

Long Term Map Overview Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connector	Territory		Discoverers		Civilization	
Learning						
English	Alternative fairy tale Letter in role	Historical Fiction Evacuee diary SMSC (6)	Sci-Fi	Holiday Brochure	Romeo and Juliet SMSC (1,6,9)	Year 6 play Poetry SMSC (7,8)
Maths	Solve problems with: Number & place value Addition & subtraction Multiplication & division Fractions Algebra Finding all possible problems	Division for problem solving BODMAS and algebra Fractions for problem solving Ratio and proportion	Ratio and Proportion Fractions, Percentage and Decimals Algebra	Solve problems involving: Measure Shape and Position Statistics Algebra	Revision of topics for Statutory Assessment	Consolidation & extension of skills with mental and written calculations, factions, algebra, ratio, proportion, decimals, measures, shape, position & direction ready for KS3 Maths and Investigation
Science	Light	Electricity	Animals (including humans)	Evolution and Inheritance	All living things (Classification)	Living things and their habitats (Investigation)
Essential Learning - knowledge	I can recognise that light appears to travel in straight lines. I can 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.	I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs,	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same	I can 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.	I can 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.

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	<p>I can 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.</p> <p>I can 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>the loudness of buzzers and the on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>lifestyle on the way their bodies function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>kind, but normally offspring vary and are not identical to their parents.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>I can give reasons for classifying plants and animals based on specific characteristics.</p>
Essential Learning - practical	<p>I can plan different types of scientific enquiry to answer questions and I can control variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy. I can take repeat readings if necessary.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, classification keys, bar and line graphs.</p> <p>I can use test results to make predictions and create further comparative and fair tests.</p> <p>I can report on and present my findings in oral and written forms.</p> <p>I can report on my findings and comment on conclusions, casual relationships and express views on degrees of trust in the data.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
Computing (aspects which are taught discretely)	Young Author's – E Book SMSC (3,7)	Appy Time - Coding SMSC (3,7)	Let's Learn a Language SMSC (3,7)	Coding SMSC (3,7)	Excel SMSC (3,7)	
Essential Learning	<p>I can use search technologies safely and effectively.</p> <p>I can create an e-book with audio and a complete narrative.</p> <p>I can explain how to report cyberbullying and</p>	<p>I can use basic JavaScript and Python and give examples of what a coder does.</p> <p>I can use search technologies safely and effectively.</p>	<p>I can use basic JavaScript and Python and give examples of what a coder does.</p> <p>I can use search technologies safely and effectively.</p>	<p>I can use basic JavaScript and Python and give examples of what a coder does.</p> <p>I can create a 'Flappy Birds' style game using Xcode and</p>	<p>I can use search technologies safely and effectively.</p> <p>I can explain how to report cyberbullying and how to be safe when playing games online.</p> <p>I can use multiple applications to create a report including graphs.</p>	

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	how to be safe when playing games online.	<p>I can create an advert and explain what is meant by the terms 'wearable technology' and 'prototype'.</p> <p>I can explain why copyright is important.</p> <p>I can explain how to report cyberbullying and how to be safe when playing games online.</p>	I can explain how to report cyberbullying and how to be safe when playing games online.	<p>explain what 'visual programming' is.</p> <p>I can use search technologies safely and effectively.</p> <p>I can explain how to report cyberbullying and how to be safe when playing games online.</p> <p>I can use multiple applications to create a report including graphs.</p>	
Computing (aspects which are ongoing throughout the year)	<p>E safety Essential Learning – I can understand cyber bullying and what to do if it happens; I can use technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating content.</p> <p>Research and the Internet Essential Learning – I can understand uses of networks for collaboration & communication; I can combine a variety of software to present information effectively.</p> <p>Multi-media Essential Learning - I can use ICT to present information in different ways;</p> <p>Data Information – VLE, laptops, i-pads, computer-connected devices).</p> <p>SMSC (2,4,8)</p>				
Humanities Theme (History & Geography)	The British Theme Beyond 1066 – WW2	OS Maps and field work SMSC (1,6,9)	Biomes, vegetation belts and land use	Achievements of Earlier Civilisations: Ancient Egyptians	Non-European society - Mayans
Essential Learning	<p>I can understand land use, economic activity and distribution of resources.</p> <p>I can show some detailed factual</p>	I can use 4 and 6 figure grid references on OS maps.	<p>I understand what biomes and vegetation belts are.</p> <p>I can explain how land use, economic activity and distribution of</p>	<p>I can give reasons for, and explain the results of main events and changes.</p> <p>I am beginning to devise questions about</p>	I have studied a region of Europe and the Americas.

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	<p>knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>I can make links between, give reasons for, and explain the results of main events and changes.</p> <p>I can devise historically valid questions about changes, similarities, differences and causes in aspects of history I am learning about.</p>	<p>I can use fieldwork to record and explain areas.</p>	<p>resources are connected.</p>	<p>changes, similarities, differences and causes in aspects of History I am learning about.</p> <p>I can evaluate sources and identify those that are useful for particular tasks.</p> <p>I can thoughtfully select and organise information, making appropriate use of dates and historical terms.</p>		
Art/ D.T. Theme	Digital Art	Designing and building shelters	Dragon's Den: Pet Product SMSC (3,6,8)	Egyptian pattern and Lino printing	DT Cookery	Drawing – Lowry
Essential Learning	<p>I can describe the techniques artists have used and compare styles from different cultures.</p> <p>I can revisit, adapt and refine my work to reach my goals.</p> <p>I can use a sketchbook to select, collect, record and annotate my ideas and research for a piece of artwork.</p>	<p>I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>I can use research and develop design criteria to inform the design of innovative, functional</p>	<p>I can describe the techniques artists have used and compare styles from different cultures.</p> <p>I can revisit, adapt and refine my work to reach my goals.</p> <p>I can use a sketchbook to select, collect, record and annotate my ideas and research for a piece of artwork.</p>	<p>I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>I can use research and develop design criteria to inform the design of innovative, functional</p>	<p>I understand and can use the principles of a healthy and varied diet.</p> <p>I can prepare and cook a variety of savoury dishes using a range of techniques.</p>	<p>I can describe the techniques artists have used and compare styles from different cultures.</p> <p>I can revisit, adapt and refine my work to reach my goals.</p> <p>I can use a sketchbook to select, collect, record and annotate my ideas and research for a piece of artwork.</p>

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	<p>I can improve my mastery of art and design techniques including photography.</p> <p>I can manipulate materials and processes with purpose, creativity and experimentation.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p>	<p>and appealing products that are fit for purpose, aimed at a particular individual or group.</p> <p>I can use my knowledge of computing to program, monitor and control my products.</p> <p>I have use of skills to build a prototype or model of a product.</p> <p>I can analyse how previous designers came up with a design to solve a lifestyle problem. How would this problem be solved with the resources available today?</p>	<p>I can improve my mastery of art and design techniques including printing.</p> <p>I can develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can manipulate materials and processes with purpose, creativity and experimentation.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p>	<p>and appealing products that are fit for purpose, aimed at a particular individual or group.</p> <p>I can use my knowledge of computing to program, monitor and control my products.</p> <p>I have use of skills to build a prototype or model of a product.</p> <p>I can analyse how previous designers came up with a design to solve a lifestyle problem. How would this problem be solved with the resources available today?</p>		<p>I can improve my mastery of art and design techniques including drawing.</p> <p>I can develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can manipulate materials and processes with purpose, creativity and experimentation.</p> <p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them.</p>
Music Theme	<p>Singing WW2 songs</p> <p>Composing music (linked to the Blitz)</p> <p>Ukulele</p> <p>SMSC (8)</p>		<p>Musical chant and notation</p> <p>SMSC (8)</p>		<p>South American Composer</p> <p>Singing and performance skills.</p> <p>Year 6 play</p> <p>SMSC (8)</p>	
Essential Learning	<p>I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these.</p>		<p>I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these.</p>		<p>I can listen and evaluate a range of music from different traditions, styles and times and share my own opinions and be willing to justify these.</p>	

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	<p>I can aurally identify basic musical rhythms and compare and contrast basic changes within the music.</p> <p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can select, play, change and combine sounds, experimenting with different ways of producing sounds.</p> <p>I can respond to the ideas of others with confidence and improvise my own simple part within a musical structure.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p> <p>I can justify my comments about my own and others works and make suitable revisions. SMSC (8) SMSC (8)</p>	<p>I can aurally identify basic musical rhythms and compare and contrast basic changes within the music.</p> <p>I can respond to the ideas of others with confidence and improvise my own simple part within a musical structure.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>I can play from simple notations and learn to maintain a solo or group instrumental line.</p> <p>I can create music that follows a structure and discuss the choices made.</p> <p>I can justify my comments about my own and others works and make suitable revisions. SMSC (7,8)</p>	<p>I can aurally identify basic musical rhythms and compare and contrast basic changes within the music.</p> <p>I can maintain my own part in a group performance.</p> <p>I can sing expressively with an awareness of overall intended effect.</p> <p>I can respond to the ideas of others with confidence and improvise my own simple part within a musical structure.</p> <p>I can maintain a strong sense of pulse, recognise what others are doing within my group and adapt my playing to fit (speed, volume etc.).</p> <p>SMSC (7,8) SMSC (7,8)</p>
<p>RE Theme</p>	<p>What matters most to Christians and Humanists?</p>	<p>What do religions say to us?</p>	<p>Is it better to express religion in arts or charity?</p>

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	Gym - I can combine my work with that of others. Athletics - I can demonstrate stamina.	Dance - I can develop sequences in a specific style. Athletics - I can demonstrate stamina.	Gym - I can combine my work with that of others. Athletics - I can demonstrate stamina.	Dance - I can develop sequences in a specific style. Outdoors - I can plan with others, taking account of safety and danger.	Gym - I can combine my work with that of others. Outdoors - I can plan with others, taking account of safety and danger.	Dance - I can develop sequences in a specific style. Outdoors - I can plan with others, taking account of safety and danger.
French	All about me	Around the World/My Environment	Health and Fitness	School Life	Food and Drink Preparation for French visitors	Project
Essential Learning	I can hold a simple conversation in French introducing myself and describing my interests.	I can describe my town in French.	I can learn instructions for an exercise routine in French.	I can understand a school timetable and tell the time in French.	I can ask how much an item in a shop costs in French.	I can write and respond to a letter to a French pen pal.
PSHE/Citizenship/ Keeping safe/SRE/Drugs Education	Me and Feelings and Relationships	Me, Medicine and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
SMSC – including British Values	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it's important (9) – Democracy					

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Bringing Learning to Life						
Trips, visits, visitors, events. To be developed and linked to Life Skills.	WW2 Trip Field Work	Lyndhurst School Christmas Party	Dragons Den	Visitors from local pet business / charities	Transition to Secondary School	Lyndhurst Year 6 Play, French Trip PGL
Life Skills Challenge	Making a Positive Contribution Community – School House SMSC (9)		Entrepreneurial Dragons Den SMSC (3,6,8)		Community Elderly in the local community	

All details will be on short term plans. English and some aspects of Computing and Maths will be in every unit. Long Term Maps are subject to review during the academic year.