



Inmans Y6 LTP

Why should rainforests be important to us all? <i>Geography</i>	How did WW2 impact the local area? <i>History</i>	How did WW2 impact the local area? <i>History</i>	What will our coast look like in 20 years' time? <i>Geography</i>	How will the Humber go carbon neutral? <i>Geography/science</i>
Knowledge and Understanding of the world Describe and understand key aspects of: Physical geography, including: climate zones, rivers and mountains 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	Knowledge and Understanding of the world Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 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	Knowledge and Understanding of the world Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 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	Knowledge and Understanding of the world Based on counties and cities of the UK, geog. regions and their human and physical characteristics, key topographical features (incl. hills, mountains, coasts and rivers), and land use patterns and changes over time. Using fieldwork to investigate human and physical features in the local area, incl. sketch maps, plans and graphs, and digital technologies. Using maps, atlases, globes and digital/computer mapping.	Knowledge and Understanding of the world This unit explores the geography of the local area, focusing on climate zones, energy production and sustainable solutions to climate change. Children will develop their map-reading skills, analyse real-world data and engage in discussions about how their local region is adapting to environmental challenges.
French	French			



<u>At School</u> Recognise, recall and spell ten key school subjects with their correct definite article/determiner. Use the first-person conjugation of the regular - ER verb étudier (to study), to expand upon their range of adjectives, opinions and justifications. Begin to learn how to tell the time so that they will be able to make longer and more interesting sentences as they describe which subjects they study at school, at which time and on which day they study those subjects, whether they like or dislike those subjects and why. Repeat and recognise the vocabulary for school subjects.	<u>The Weekend</u> Talk about their weekends or free time. Recognise, recall and spell the phrases for ten typical 'weekend' activities. Learn key phrases and then expand on their knowledge of time, opinions and justifications. Make longer and more interesting sentences as they describe what and why they like to do and not to do at the weekend. Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work.	<u>French</u> <u>World War II</u> Explore their awareness of the sounds of language, awareness of print, and the relationship between letters and sounds which will help to process the new language more quickly and efficiently. Group/order unknown vocabulary to help decode texts in French. Improve listening and reading skills Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter. <u>Me in the World</u>	<u>French</u> <u>Manger et Bouger (Healthy Lifestyles)</u> Talk about healthy lifestyles based around foods and drinks the pupils may or may not eat and drink. Recognise, recall and spell twenty healthy and/or unhealthy foods and drinks with their correct partitive article/determiner. Use the first-person conjugation of the two high frequency and very useful verbs manger (to eat) and boire (to drink) and some key physical activities. Start to describe what they do and do not do to stay in shape, using longer more interesting sentences. Name and recognise 10 foods and drinks that are	<u>French</u> <u>Les Planetes</u> Describe 10 key elements in the Solar System. Build and expand on their previous knowledge of adjectival agreement and, by the end of the unit, will understand how adjectives can change spelling and pronunciation depending on the gender of the noun they are describing. Apply the rules of adjectival agreement to describe the Solar System as well as the qualities/character of an astronaut. Learn to create longer and more complex sentences by developing their descriptions with conjunctions and intensifiers. Name and label a map of the Solar System in French.
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Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.	Present an account of what they do and at what time at the weekend.	Develop language needed to present themselves in a wider context. Gain a wider understanding of the Francophone world, thus helping to widen their cultural knowledge. Develop understanding further of the Francophone world and the common values of identity, self, others and the wider world outside the classroom. Increase our sense of belonging to a global community and society. About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet.	considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.
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		How to use “à” (when talking about living in a city) and “en/au/aux” (when talking about living in a country).		
RE & SMSC <u>Unit 6.1 Justice and freedom- is it fair?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> Explore issues of justice and freedom Explore religious teachings of forgiveness and reconciliation. <u>Jigsaw</u> Being Me in my World	RE & SMSC <u>Unit 6.1 Justice and freedom- is it fair?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> Explore issues of justice and freedom Explore religious teachings of forgiveness and reconciliation. <u>Christmas-Is Christmas only for Christians?</u> Year 6 the focus is on diverse and global celebrations <u>Summary</u> • how Luke’s account of the Christmas story is different from Matthew’s	RE & SMSC <u>Unit 6.2 Living a faith-what is identity?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person’s identity. Consider the ways in which these milestones impact on families and the wider community. By the end of this unit, pupils should have a view about	RE & SMSC <u>Unit 6.3 Hopes and visions- what is life about?</u> <u>Religion and World view</u> <u>focus: Christianity, Islam and Humanism</u> <u>Summary</u> Know that people of different faiths and beliefs have varying opinions on the meaning of life. Know that different opinions are equal and valid. Explore the life and key teachings of faith founders <u>Jigsaw</u> Relationships	RE & SMSC <u>Unit 6.3 Hopes and visions-what is life about?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u> <u>Summary</u> Know that people of different faiths and beliefs have varying opinions on the meaning of life. Know that different opinions are equal and valid. Explore the life and key teachings of faith founders <u>Jigsaw</u> Changing Me



To recognise we all, have our own rights and responsibilities within society. We need to be a Global Citizen.	• other stories which have developed from the gospels - The Fourth Wise Man, Papa Panov, Baboushka • contrasting the mood of secular/religious Christmas images, icons, poems and music • similarities between key aspects of festivals celebrated by different faiths <u>Jigsaw</u> Celebrating Difference To explain ways that difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.	who and what influences someone to be who they are and what may shape their identity. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement. <u>Easter-what is the message of Easter to the world for today?</u> <u>Year 6 focus:the message of Easter for today.</u> <u>Summary</u> • the Easter story from different perspectives and the dilemmas of the three Marys, the disciples, Pontius Pilate and Barabbas • what happened next - focussing on Ascension and Pentecost • how the events of Easter translated into the founding of Christianity	To recognise when people are trying to gain power or control To demonstrate ways that they could stand up for themselves and their friends in situations where others are trying to gain power or control.	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby
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		hot-seating St Paul after his experience on the road to Damascus <u>Jigsaw</u> Dreams and Goals To describe the ways in which can work with other people to help make the world a better place. Then identify why I'm motivated. Healthy Me To evaluate when alcohol is being used responsibly, anti-socially or being misused discussing feelings about using alcohol when old enough and their reasons for this.		
<u>Creative Development</u> <u>Art</u> <u>Portraits</u> Create sketch books with creativity to record ideas and observations and use them to review and revisit ideas. To know how improve artwork specifically in drawing.	<u>Creative Development</u> <u>Art</u> <u>Landscapes</u> Create sketchbooks with creativity to record ideas and observations. Review and revisit ideas and improve mastery techniques when painting. Use ICT to recreate artwork.	<u>Creative Development</u> <u>Art</u> <u>Colour, pattern, texture, line, shape, form and space</u> Use observations to create a drawing of WW2 artefacts including cross hatching and shading. Continue to create sketch books with creativity to record	<u>Creative Development</u> <u>Art</u> <u>Sculpture</u> Create a 3D sculpture of a coastline. Create sketch books with creativity to record observations	<u>Creative Development</u> <u>Art</u> <u>Famous Artists</u> Create sketch books with creativity to record observations and use them to review and revisit ideas. Improve their own mastery of art and design techniques including drawing and painting with a range of materials.



Use a wide range of materials within drawing. (Pen, pencil, charcoal) <u>Music – Instrumental scheme - Indonesia</u>	<u>Music Four chord pop</u> Listening and evaluating To know: • The names of a range of instruments and understand the roles they play within a piece of music. • That different styles of music follow different structures. • That music is shaped by historical and social influences (e.g. rap, samba). Inter-related dimensions • Rhythm: To know that rhythms can be organised into bars and different time signatures. • Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). • Melody: To know that melodic ideas can be repeated, developed or varied. • Harmony: To know that chords and harmony	observations and use them to review and revisit ideas. <u>Music – WW2 songs</u> To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	and use them to review and revisit ideas. Use a range of materials to create a realistic sculpture. Know how to join materials together to create a sculpture. Know about great artists, architects and designers in history making links to own work. <u>. Music – music technology</u>	Know about great artists, architects and designers in history and know how to make links to own work. Know where an artist is placed historically. <u>End of year production</u> Sing in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression <u>Music – Bhangra beats</u> <u>End of year production – musical theatre</u>
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	support melody and add depth to music.			
<u>Physical Development</u> Session 1- Fundamental Movement Skills Session 2- OAA <u>Fundamental Movement Skills</u> - Introduce the principles of good running techniques and be able to begin a sprint race using the semi-crouched start. - Practice various two feet jumping and landing skills. - Understand the importance of a warmup. - Continue developing the coordination of arms, eyes and legs. - Demonstrate their abilities at balancing their bodies and explain some scientific terms related to balance.	<u>Physical Development</u> Session 1- Dance- Musical Theatre Session 2- Handball <u>Dance- Musical Theatre</u> - To introduce the theme of 'Theatre'. - To learn choreography of section 2 'Matilda'. - To learn more terminology words. - To add a further section onto the choreography (Hairspray). - To explore the use of partner work and how to work effectively together. <u>Handball</u> - Be able to pass the ball in different ways and improve catching skills. - Understand the difference between the types of throws.	<u>Physical Development</u> Spring 1 Session 1- Gymnastics Session 2- Hockey <u>Gymnastics</u> - To learn and remember 9 gymnastics positions and perform these as jumps. - Develop our balance and create a variety of partner balances. - To travel in different ways on the floor and on level or sloped balanced beam and dismount using a variety of jumps. - To create and perform routines. - To watch other routines to develop peer assessment skills. - To use strength and coordination to	<u>Physical Development</u> Session 1- Tennis Session 2- Netball <u>Tennis</u> - Be able to control the ball while moving around. Begin to bounce the ball to another person. - Be able to hit the ball over a net and keep a rally going using previously learnt skills, such as forehand, backhand and volley. - Learn how to correctly perform the backhand serve. - Be able to control where we hit the ball. <u>Netball</u> - Learn how to correctly perform the bounce and chest pass. Understand when to use different passes in different scenarios.	<u>Physical Development</u> Session 1- Athletics Session 2- Cricket <u>Athletics</u> - Understand how to generate power and what happens to their body when running. - Understand how the body moves when jumping and complete all jumps with control. - Be able to follow safety instructions when performing javelin and learn the correct throwing technique. - Understand you own maximum speed when travelling over a long distance. <u>Cricket</u> - Begin to learn how to bowl the ball correctly. - Be able to hit the ball consistently and



- Learn how to quickly move around an area and change direction. - Learn how to keep possession of a ball in a game setting. <u>OAA</u> - Understand the concept of a map or plan. - Be able to successfully locate markers. - Identify problems of different scales and what is needed to solve them. - Learn when to support and lead others. - To think quickly to make different actions. - Cooperative learning and working together in a team.	- Begin to understand the basic rules of Handball. - Learn to shoot in different ways and move the ball quickly. - Understand the importance of marking your opponents. - Continue to improve dribbling, passing, possession, defending and shooting techniques through activities and small sided games.	safely climb up and down the climbing frame. <u>Hockey</u> - Learn to dribble successfully and begin to learn the rules of the game. - To be able to perform basic passing and receiving techniques. - Be able to propel the ball to a teammate to outwit an opponent. - To develop offensive and defensive skills. - To develop their understanding and knowledge of how to shoot correctly and safely. <u>Spring 2</u> Session 1- World Sports Session 2- Dodgeball <u>World Sports</u>	- Learn basic defending tactics and put tactics in place to keep possession of the ball. - Learn how to hold the ball correctly when shooting and shoot from different angles. - Learn different netball rules and apply them into game situations. - Understand why communication is important. - Continue to improve passing, travelling, possession, shooting and defending through small-sided games.	understand how to stand when hitting the ball. - Catch the ball consistently when fielding using a variety of techniques. - Learn tactics that can be used in a game and work together as a team successfully.
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		advanced evasive manoeuvres. - Focus and enhance catching abilities to protect the team and apply them in dynamic game scenarios.		
Scientific & technological understanding <u>Computing</u> <u>Communication & collaboration</u> Exploring how data is transferred by working collaboratively online. <u>Science</u> 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	Scientific & technological understanding <u>Computing</u> <u>Webpage creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation. <u>Design Technology</u> Making a belt for garden tools (Dig for Victory) <u>Design</u> Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.	Scientific & technological understanding <u>Computing</u> <u>Variables in games</u> Exploring variables when designing and coding a game. <u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data. Design Technology Food – Research, design & make an afternoon tea for a group of local elderly residents	Scientific & technological understanding <u>Computing</u> <u>3D modelling</u> Planning, developing, and evaluating 3D computer models of physical objects. <u>Science</u> 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	Scientific & technological understanding <u>Computing</u> <u>Sensing movement</u> Designing and coding a project that captures inputs from physical devices. Design Technology Mechanical / Electrical systems / Shell Structures: Research, design, build & evaluate a small wind turbine. <u>Design</u> Carry out research into land and sea-based wind turbines. Develop a simple design specification to guide the



Give reasons for classifying plants and animals based on specific characteristics.	<u>Make</u> Fabrics can be strengthened, stiffened and reinforced when appropriate Know how to use the equipment safely Explore a range of fabrics <u>Evaluate</u> Know the intended user Know how to compare the product to the original design specification Similar textile products <u>Science</u> 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.	<u>Design</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <u>Make</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <u>Make</u> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making <u>Evaluate</u> Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development. <u>Science</u> Pupils should be taught to: - Associate the brightness of a lamp or the volume of a buzzer with the
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		combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <u>Evaluate</u> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. <u>Science</u>		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.
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		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.		
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