

Amble Links First School - Year 6 Long Term Plan 2025 - 2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing: Windrush Child Outcome: Write a persuasive Letter Comprehension: On The Move by Michael Rosen A World Full of Journeys by Martin Howard On the Origin of Species by Sabina Radeva	Writing: The Promise Outcome: Write a story of hope Writing: The Hidden Forest Outcome: Write a balanced discussion.	Writing: The Invention of Hugo Cabret Outcome: Write a biography Writing: Paradise Sands Outcome: Write a narrative prequel Comprehension: Politics for Beginners The Invention of Hugo Cabret The Wolves of Willoughby Chase	Writing: The Last Wild Outcome: Write a dystopian narrative	Writing: Grimm Tales for Young & Old Outcome: Write a Grimm tale. Comprehension: Incredible Journeys The Explorer Grimm Tales for Young & Old	Writing: Wind Wall Outcome: Write a gothic narrative Writing: The Unforgotten Coat Outcome: Write a dilemma narrative
Maths	Place Value Addition / Subtraction / Multiplication / Division Fractions A & B Converting Measures		Ratio Algebra Decimals Fractions / Decimals / Percentage Area / Perimeter / Volume Statistics		Shape Position & Direction Themed projects & consolidation	
Science	<u>Living Things & Their Habitats</u> <u>Classifying big and small (6 lessons)</u> Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms.	<u>Energy</u> <u>Light and reflection (6 lessons)</u> Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate factors affecting the size of shadows and the laws of reflection. Children apply what they have learned about light by exploring real-life uses of mirrors.	<u>Living Things & Their Habitat</u> <u>Evolution and inheritance (6 lessons)</u> Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, they learn how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin’s finches, they begin to explain how species evolve over time and the role of fossil evidence that supports this theory.	<u>Energy</u> <u>Circuits, batteries and switches (6 lessons)</u> Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and consider the effect on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.	<u>Animals Inc Humans</u> <u>Circulation and health (6 lessons)</u> Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to help them play the role of healthcare professionals advising patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.	<u>Making Connections</u> <u>Are some sunglasses safer than others?</u> <u>(5 lessons)</u> Exploring sun safety and its impact on health, children investigate the efficacy of different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which sunglasses are best, applying their knowledge of electrical circuits to provide a light source in the experiment. The children summarise their findings through presentations and advertisements.
Geography	Enquiry Question: How is climate change affecting the world? <i>Why is Elhaji cleaning shoes on the streets of Banjul?</i> <i>Why can’t Olivia afford to insure her home?</i> <i>Why are people living in Starcross making flood plans?</i> <i>Why do Lars and Sofie disagree about how nice the weather is?</i> <i>Why are people all over the world noticing that the weather their used to is changing?</i> <i>What have the countries of the world agreed to do about global warming?</i>		Enquiry Question: Why is fair trade fair? <i>Why was this road so important two thousand years ago?</i> <i>Why does Marco Polo visit the United Kingdom every eleven weeks?</i> <i>What does the United Kingdom export to the people of China?</i> <i>Why isn’t trade always fair on some people such as Melvin?</i> <i>Why is fair trade fair?</i>		Enquiry Question: Who are Britain’s National Parks for? <i>Why are National Parks described as Britain’s ‘breathing spaces’?</i> <i>What else makes National Parks so important?</i> <i>Why do National Parks welcome visitors?</i> <i>Why is protected land so important in South West England?</i> <i>Why are so many people attracted to The Valley of Rocks?</i> <i>Why is Merrivale such an important prehistoric site?</i> <i>Why are farmers so important in our National Parks?</i>	
History	Enquiry Question: Why did Britain once rule the largest empire the world has ever seen? <i>Why was it said that the sun never set on The British Empire?</i> <i>Why did Britain build an empire around the world?</i> <i>What happened to The British Empire?</i> <i>What happened in Britain between April 2nd and June 14th 1982 and why?</i>		Enquiry Question: Why did the ancient Maya change their way of life? <i>Who are the Maya and where do they live?</i> <i>What are the main occupations of Maya people today?</i> <i>What did John and Frederick rediscover in 1839?</i> <i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i> <i>Why do historians know so much about ancient Maya society?</i> <i>Why was pok-a-tok more than just a ball game?</i> <i>Why did the ancient Maya leave their jungle cities?</i>		Enquiry Question: Why was winning the Battle of Britain in 1940 so important? <i>How serious was the risk of invasion by Nazi Germany in June 1940?</i> <i>What did Hitler need to achieve if an invasion was going to succeed?</i> <i>Why did Britain win the Battle of Britain?</i>	
Art	Focus: Painting The children will review their colour theory knowledge of primary, secondary and tertiary colours and how these can be changed with tints and shades by adding black and white. We will discuss the effects artists can create by using analogue		Focus: Drawing The children will continue to apply their knowledge of the elements of art to develop drawing skills including line, scale, texture and tone in observational		Focus: Sculpture The children will revisit their learning of sculpting techniques to create an example of a sculpture inspired by nature. We will look to combine techniques previously mastered and combine these with more intricate details including texture.	

Amble Links First School - Year 6 Long Term Plan 2025 - 2026

	colours, complementary colours and colours to create mood. Children will apply their knowledge of colour theory to mix exact paint shades to paint everyday objects.		drawings. We will also use a wider range of media and tools to develop ideas from sketchbooks to finished artwork.			
DT	Cooking and Nutrition Come Dine with me Children will select three recipes to create a three-course meal. Key Vocabulary: balance, Bitter, bridge method, complement, cross-contamination, flavours, ingredients, method, preparation, salty, sour, sweet		Steady hand game The children will research and analyse a range of children's toys. They will design and construct a steady hand game and assemble the electronics and complete an electronic game. Key Vocabulary: assemble, battery pack, Bulb, bulb holder, buzzer, circuit, component, conductor, copper, insulator, LED		Digital World Navigating the World Children will write a program to include multiple functions as part of a navigation device. They will develop 3D CAD skills to produce a virtual model. Key Vocabulary: application (apps), cardinal compass, duplicate, environmentally friendly, equipment, function, GPS tracker,	Mechanical Systems Automated Toys Children will develop functional automata toys for a window display using cams, followers and axles to create movement. Key Vocabulary: automata, axle, bench hook, cam, cam profile, Component, cross-sectional diagram, diagram, dowel, exploded, function, housing, mechanism, storefront, visual
Computing	Programming - Variables The children will focus on using Variables in programming to count and store numbers. We will investigate how this is used in different applications and the everyday uses of variables. The children will then create their own game incorporating variables and evaluate these.	o.				
RE	Unit 37 Christians and how to live: what would Jesus do? (Gospel)	Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation)	Unit 39 Why do Hindus want to be good? (Hindus)	Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God)	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)
Music	<u>Metre</u> •Learn two songs which can be performed with a cup pattern as an accompaniment. Finally, we will explore simple musical notation and compose our own three beat patterns. • move to music in different metres, review rhythm notation and understand the purpose of bar lines. • Learn a song from Zimbabwe. We will move to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. We will explore rhythm notation and grouping in simple and compound	<u>Metre</u> •Move to music in both simple and compound time. Learn more about compound time signatures. Apply our knowledge of compound time signatures in the challenge. •Warm-up our bodies and voices with a song called 'Shabuya!'.Explore Holst's 'Mars: Bringer of War' from The Planets Suite and discover why his music for this movement really did sound so ominous and menacing. We will then learn some of the ostinato patterns from this movement			<u>Rhythm 4</u> •Learn about syncopation. Learn a new song and perform syncopated rhythms. The lesson finishes with a quiz to test our knowledge. •Review syncopation. Learn some syncopated rhythms and layer them to create a three part texture. •Learn to read syncopated rhythms using grid and musical notation. Create 3 body percussion patterns. Ocarina: Book 1	<u>Rhythm 4</u> •Compose a body percussion sequence. We will then compose our own syncopated rhythm. We will finish by performing the rhythm through in a performance. •Learn to layer syncopated rhythms. Look at Samba music and how syncopated rhythms feature in this style of music. Learn some Samba grooves. •Revisit the songs we have learnt in this unit. Compose our own syncopated Samba break to add to the Samba performance. Ocarina: Music Code Cracker: Songs

Amble Links First School - Year 6 Long Term Plan 2025 - 2026

	time, and finally learn a song to help you remember the concept Ocarina: Book 1	followed by doing some composition of our own. •Explore irregular time signatures further (including 7 beats per bar), understand how to notate these time signatures, and learn an ostinato pattern in irregular metre and improvise over the top. Ocarina: Book 1				17 - 20
French	Quel temps fait-il? What is the temperature like? By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.		Chez moi. My home. By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.		Les vêtements Clothes By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in French.	
PE	Games – Tag rugby I can use tagging and defensive formations to prevent an attack. I can work with my team to reduce space and apply pressure to the attackers to prevent scoring. I understand attacking tactics and can apply them to a game. I understand defence tactics and can apply them to a game. I can use different passes and moving, to create an attack that results in a try. I can participate in a level 1 tournament.	Dance - Titanic I can create different movements that replicate the ship arriving at a port. I can perform balances that represent the ship I can create movements that represent the different social classes in 1912. I can develop group movements selecting and applying choreography to a routine. I can create controlled movement showing The Titanic hitting an iceberg. I can show emotion, expression and characterisation. I can show the relationships between the passengers on The Titanic when the ship is sinking. I can review, describe and evaluate my dance performances. Health Related Fitness I can perform 4 health related fitness assessments. I can record my scores, ready to compare them against my future score. I can perform a cardio circuit to develop my own aerobic fitness. I can perform a flexibility circuit to develop my own flexibility. I can perform a strength circuit developing my own strength. I can perform an aerobic fitness	Gymnastic – Matching and mirroring What do pupils remember from year 5? I can create matching balances and a balance sequence with my partner. I can transfer the matching sequence onto the apparatus. I can create a mirroring sequence with my partner. I can transfer my mirroring sequence onto the apparatus. I can join my matching and mirroring sequences into a final sequence on the apparatus. I can perform two matching and two mirroring movements in any order.	Invasion Games: Hockey I can keep possession using passing, dribbling and moving skills. I can follow and apply rules of hockey in mini games. I can keep possession and create an attack to make a shot in a game situation. I know I need to defend as soon as I lose possession of the ball.(marking, tackling, blocking) I know vocabulary relating to defending. I can use defending tactics to prevent attacking opportunities.	Striking and fielding: Rounder's I know the role of the batting and fielding team. I know if the batter misses the ball, they can score ½ a rounder. I know some fielding tactics to make it harder for the batting team. I know what skills I need for different positions and I will select players tactically. I can use skills and tactics I have learned in a level 1 tournament	Athletics I can apply prior knowledge of running for speed and culminate this into a competition. I can apply prior knowledge of throwing and culminate into a competition. I can apply my prior knowledge of jumping and culminate into a competition. I can apply my skills in jumping, throwing and running into a mini athletics competition.

Amble Links First School - Year 6 Long Term Plan 2025 - 2026

		circuit to develop my own aerobic fitness. I can perform the 4 health related fitness assessments and compare them to my original scores.				
PSHE	Being me in my world. Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating differences. Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams & Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Visits and Visitors						Year 6 London Residential