



**Eynesbury Church of England Primary School**  
**Long Term Planning 2016/2017 – Year 6**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>SCIENCE</b>	<p style="text-align: center;"><b>Electricity</b></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches □ use recognised symbols when representing a simple circuit in a diagram.</p> <p style="text-align: center;"><b>Light</b></p> <p>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.</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• To think about types of scientific enquiries used to answer questions.</li> <li>• Plan types of scientific enquiries to answer questions.</li> <li>• Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Pupils can set up further comparative and fair tests and make prediction</li> </ul>	<p style="text-align: center;"><b>Evolution and Inheritance</b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Pupils can comment on scientific evidence that has been used to support or refute or arguments.</li> <li>• Pupils can carry out a fair test.</li> <li>• Pupils can use scientific diagrams and labels, classification keys</li> <li>• Pupils can report and present 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</li> </ul>	<p style="text-align: center;"><b>Animals Including Humans</b></p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  describe the ways in which nutrients and water are transported within animals, including humans</p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Pupils can use test results to make predictions</li> <li>• Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> <li>• Pupils can take measurements, using a range of scientific equipment, with increasing accuracy and precision,</li> <li>• Pupils can take repeated readings when appropriate recording data and results of increasing complexity using tables, scatter graphs, bar and line graphs</li> </ul> </li> </ul>



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<p>Additional Notes/ Info e.g additional skills covered, how this links into other subjects.</p>	<p>Electricity: DT board game design and technology CC link.</p>	<p>Safari Stu visit – cross curricular writing (moderators really liked these pieces)</p>	<p>Science heart rate investigation linked with P.E athletics</p>
<p align="center"><b>HISTORY</b></p> <p>National Curriculum Objectives Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p align="center"><b>Vikings</b></p> <p>Pupils should be taught about the Viking and the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor          Include:          Viking raids and invasion          Resistance by Alfred and Athelstan, first king of England          Further Viking invasions and Danegeld          Anglo-Saxon laws          Edward the Confessor and his death in 1066          They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.          They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p align="center"><b>Ancient Maya</b></p> <p>Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Additional Notes/ Info e.g additional skills covered, how this links into other subjects.</p>	<p>Not: settlements, place names, village life, Christian conversion, art and culture as this is covered in Year 5          Linked to geography</p>	<p>Links with DT: Mayan feast – food technology lesson          Linked to Georgrahpy objectives</p>	
<p align="center"><b>GEOGRAPHY</b></p> <p>National Curriculum Objectives</p>	<p>Linked to the Vikings: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Linked to the history of the Ancient Maya: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p align="center"><b>Brazil</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>



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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Describe and understand key aspects of physical geography, including: climate zones, rivers  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Additional Notes/ Info eg additional skills covered, how this links into other subjects.		PE links	
<b>ART</b> National Curriculum Objectives	Drawing and painting  To create sketch books to record their observations and use them to review and revisit ideas	Artist study: Da Vinci Clay work  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  To learn about great artists, architects and designers in history.	Hat project Sculpture  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  To learn about great artists, architects and designers in history.
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	CC links with Science: sketch of an eye. CC links with History: Viking sketch.		
<b>DT</b> National Curriculum Objectives	<u>Technological knowledge:</u> Understand and use electrical systems in their products  <u>Evaluate:</u>	<u>Food Technology :</u> Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to	<u>Food Technology:</u> understand and apply the principles of a healthy and varied diet  <u>Technological knowledge</u>



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	<p>Investigate and analyse a range of existing products (e.g. operation, steady hand games etc.)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world – e.g. scientific inventors of electricity and light bulbs etc</p> <p style="text-align: center;"><u>Design</u></p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients and using utensils</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredient</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p style="text-align: center;"><u>Design</u></p> <p>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 – research of milliners and reasons why people wear hats</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p style="text-align: center;"><u>Evaluate</u></p> <p>investigate and analyse a range of existing products</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>Science linked: Electronic board games</p>	<p>Links to History: Mayan Feast</p>	<p>Food technology: Linked to Science objectives and trip to Pizza Express</p>
<p><b>COMPUTING</b> National Curriculum Objectives</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>		<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>



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	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p>evaluating and presenting data and information.</p> <p>NB this is done as our unit is app creators but not done effectively as we only have one Ipad and not the technology required???</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>Esaftey and cyberbullying covered here including links to social media, text messages etc - PSHE</p>	<p>Links to Science and Numeracy – display data using graphs and charts.</p>	
<p><b>PE</b> National Curriculum Objectives</p>	<p><u>Invasion Games: Tag Rugby</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><u>Dance</u> develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Outdoor Adventurers</u> take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>Gymnastics</u> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>Striking and fielding (Kwick Cricket)</u> use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>		<p>Outdoor adventurers links with: GPS – computing objective and Geography mapping objective.</p>	<p>Kingswood Activities</p>



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<p align="center"><b>RE</b> National Curriculum Objectives</p>	<p>Where how and why do people worship?          (Bedford visit plus Cathedral day; include specific places - pilgrimage)</p> <p>Jesus : Who do people say I am?</p>	<p>Buddhism: What does it mean to be a Buddhist?          Can we all be enlightened?</p> <p>What happens when we die? - Easter etc</p>	<p>Can religions help to build a fair world and stop poverty?</p> <p>Christians in other parts of the world: What is it like to be a Christian in Vellore?</p>
<p>Additional Notes/ Info          eg additional skills covered, how this links into other subjects.</p>	<p>Links to Vikings – why did they have such a string faith and range of Gods...</p>		<p>Links to Brazil – Christ the Redeemer statue, poverty within Brazil etc</p>
<p align="center"><b>MUSIC</b> National Curriculum Objectives</p>	<p>Sing confidently in a wide variety of styles with expression          Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion          Lead/conduct a group of instrumental performers          Maintain a rhythmic or melodic accompaniment to a song          Texture created by layering rhythmic and/or melodic ostinatos          Developing ideas, using musical devices such as repetition, question and answer, ostinato.          Use a range of symbols (conventional or graphic) to record compositions.</p>	<p>Communicate the meaning and mood of the song          Maintain own part in a round</p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence          Read and play with confidence from conventional or graphic notation          Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.          Perform with sensitivity to different dynamics, tempi          Maintain own part on a pitched instrument in a small ensemble          Developing ideas, using musical devices such as repetition, question and answer, ostinato.          Arrange a song for class performance with an appropriate pitched and un-pitched accompaniment          Use a range of symbols (conventional or graphic) to record compositions.</p>	<p>Sing confidently in a wide variety of styles with expression          Sing a simple second part of a two part song with confidence          Perform own compositions to an audience          Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</p> <p>Chords / harmony —concord and discord          Scales, such as PENTATONIC, RAG, BLUES          Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.          Improvising in a variety of styles</p> <p>(Always considering the musical elements)          Create own simple songs reflecting the meaning of the words          Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p>
<p>Additional Notes/ Info          eg additional skills covered, how this links into other subjects.</p>			
<p align="center"><b>PSHE</b> National Curriculum Objectives</p>	<p align="center">E- safety          What does it mean to be a good friend</p>	<p align="center">SATs and how to deal with pressure</p>	<p align="center">Sex Education and Transition e.g. changes and facing new challenges</p>
<p>Additional Notes/ Info          eg additional skills covered, how this links into other subjects.</p>			<p align="center">Sex education linked to Science –          Animals including Humans.</p>