the most of a numerical advantage</p> <p>To support my teammates by communicating with them</p>	<p>To demonstrate the School Games values</p> <p>To adapt tactics in a game if they are not working</p>	
<p>PE PE Passport Health Related Fitness</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>To know why flexibility is important</p> <p>To motivate myself to do my best in a range of exercises</p>	<p>To know why stamina is very important in some sports</p> <p>To run for a period of time, maintaining a good pace</p>	<p>To know why relaxation and stretching is an important part of all athletes training</p> <p>To perform a variety of exercises demonstrating good technique</p>	<p>To know how drinking water can rehydrate the body</p> <p>To perform exercises with control and good technique</p>	<p>To know how to measure elements of fitness</p> <p>To prepare properly for exercise</p>	<p>To know how to set up a circuit of exercises</p> <p>To work as part of a group to set up a circuit of exercises</p>	
<p>Forest School Spring</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes– Trees and plants in the local area, Weather use tools safely to create mallets – bow saw, bill hook, loppers, knives understand the risks and safety instructions of Fire – make popcorn safely 						

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