



Eynesbury Church of England Primary School
Long Term Planning 2018/2019 – Year 6

	AUTUMN	SPRING	SUMMER
SCIENCE	<p align="center">Electricity</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 align="center">Light</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>Working Scientifically:</p> <ul style="list-style-type: none"> • To think about types of scientific enquiries used to answer questions. • Plan types of scientific enquiries to answer questions. • Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	<p align="center">Evolution and Inheritance</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 align="center">Living things and their habitats 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>Working Scientifically:</p> <ul style="list-style-type: none"> • Pupils can comment on scientific evidence the has been used to support or refute or arguments. • Pupils can carry out a fair test. • Pupils can use scientific diagrams and labels, classification keys • Pupils can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in 	<p align="center">Animals Including Humans</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>Working Scientifically:</p> <ul style="list-style-type: none"> • Pupils can use test results to make predictions • Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> • Pupils can take measurements, using a range of scientific equipment, with increasing accuracy and precision, • Pupils can take repeated readings when appropriate recording data and results of increasing complexity using tables, scatter graphs, bar and line graphs



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	<ul style="list-style-type: none"> Pupils can set up further comparative and fair tests and make prediction 	oral and written forms such as displays and other presentations	
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	Electricity: DT board game design and technology CC link.		
<p align="center">HISTORY</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">Victorians</p> <p>The changing power of monarchs using case studies such as John, Anne and Victoria.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>	<p align="center">Ancient Maya</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>	
Additional Notes/ Info e.g additional skills covered, how this links into other subjects.	Not: settlements, place names, village life, Christian conversion, art and culture as this is covered in Year 5 Linked to geography	Links with DT: Mayan feast – food technology lesson Linked to Geography objectives Art: Mayan weaving	
<p align="center">GEOGRAPHY</p> <p>National Curriculum Objectives</p>	<p>Linked to the Victorians: 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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">Brazil</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> <p>Describe and understand key aspects of physical geography, including: climate zones, rivers</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern</p>



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			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 e.g. additional skills covered, how this links into other subjects.		PE links	
ART National Curriculum Objectives	Drawing and painting To create sketch books to record their observations and use them to review and revisit ideas Artist study: William Morris	Mayan weaving Mayan self portraits	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 e.g. additional skills covered, how this links into other subjects.	CC links with Science: sketch of an eye.		
DT National Curriculum Objectives	<u>Technological knowledge:</u> Understand and use electrical systems in their products <u>Evaluate:</u> Investigate and analyse a range of existing products (e.g. operation, steady hand games etc.) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world – e.g.	<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 feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients and using utensils Understand the source, seasonality and characteristics of a broad range of ingredient	<u>Food Technology:</u> understand and apply the principles of a healthy and varied diet <u>Technological knowledge</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>Design</u> 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



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	<p>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>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 e.g. 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>COMPUTING 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>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>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, evaluating and presenting data and information.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>E safety 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>PE</p>	<p><u>Invasion Games: Tag Rugby</u></p>		<p><u>Outdoor Adventurers</u></p>



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<p>National Curriculum Objectives</p>	<p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p align="center"><u>Dance</u></p> <p>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 align="center"><u>Hockey</u></p> <p>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> <p align="center"><u>Gymnastics</u></p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p align="center"><u>Dance</u></p> <p>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 align="center"><u>Gymnastics</u></p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p align="center"><u>Tennis</u></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p align="center"><u>Athletics</u></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p align="center"><u>Multisports</u></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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> <p align="center"><u>Rounders</u></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>			<p align="center">Kingswood Activities</p>



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<p align="center">RE National Curriculum Objectives</p>	<p>Where how and why do people worship? (Bedford visit plus Cathedral day; include specific places - pilgrimage)</p> <p align="center">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 Mayans – 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">MUSIC 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>			



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PSHE National Curriculum Objectives	Beginning & belonging Safety contexts inc. E-safety Family and friends	Managing risk, diversity & What is democracy?	Sex Education and Transition e.g. changes and facing new challenges
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			Sex education linked to Science – Animals including Humans.