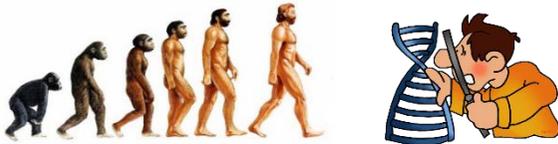
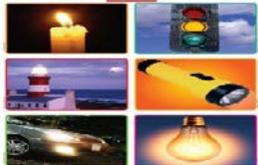


Victoria Lane Academy Long Term Foundation Planning—Year 6

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Science	<p style="text-align: center;"><u>Living Things and their Habitats</u></p>  <p style="text-align: center;">Why are animals and plants different?</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 microorganisms, plants and animals. *Give reasons for classifying plants and animals based on specific characteristics? *Sorting keys and diagrams - local animals and birds, close observation and description . 	<p style="text-align: center;"><u>Animals Including Humans</u></p>  <p style="text-align: center;">How can I look after my body?</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. *Describe the ways in which nutrients and water and transported within animals, including humans 	<p style="text-align: center;"><u>Evolution and Inheritance</u></p>  <p style="text-align: center;">Why have humans changed over time?</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. *Give reasons why offspring are not identical to each other or to their parents? *Explain the process of evolution and describe the evidence for this. *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p style="text-align: center;"><u>Light</u></p>  <p style="text-align: center;">What is light and how is it used?</p> <ul style="list-style-type: none"> *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 style="text-align: center;"><u>Electricity</u></p>  <p style="text-align: center;">What is electricity and why is it dangerous?</p> <ul style="list-style-type: none"> *Identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers) *Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches. *Use recognised symbols when representing a simple circuit in a diagram.



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	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Topic	 <p style="text-align: center;"><u>What was it like to live during World War 1?</u></p> <ul style="list-style-type: none"> *What do you already know about World War 1? *Order main events chronologically *Label and colour a map of Europe from WW1. Look at how countries were 'divided', compare to Europe now. *Events leading up to WW1, assassination of Franz Ferdinand. Write notes, plan and write news report on this. Compare to newspapers from the time. *Create a poster to recruit soldiers - why might men have wanted to join the army? *What did British soldiers wear for battle? Sketch and label a diagram. Describe each piece of kit and what it was used for. *Trench warfare - how and why did this begin? Detailed sketch of a trench, vocabulary used to label each part. Why and how were German and British trenches different? 	 <p style="text-align: center;"><u>Were the Vikings always vicious and victorious?</u></p> <ul style="list-style-type: none"> *What do you already know about the Vikings? *Who lived in Britain when the Vikings came? Did the Anglo-Saxons like the Vikings? Research on Anglo-Saxons - each group takes a different area (jobs, food, family, role of women and children, types of punishments, religion, towns and villages). *Map of Britain and how it was divided into different areas, during the Anglo-Saxon rule (heptarchy). Children colour code and label map. Maths activity based on areas of land - compare and calculate using %ages, fractions, etc. *Why did the Vikings come to Britain? Look at the 	 <p style="text-align: center;"><u>SATs preparation</u></p> <p>English grammar, spelling and punctuation - online games, practise papers, tasks and activities based on consolidation of skills.</p> <p>Arithmetic - Use of online timed practise papers, times tables, methods for quick, efficient calculation.</p> <p>Reasoning - Timed practise, past papers, self-marking.</p> <p>Reading - Use of past test papers, analysis of answers to find</p>	 <p style="text-align: center;"><u>What a Wonderful World!</u></p> <ul style="list-style-type: none"> *What do you already know about geographical features? *Describe various environments from around the world. Look at the geographical features you can see, describe what they are and then predict where in the world they could be. *Use a map of the UK to find and mark the areas from the previous activity. *What is the water cycle - complete an accurate, labelled diagram. Number each 'process' and clearly explain each step. *What are rivers? Record notes following video and power-point, explain key terminology. Maths activity - rounding to nearest hundred, thousand, etc of lengths of longest UK/World rivers. 	 <p style="text-align: center;"><u>I'm a Year 6 pupil, get me out of here!</u></p> <ul style="list-style-type: none"> *What do you already know about your local area? 'Know the Word' grid completed, to include location, settlement and residential. *In groups, go out into the village and photograph the areas/landmarks that you think are the most important. Print photos, use these to create a 'map' of the area. *What do you think a birds-eye view is? Look at a birds-eye view - can you label features accurately? *Why were houses built in Coundon originally? Look back at the history of the area, focus on its mining



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	<p>*Life in the trenches - Battle of the Somme 1916</p> <p>*Life in Britain during the war, jobs for women</p> <p>*Rationing - why did it happen? How did it affect the 'average' British household?</p> <p>*War at sea - submarines causing food shortages</p> <p>*Cooking of typical dishes - following instructions, taste testing, different groups cook different dishes, compare, which is preferred?</p> <p>*Animals at war - use of dogs, pigeons, horses, etc.</p> <p>*War in the air and the use of airships - how did Britain defend itself?</p> <p>*End of the war - what went wrong for Germany?</p>	<p>reasons Vikings invaded and settled.</p> <p>*Travelling - how did Vikings travel so far? Look at long ships and the way they were built. Draw and label a diagram of a long ship.</p> <p>*Invasion - tell the story of the invasion of Holy Island and the attacks on Lindisfarne. Diary entry of a monk involved in the attack.</p> <p>*What did Britons learn from the Vikings? Look at the ways in which life changed for the better.</p> <p>*What was life like for an 11-year old Viking boy/girl? Children find out about aspects of Viking life, create a poster detailing this.</p> <p>*Viking food - children will plan and create a Viking dish in groups.</p>	<p>areas for development, online games and activities.</p>	<p>*Mountain ranges - locate and mark on world map. Comprehension based on main mountain ranges.</p> <p>*Key terminology relating to mountains - match up pictures, clear explanation of meaning.</p> <p>*Mount Everest - why is it so dangerous? History of climbers who've conquered the mountain and those who haven't. Clips from Everest?</p> <p>*What is the difference between rivers and oceans? Look at main oceans of world, how they differ in temperature, depth, etc. Children choose one to research. Create detailed poster about their ocean (group work).</p>	<p>history - is there anything left from this era now?</p> <p>* Compare pictures of Coundon now and 50/100 years ago - similarities. Differences? Do you know which buildings are the oldest?</p> <p>*Look at the uses of the buildings in Coundon and Leeholme. Focus on explanation of terminology residential, industrial, etc. Can you colour code a street map showing this?</p> <p>*compass directions - in groups, go into village again. Look at use of compass, can we create simple directions to allow somebody to get from point a to b?</p>
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Victoria Lane Academy Long Term Foundation Planning—Year 6

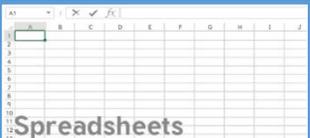


Possible Extended Writing Opportunities	<ul style="list-style-type: none"> *Newspaper report on outbreak of WW1 from British point of view. *Diary entry of British soldier *Letters home from trenches *Going over the top, build-up, description of setting *Recount of cooking activity *Non-chronological report on use of animals during the war *Newspaper report about the end of the war 	<ul style="list-style-type: none"> *Diary entry for a Lindisfarne monk - daily life leading up to and including attack. *Explanation text - what was it like to live in Viking Britain? *Text on posters describing a Viking boy or girl. 		<ul style="list-style-type: none"> *Explanation text showing the water cycle. *Create power-point on a river of choice, detailing its source, mouth, etc. *Diary entry of Sir Edmund Hillary *Detailed explanations of 'parts' of ocean, with terminology explained accurately. 	<ul style="list-style-type: none"> *Clear explanation of topic vocabulary *Leaflet to persuade visitors to come to Coundon and Leeholme. Why would it be a good 'base' for exploring the area?
English Texts	<ul style="list-style-type: none"> *Private Peaceful - Michael Morpurgo *'Goodnight Mr Tom' Michelle Magorian *Letters and diary entries *Recipes *Internet research, recording notes accurately *Primary and secondary evidence, to include photos and newspaper articles *Newspaper reports on outbreak of war and end of war 	<ul style="list-style-type: none"> *'Wonder' R.J.Palacio *Internet research on different areas of Anglo-Saxon life *Non-fiction texts on life in Viking Britain. 	<ul style="list-style-type: none"> *'River Boy' Tim Bowler *Weekly completion of English Reading SAT papers - followed by marking and analysis of areas to work on. 	<ul style="list-style-type: none"> *'Fireweed' Jill Paton *'Clockwork' Philip Pullman *Internet research and non-fiction texts on rivers, mountains. *Non-fiction text on dangers of climbing mountains, stages of climbing Mount Everest. 	<ul style="list-style-type: none"> *'Kensuke's Kingdom' Michael Morpurgo *Maps of varying detail *Internet research on the local area - could we find letters/diaries from local residents?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	<p><u>Why is Diwali celebrated by both Hindus and Sikhs?</u></p> <ul style="list-style-type: none"> *What do we celebrate each year? *Origins of Hinduism and Sikhism *Why and how is Diwali celebrated? 	<p><u>How can religious meaning be expressed through art?</u></p> <ul style="list-style-type: none"> *What art do I like and why? *Features of Islamic art. *What stories can be found in stained glass windows? *Create a piece of art which is significant to children and their beliefs. 		<p><u>What is prayer and meditation?</u></p> <ul style="list-style-type: none"> *Why do Buddhists meditate? *What prayer rituals do other religions have? *Write a prayer of a poem linked to beliefs. 	<p><u>How do different religions celebrate marriage?</u></p> <ul style="list-style-type: none"> *What do I celebrate? *Who is special to me and why *How do Christians / Muslims / Hindus / Humanists celebrate marriage? 	<p><u>What do people believe happens after death?</u></p> <ul style="list-style-type: none"> *How do different religions celebrate the end of a person's life? *What do different religions have in common? *What do Humanists and Buddhists believe about death?
ICT	 <p>Scratch: Animated Stories</p> <p>The unit is designed to help children to continue to develop their writing skills, by creating their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story.</p>	 <p>Website Design</p> <p>The children will have the opportunity to learn how to create an entire website by first researching what makes a good website. They will create a sitemap, which will enable them to create a multi-page website. They will learn to link pages internally and externally.</p>	 <p>Spreadsheets</p> <p>Children are given an understanding of spreadsheets and how they can be used. Initially children learn skills in formatting and entering specific formulas before using spreadsheets to solve specific problems. Examples include number calculations, sports tables, test scores and budgeting.</p>	 <p>Kodu Programming</p> <p>This unit introduces children to programming with Kodu, a simple visual programming language made specifically for creating games. Kodu is a very visual package allowing quick and effective development of games</p>	 <p>Film-Making</p> <p>This aim of this unit is to allow children to explore various aspects of film-making. In doing so, they must choose and use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</p>	 <p>Using and Applying Skills</p> <p>Children are challenged to research computer games/apps, design and code their own game using Scratch or Kodu and then promote it using appropriate software.</p>



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Art / DT	<p style="text-align: center;"><u>Art - Wildlife and Birds</u></p> <ul style="list-style-type: none"> *Sketching feathers, pencil and charcoal *Sketching birds in pencil, focus on shading *Printing feathers *Textured clay tiles *Newspaper birds 	<p style="text-align: center;"><u>DT - War time recipes and cooking</u></p> <ul style="list-style-type: none"> *Typical war-time recipes, plan, make and evaluate according to taste, appearance and texture. *Different recipes cooked each week. 	<p style="text-align: center;"><u>DT - Vikings</u></p> <ul style="list-style-type: none"> *Anglo-Saxon weaving - loom frame weaving, using natural materials *Viking long ships, design and build *Viking shields - design, create and paint 	<p style="text-align: center;"><u>DT - Felt phone cases</u></p> <ul style="list-style-type: none"> *What does my design need? Criteria *Design *Make a template *Select and practise stitches *Plan *Create, complete and evaluate 	<p style="text-align: center;"><u>Art - The work of Keith Haring</u></p> <ul style="list-style-type: none"> *Background of artist *Share examples of work, children work in the style of the artist *Whole class mural *Haring themed glass bottles - glass painting *Share work in assembly 	<p style="text-align: center;"><u>Art - The Seaside</u></p> <ul style="list-style-type: none"> *Kensuke's Kingdom front cover *Drawing fish in pen *Drawing shells in colour *Printing fish in colour *Weaving seaside scenes *Making fish lanterns
British Values	<p>As well as planned activities, pupils will also have the chance to discuss, find out about and respond to current news, which is relevant to British Values.</p>					
	<p>Democracy: How did Hitler come to power in Germany? What can this teach us?</p> <p>Rule of Law: What happened as the rule of law broke down in Britain? Martial law 1940-1945.</p> <p>Individual Liberty: Was WW2 a war that had to be fought to preserve freedom? What do we owe those who fought for us?</p> <p>Mutual Respect: Which groups of people did the Nazis show a lack of respect for? Why?</p> <p>Tolerance of Different Faiths and Beliefs: How was the Holocaust allowed to happen?</p> <p>Remembrance Day</p>	<p>Democracy: How were decisions made? Was everyone's opinion listened to?</p> <p>Rule of Law: How did Viking laws differ to our laws? How were they introduced and kept?</p> <p>Individual Liberty: What happened when the Vikings left Britain?</p> <p>Mutual Respect: Research Viking Gods and Goddesses, and the respect the Vikings had for them. How is this similar to Christian worship of God?</p> <p>Tolerance of Different Faiths and Beliefs: Why were the Vikings able to raid and pillage for so long?</p>	<p>Democracy: Why is fox hunting such a controversial idea? How have the laws been changed regarding fox hunting? Is it fair?</p> <p>Rule of Law: Are there any rules or laws to protect our natural landmarks?</p> <p>Individual Liberty: Why do people try and climb Mount Everest when it has been proven to be so dangerous?</p> <p>Mutual Respect: Why do we need to look after our natural landmarks? Respect of the environment, discussions on global warming, recycling, etc.</p> <p>Tolerance of Different Faiths and Beliefs: How do different religions celebrate marriage? Why has it taken so long to be able to marry partners of same sex? How do their beliefs differ with regards to what happens after death?</p>			

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 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Educate and Celebrate</p>	<p>*Whole School Assembly - Black History Month Who was Rosa Parks and why do we remember her? *Whole School Assembly - Anti-Bullying What is a bully? Why do people bully? How do people bully? *Alan Turing - The Enigma Code, prejudice and homophobia *Homophobia in sport - Colin Jackson, Gareth Thomas, Justin Fashanu - why are people frightened to share who they are? Reasons for homophobia</p>			<p>*Whole School Assembly - LGBT History Month Flags and symbols - Union Jack, Olympic, Rainbow, Manchester bee- representative of countries, communities, organisations *Whole School Assembly - Women's History Month Women throughout history who have battled against stereotypes to succeed *'Wonder' - Class Novel, numerous activities about differences, stereotypes and phobias.</p>			<p>*Whole School Assembly - Toys and Gender Stereotypes *Whole School Assembly - Moving On and Settling In *The art work of Keith Haring *Same-sex marriages - RE *'Love has No Labels' video and activities. *Follow up activity - Orlando American Football game</p>		
	<p>Class Novels</p>	<p>'Private Peaceful' Michael Morpurgo </p>	<p>'Goodnight Mr Tom' Michelle Magorian </p>	<p>'Wonder' R.J.Palacio </p>	<p>'River Boy' Tim Bowler </p>	<p>'Fireweed' Jill Paton Welsh 'Clockwork' Phillip Pullman  </p>	<p>'Kensuke's Kingdom' Michael Morpurgo </p>		
<p>P.E.</p>	<p>See PE Long Term Plan for each term's activities and coaching</p>								