

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow</p> <p>Making connections: Are some sunglasses safer than others?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall key knowledge from previous units. apply knowledge in new contexts. <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> carry out a full scientific enquiry. 	<p>Knowledge To revise the units <i>Circulation and health</i> and <i>Light and reflection</i>.</p> <p>Working scientifically To plan a comparative test.</p>	<p>Knowledge To revise the units <i>Light and reflection</i> and <i>Circuits, batteries and switches</i>.</p> <p>Working scientifically To gather and record data.</p>	<p>Knowledge To revise the units <i>Light and reflection</i> and <i>Circulation and health</i>.</p> <p>Working scientifically To conclude and evaluate the investigation.</p>	<p>Knowledge To revise the units <i>Classifying big and small, Evolution and inheritance, Light and reflection</i> and <i>Circulation and health</i>.</p> <p>Working scientifically To use further data to inform a conclusion.</p>	<p>Knowledge To revise the units <i>Light and reflection</i> and <i>Circulation and health</i>.</p> <p>Working scientifically To report on findings in the form of an advert.</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"> 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 design, write and debug programs that accomplish specific goals. 	To introduce text-based coding.	<p>To explore Python text-based coding.</p> <p>To explore JavaScript text-based coding.</p>	<p>To explore what well-being and social media mean.</p> <p>To consider and plan my photo collage.</p>	To take the photos I need for my collage.	To use the cut-out and edit function.	To create my collage and save.	
<p>Music Year 6 Musical Production</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 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. 	To learn and perform songs from a musical, demonstrating accurate pitch, rhythm and diction.	To develop character and expression through singing, movement and spoken dialogue.	To rehearse musical numbers as part of an ensemble, maintaining timing, coordination and awareness of others	To refine a musical performance by improving expression, stage presence and communication of character.	To evaluate and improve a musical performance, responding to feedback to enhance accuracy and impact.	To deliver a confident and expressive performance of a musical, evaluating how effectively musical and dramatic elements engage an audience.	A composition activity using the Music Explorer resource <ul style="list-style-type: none"> Rhythm Grid work The Language of Music Rewind and Replay (Revision) - revisit songs from the year
<p>PSHE Jigsaw Scheme Changing Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born. explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it. 	To be aware of my own self-image and how my body image fits into that	To be aware of the importance of a positive self-esteem and what I can do to develop it.	To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born	To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.
<p>ART & Design <i>Plan Bee Scheme</i> Street Art</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use sketchbooks to review and revisit ideas build up a collection of sketches and improve their designs for pieces, and have opportunities to draw, paint, cut and stencil 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 	To develop ideas and techniques for stylised graffiti lettering.	To develop ideas for improving a public space with street art.	To create street art in the style of Jason Naylor.	To develop ideas for creating street art using stencils. To explore the work of the artist Banksy.	To develop ideas for creating street art using stencils.	To create street art using stencils.	

Great Kingshill CE Combined School
Long Term Planning

Year Group: 6

Topic: Our Changing World and Transition

<ul style="list-style-type: none"> improve their mastery of art and design techniques, including sculpture with a range of materials Learn about about great artists in history 							
<p>Transition</p> <p>Moving to Year 7 and Secondary School</p>	To create an end of year booklet featuring my favourite memories.	To create a transition passport to capture my main worries.	To identify similarities and differences between Primary and Secondary School.	To explore transition scenarios.	To write a letter to my new school and a letter to my future self, reflecting on my hopes and aims.		
<p>MFL</p> <p><i>Language Angels</i></p> <p><i>French</i></p> <p>Moi dans le monde (Me in the World)</p> <p>By the end of this unit, pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries.</p>	To improve their decoding and comprehension skills through texts about four different fictional characters from the Francophone world.	To improve their decoding skills through longer and more complex texts about each character's favourite celebration in their home country.	To consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed information on two different religious celebrations.	To further develop their cultural awareness in the foreign language by comparing where two of the fictional characters live.	To discuss in French how they are going to be more responsible global citizens by doing more to protect our planet.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	
<p>RE</p> <p>Jigsaw RE</p> <p>Buddhism</p> <p><i>Key question: How are Buddhist teachings interpreted by believers?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> consider why some Buddhists teachings might be important in my life discuss why the 5 Precepts and the Eightfold Path might be important to some Buddhists explain how Buddhist teachings might be interpreted by believers and say why this might be important or not 	To consider what impacts on my understanding of truth	To explain how Theravada Buddhists might put their beliefs into action	To explain how Mahayana Buddhists might put their beliefs into action	To explain how the Eightfold Path might be interpreted by a believer	To consider why some Buddhists teachings might be important in my life	To consider how trying to improve my own thoughts, words and actions could benefit me and others	
<p>PE</p> <p>PE Passport</p> <p>Rounders</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 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	To know how to grip the ball	To know what ground fielding techniques to use and can chose the right one for the circumstance	To know the rules of rounders	To know the rules when batting and running between bases	To know the importance of great communication when playing rounders	To know that I should adjust my position in the field for certain batters	
<p>PE</p> <p>PE Passport</p> <p>Tennis</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 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best 	To know what the baseline is	To strike balls away from my opponent	To play deft shots with a loose grip	To know how we hit a backhand differently from a forehand	To know how to link shots, e.g. serve and volley	To know how to score	
<p>Forest School</p> <p>Summer</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 						

Term: Summer 2