

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 6 2022 - 2023

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Project title	Nations (compare to Japan)		Stone Age (comparison to current living and being healthy)		Flight (comparison of how different things fly)	
Driving question	What is a nation?		Were Stone Age people healthier than us?		How does it fly?	
Trip/hook	Mystery/puzzle (with questions and clues) about different nations		Stone Age morning		Millets Farm Falconry Centre visit	
Outcome	Island nations	Christmas light walk of Japanese lanterns	Stone Age and current day fitness regime		Homemade flight games afternoon	
Main curriculum areas	<p>Geography:</p> <ul style="list-style-type: none"> - reading and creating maps - Topography - the formation of landscapes - study of different regions of the UK - study and simulate key elements of a nation - locate Japan on a map - recall key facts and terms about Japan - interpret a range of sources of geographical information, including maps (geography) - locate the Shogun Japan <p>History:</p> <ul style="list-style-type: none"> - different nations and how they developed - how governments evolved - chronology of governments in history from other classes - continue to develop a chronologically secure knowledge and understanding of British - local and world history - establishing clear narratives within and across the periods by learning about some key events in Japanese history and how Shogun Japan formed - find out how Shogun Japan developed - understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts - examine and evaluate different sources of evidence about Shogun Japan and say what they can teach us about Japanese culture - explain how and why the Shogun Japan became powerful and successful and also how and why it came to an end - to consider similarities and differences between ancient religions and different religions today - to look at the characteristics of Maya gods and design your own 		<p>History:</p> <ul style="list-style-type: none"> - how do we know about the distant past? - can the past be trusted? - why are there different interpretations of the past? - what was stone age Britain like and how did it compare with other places at that time (Shang Dynasty China/ The Egyptians) - to put events in chronological order - to understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history - to find out about how hunter-gatherers lived in Stone Age Britain - to explore how Stone Age people survived against threats - to explore the style of Stone Age cave art - to find out how cave paintings were created - to examine non-written sources of evidence about the Stone Age - to make deductions from primary sources - healthy living over time - change of diets - comparison between health now and health in the past and how people stayed healthy in different time periods - when things were created and used for staying healthy <p>Geography:</p> <ul style="list-style-type: none"> - looking at climate change in the past (the last ice age) and compare this to today - look at how river Thames changed its path during the last Ice age 		<p>Geography:</p> <ul style="list-style-type: none"> - geographical areas of birds of prey - geographical areas of animals that fly - flying machinery (where is it made, tested, used) <p>History:</p> <ul style="list-style-type: none"> - recap and make comparisons of Shang Dynasty China, the Stone Age neolithic Britain time 	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Literacy story	Adventure story – Robinson Crusoe	Traditional/ledged story – Who is the Thief?	Overcoming the monster story - The Mammoth Hunter	Rags to Riches story – The Smiling Princes	Fable story - Why does the Seagull always cry?	Quest story – The Torch
Non-fiction	Poetry unit Recount – Diary entry Letter writing - Yenworthy	Explanation text – Japan The Peach Boy (Kamishibai - paper theatre)	Discussion text – Were caves the best place to live? Should we kill	Persuasive text – Eat healthily	Non-chronological report – Animal that flies	Instructions - How to catch a Galapagos flying lizard

			animals for meat? Would you rather be a hunter or a gatherer?			
Whole class reading text	Holes	The Indian in the Cupboard	Mortal Engines	Howl's Moving Castle	The Hobbit	The Hobbit
Maths links	Scaling and measurement (maps), national economy, taxation and use of currencies		Scaling, measuring, data handling and costing		Measuring, data handling (classification)	
Science Lines of enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping	Electricity Light - electrical circuits Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping		Evolution and inheritance - how fruits grow - plant identification - food chains - animal survival and extinction - materials - properties of wood and flint Animals, including humans - focus on nutrition and healthy eating Identifying/Classifying/Grouping, Reasearching, Observing over time, Pattern seeking		- Living things and their habitats - nocturnal animals, life cycles, food chain - Interdependence and adaptation of species - Animals, including humans Identifying/Classifying/Grouping, Pattern seeking	
ICT	Research, safe use of the internet, class 6 blog Programming E-safety		Research Science video clips E-safety Green screen		Programming Research E-safety	
Art	- use collages and explore colour mixing and blending techniques with coloured pencils to create a national flag - mix colour, shades and tones with confidence building on previous knowledge - understanding which works well in their work and why - purposely control the types of marks made and experiment with different effects and textures inc: blocking in colour, washes, thickened paint creating textural effects - Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. - All the above shown through: - ink printing - ceramics painting - artist study - Hokusai - calligraphy - tea ceremony		- experiment with a variety of techniques including drawing and painting using pencil, charcoal and paint - create an informative and interesting Stone Age exhibition which will include cave paintings - experiment with Stone Age materials such as food to create pieces - textiles to create a Stone Age outfit		- develop drawing through: line, tone, pattern, texture - use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why - production props	
DT	Create a topographic map and a national flag Framed structures for lanterns Japanese food tasting		Stone Age cave paintings and a Stone Age meal Design a healthy meal Design an outfit for a barbie Healthy food and drink tasting and creating		Animal and habitat design Flying machinery design to fit particular specifications	
RE	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	
Music	- composing a national anthem - notations of music - singing assembly		- looking at prehistoric musical instruments and comparing to instruments available today		- history of World Music – Pop - production songs	

	<ul style="list-style-type: none"> - lantern walk singing - Japanese musical instruments 		<ul style="list-style-type: none"> - create a hunting song - history of world music - Indie and blues 			
PE	<p>Tennis:</p> <ul style="list-style-type: none"> - develop racket skills - learn specific skills such as a forehead, backhand, volley and underarm serve - develop tactical awareness including how to play with a partner and against another pair and encouraged to show respect for teammates as well as opponents <p>Swimming:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - perform safe self-rescue in different water-based situations 	<p>Circuits:</p> <ul style="list-style-type: none"> - vary skills, actions and ideas and link these in ways that suit the activity - show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking - consistently use skills with co - ordination, control and fluency - compares and comments on skills to support creation of new 'stations' - can make suggestions as to what resources can be used to differentiate a station - uses running, jumping, throwing and catching in isolation and combination 	<p>Gymnastics:</p> <ul style="list-style-type: none"> - use variations in level, direction and pathways - learn how to combine and link actions - learn how to relate to a partner and apparatus when developing sequences - given opportunities to receive and provide feedback to make improvements 	<p>Dance:</p> <ul style="list-style-type: none"> - focus on developing an idea or theme into dance choreography - work in pairs and groups using different choreographing tools to create dances e.g. formations, timing and dynamics - have opportunities to choreograph, perform and provide feedback - think about how to use movement to show ideas, emotions, feelings and characters - have opportunities to lead others through short warm ups <p>Swimming:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - perform safe self-rescue in different water-based situations 	<p>Rounders:</p> <ul style="list-style-type: none"> - improve accuracy of fielding skills - understand when to use underarm and overarm throws - catching and receiving a ball - think about using skills, strategies and tactics - work together to organise and self-manage own games - play with honesty and show fair play when playing competitively <p>Handball:</p> <ul style="list-style-type: none"> - learn how to think tactically - learn how to land confidently - learn how to dribble at speed - learn how to pass at speed <p>Cricket:</p> <ul style="list-style-type: none"> - apply with consistency standard cricket rules in a variety of different styles of games - attempt a small range of recognised shots in isolation and in competitive scenarios - use a range of tactics for attacking and defending in the role of bowler, batter and fielder <p>Swimming:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - perform safe self-rescue in different water-based situations 	<p>Athletics:</p> <ul style="list-style-type: none"> - have the opportunity to embed the skills which they have practised across the year groups - given opportunities to lead when officiating as well as observe and provide feedback to others - practise and show confidence in sports day specific activities <p>Swimming:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - perform safe self-rescue in different water-based situations

Modern Foreign
Languages (MFL)

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