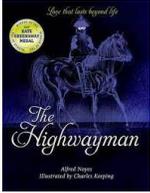
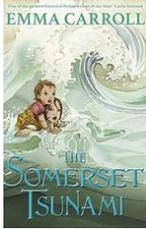
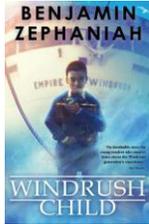


Ashbrook Junior School Long Term Plan - Year 6

Concept	Identity and diversity	Community	Sustainable Development	Perseverance	Equality and Fairness	Creativity
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Responsibility/ Kindness/ Aspiration /Respect	Aspiration Responsibility Respect	Responsibility/ Equality	Creativity Aspiration	Equality Kindness	Creativity
Name of unit	Events that changed the world	Crime and Punishment	Our Planet	Change	Trade	Local Study
Big Question	Why does Britain have such a diverse population?	How can our actions positively impact our community?	How are our lives and society influenced by the climate?	How have humans thrived as a species?	How will future generations benefit from what we're doing now?	How does being creative impact positively on society?
Text	<p>The Lion above the door by Ojali Q. Rauf</p> 	<p>k The Highwayman by Alfred Noyes</p> 	<p>The Somerset Tsunami By Emma Carol</p> 	<p>Darwin's Dragons by Lindsay Galvin</p> 	<p>Windrush Child By Benjamin Zeph</p> 	<p>The Unstoppable Letty Pegg by Iszi Lawrence</p>  <p>Opal Plumstead By Jacqueline Wilson</p> 
Hook	WW2 VR	Court case	Making Volcanoes Volcano bag	Fossil exploration and map making of fantasy voyage	Food tasting	A day in the life of the Victorians
Fieldwork		N/A	Local Visit - look at local geography and climate	Local Visit	N/A	N/A

Enrichment	Gurdwara	Derby Gaol	Magna	Bird beak investigation	Cadbury's World	Kedleston Hall Trip
Oracy Outcome	News Report	Debate	News Weather report	Captain's log audio recording	Digital recording of writing	Guided tour of Kedleston Hall
Authentic Written Outcome	Information text Letter as an evacuee (Poetry to supplement) unit	Discussion Text Narrative-Short Story from two perspectives Link to Black Powder Characters	Diary Entry Narrative-Journey (Moving the action forward and speech)	Biography-Charles Darwin Narrative-Character description	To persuade as a speech News Paper Report	Instructions text Informative leaflet
Driver	History- WW2	History - Crime and Punishment	Geography-Extreme Earth	Science-Evolution	Geography-Trade and Globalisation	History-Kedleston hall
Enhancer	Links within unit to Geography RE	Science	DT	Computing DT	DT	Art
Curriculum Links						

Science	<p>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>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Evolution</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - describe how living things 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>Sound Enquiry</p>
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	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting 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 - identifying scientific evidence that has been used to support or refute ideas or arguments. 					
<p>Geography</p>	<p>Geography</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
<p>History</p>	<p>WW2</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Crime and Punishment (Victorians)</p> <ul style="list-style-type: none"> - the changing power of monarchs using case studies such as John, Anne and Victoria - changes in an aspect of social history, such as 				<p>Kedleston Hall</p> <ul style="list-style-type: none"> - a depth study linked to one of the British areas of study - a study over time tracing how several aspects of national history are reflected in the locality (this

		crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 th Century				can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content..</p>						
Art	Clay Sculptures	Graffiti				Water Colours
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 						
DT			<p>Bridges</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in 	<p>Electrical Circuits</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>Seasonality</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking 	

		their products [for example, gears, pulleys, cams, levers and linkages]	- apply their understanding of computing to program, monitor and control their products.	techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
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Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- 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.

Music Charanga	How Does Music Bring Us Together?	How Does Music Connect Us with Our Past?	How Does Music Improve Our World?	How Does Music Teach Us about Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with the Environment?
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Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with

	<p>increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - 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. 					
RE	U2.3 What do religions say to use when life gets hard?		U2.7 What matters most to Christians and Humanists	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah	
French	Year 3 Unit 2 (4 lessons) Year 3 Unit 3 (2 lessons) Year 3 unit 4 (4 Lessons)	Year 3 Unit 8 (4 Lessons) Year 3 Unit 11 (4 lessons)	Year 3 Unit 7 (6 Lessons)	Year 4 unit 1 (2 lessons) Year 4 Unit 2 (2 lessons) Year 4 unit 3 (6 lessons)	Year 4 unit 4 (4 lessons) Year 4 unit 5 (2 lessons) Year 4 unit 6 (4 lessons)	Year 4 unit 7 (4 lessons) Year 4 unit 8 (4 lessons)
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p>Aims</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an appreciation of a range of writing in the language studied. <p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p>						

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Computing	3D Modeling	Coding and Rodocodo	Drawing and iPad publication	Internet research	Excel Spreadsheets	Audio Recording
	<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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 	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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 	<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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 	<ul style="list-style-type: none"> - 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 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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 	<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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
<ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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 						
PSHE (units to be added once)	How can bad news affect our physical and	Why is it important to respect other	What makes us individuals?	Is diversity the same in all communities?	Why do we have age restrictions?	Should we do things just because we

PSHE overview is finalised)	mental health?	peoples' points of view? Are all relationships the same?	Do we all go through the same changes?	Do we all share the same values about diverse communities?	How can we respond to emergencies?	can? Is the internet a source of positivity or negativity?
PE (Second unit to be added once PE overview is finalised)	Personal	Social	Cognitive	Creativity	Physical	Health and fitness.
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught 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] - perform dances using a range of movement patterns - 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. 						