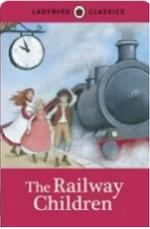
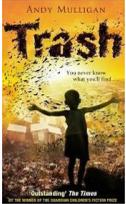
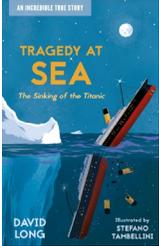
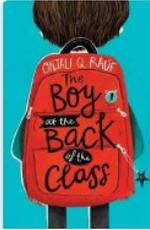
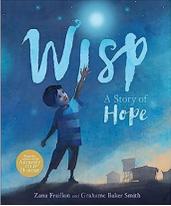
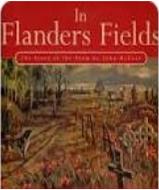
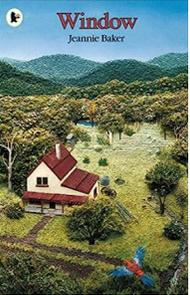
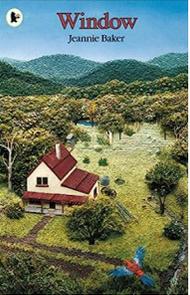


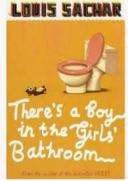
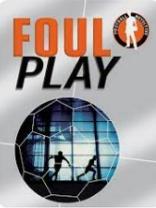
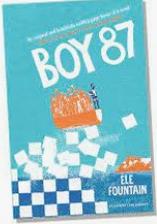
Building
Brighter
Futures
Together

Eastwood Community School
Long Term Planning 2023-24



YEAR 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		LOCAL		NATIONAL		GLOBAL	
Year 6	Topic summary	Keighley and Proud Keighley Born and Bred	Protect the Planet Pollution Solutions	Time Travellers: Journey through the Decades	World Superpowers: Ancient Baghdad/ America/ China	Conflict and its impact (WW1, WW2 and current refugees)	Journey around the world (7 wonders of the world)
	Key Texts	<p>Railway Children</p>  <p>The Railway Children</p> <p>From a railway carriage By Robert Louis Stevenson</p> 	<p>Trash!</p>  <p>Trash!</p> <p>THE PAPER BAG PRINCE by Colin Thompson</p> 	<p>Tragedy at Sea</p>  <p>TRAGEDY AT SEA The Sinking of the Titanic</p> <p>DAVID LONG Illustrated by STEFANO TAMBELLINI</p>	<p>Kensuke's Kingdom</p>  <p>Kensuke's Kingdom</p> <p>MICHAEL MORPURGO Illustrated by MICHAEL FORSTER</p>	<p>Boy at the back of the class</p>  <p>The Boy at the Back of the Class</p> <p>ONJALI Q. FAZEL</p>  <p>Wisp A Story of Hope</p> <p>Zaid Fakhri and Christine Nester Smith</p>  <p>In Flanders Fields</p> <p>LAURENCE YEP</p>	<p>Around the world in 80 days</p>  <p>Window Jannie Baker</p> 

Class novel	<p>Michael Morpurgo</p> 	<p>Wonder</p> 	<p>There's a boy in girl bathroom</p> 			
English genres	<p>Classic Fiction, poetry and drama by long established authors</p> <p>Adaptations of Classics</p> <p>Instructional texts (2 weeks unit in English linked to writing in Science)</p>	<p>Formal Letter / Letters</p> <p>Notices/ Public Information and Documents</p> <p>Non-chronological reports</p> <p>Survey (litter)</p>	<p>Discussion</p> <p>Journalistic Writing (newspaper report Titanic Tragedy)</p>	<p>Comparison of work by significant children's authors and poets</p> <p>Diaries/ Journals</p>	<p>Novels selected from more than one genre (mystery, historical, fantasy, humour and sci-fi)</p> <p>Autobiography and biography</p>	<p>Explanations (linked to Theme and Science)</p> <p>Use of reference texts /dictionaries/ thesaurus and ICT source)</p>
Guided Reading	<p>Bronte Poem</p> <p>Lines composed on a windy day</p>  <p>Classic Fiction Text -</p>	<p>Non-chronological report Environment / Extreme Earth</p> 	<p>Shakespeare (Macbeth/ Romeo and Juliet)</p>	<p>The Willow Pattern</p> 	 	
Geography	<p>Use Ordnance Survey symbols and 6 figure grid references.</p> <p>Answer questions by using a map. Use maps, aerial photographs, plans and eresources to describe what a locality might be like.</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features.</p>	<p>Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Explain how people affect the environment</p> <p>Explain how people can help to protect the environment</p> <p>https://www.youtube.com/watch?v=eRLJscAlk1M</p>	<p>Explain how time zones work and calculate time differences around the world.</p>			<p>. Name the largest desert in the world and locate desert regions in an atlas</p> <p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p>

	History	<p>Place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p>(Patrick Bronte – reservoirs)</p>		<p>Summarise the main events from a period of history, explaining the order of events and what happened</p> <p>Summarise how Britain may have learnt from other countries and civilisations (historically and more recently).</p> <p>Identify and explain differences, similarities and changes between different periods of history</p>		<p>Summarise how Britain has had a major influence on the world (Commonwealth)</p> <p>Identify and explain differences, similarities and changes between different periods of history</p> <p>Describe a key event from Britain’s past using a range of evidence from different sources and evaluate the reliability of different historical sources.</p> <p>Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p>Identify and explain propaganda</p>	
	Art, Media & artist		<p>Explain why I have used different tools and materials to create art and evaluate their effectiveness</p> <p>Over print to create different patterns.</p> <p>Evaluate my artwork and the artwork of others using subject specific vocabulary such as tone, texture, shade, shadow.</p> <p>Use feedback to make amendments and improvement to my art</p>	<p>Explain why I have chosen specific techniques to create my art</p> <p>Use feedback to make amendments and improvement to my art</p>		<p>Explain and evaluate the style of my work and how it has been influenced by a famous artist, historical periods and cultures.</p> <p>Explain why I have used different tools and materials to create art and evaluate their effectiveness</p> <p>Compare the work of different artists identifying similarities and differences.</p>	<p>Use a range of e-resources to create art.</p>
	DT	<p><u>Year 6 Food</u></p> <ul style="list-style-type: none"> Know that there are a vast range of ingredients used around the world and name some of these. Explain where to find different ingredients in a shop. Describe and demonstrate how to grow some foods. Know that ingredients are prepared differently depending on culture, country, custom and religion. Try ingredients purposefully to determine which is most appropriate for the dish I am making. Use increasing descriptive sensory vocabulary to describe the ingredients I taste. Name an extended range of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose. Select the most appropriate equipment for what I am making. 	<p><u>Year 6 Construction</u></p> <ul style="list-style-type: none"> Use market research to identify criteria for designing my product and evaluating existing products. Use market research to inform my plans and ideas. Produce a detailed step by step plan which I can follow and refine. Justify my plans in a convincing way. Consider culture and society in my plans and designs. Explain how a prototype has been adapted and changed. Show that I can test and evaluate my products. Explain how products should be stored and give reasons. Work within a budget. Evaluate my product against clear criteria 			<p><u>Year 6 Textiles</u></p> <ul style="list-style-type: none"> Design, plan and decorate a fabric piece. Experiment with a variety of techniques e.g. printing, dyeing, weaving and stitching. Use a number of different stitches creatively to produce different patterns and textures. Recognise different forms of textiles and express opinions on them. 	

	<ul style="list-style-type: none"> Use an extended range of cooking equipment with growing accuracy and confidence. Name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients. 	Turn junk into Funk (recycling) Plumber Drummer Enterprise/ Junior Apprentice-				
Maths	Number and Place Value (including decimals)	Addition, subtraction multiplication and division (incorporating money and measures)	Fraction/ Decimals and Percentages	Geometry and Measures	Statistics	Number Problems and Puzzles/ Algebra
Science & scientist	<p><u>Animals including Humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Libbie Hyman Marie Maynard Daly Alexander Fleming</p>	<p><u>Living things and their habitats</u></p> <p>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.</p> <p>Classify living things into broad groups according to observable characteristics and based on similarities & differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics and microorganisms! Group, classify and identify them, using keys or other methods.</p>		<p>Light</p> <p>Explain how light travels.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Explain and demonstrate how we see objects.</p> <p>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.</p> <p>Explain why shadows have the same shape as the object that casts them.</p> <p>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>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. Explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p><u>Evolution and inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago and evidence for evolution.</p> <p>Describe how the earth and living things have changed over time.</p> <p>Explain how fossils can be used to find out about the past.</p> <p>Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</p> <p>Explain how animals and plants are adapted to suit their environment.</p> <p>Link adaptation over time to evolution.</p> <p>Explain evolution</p> <p>Mary Leakey Mary Anning</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Use a simple apparatus to construct and control a series circuit.</p> <p>Describe how the circuit may be affected when changes are made to it.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and me	Reflect, rewind and replay

	<p>PE REAL PE SCHEME</p>	<p>PERSONAL I see all new challenges as opportunities to learn and develop I know where I am with my learning</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>I can cope well and react positively when things become difficult.</p> <ul style="list-style-type: none"> I can identify possible dangers when planning an activity. <div data-bbox="369 715 676 753" style="border: 1px solid black; width: 137px; height: 24px; margin-top: 10px;"> <ul style="list-style-type: none"> </div>	<p>SOCIAL</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I can negotiate and collaborate appropriately.</p> <p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and can guide a small group through a task</p>	<p>COGNITIVE</p> <p>I can and suggest patterns of play which will increase chances of success.</p> <p>I can develop methods to outwit opponents.</p> <p>I can understand ways (criteria) to judge performance.</p>	<p>CREATIVE</p> <p>I can respond imaginatively to different situations.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different to others.</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>PHYSICAL</p> <p>I can use combinations of skills confidently in specific contexts.</p> <p>I can perform a range of skills fluently and accurately.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p>	<p>FITNESS</p> <p>I can identify possible dangers when planning an activity.</p> <p>I can describe the basic fitness components .</p> <p>I can explain how often and how long I should exercise to be healthy.</p>
	<p>ICT / /Computing</p>	<p><u>Digital literacy</u></p> <p>Discuss the risks of online use of technology including bullying (trolling), gaming addictions and grooming and identify how to minimise these risks.</p> <p>Understand what is meant by copyright</p>	<p><u>Information technology</u></p> <p>Use Excel to present data selecting the most appropriate type of graph/chart.</p> <p>Insert a hyperlink or link into a PowerPoint presentation.</p> <p>Understand the function of spell check and use to correct documents.</p>	<p><u>Information technology</u></p> <p>Modify layout on a word document including using columns and centering/aligning text.</p> <p>Insert hyperlinks and links within PowerPoint.</p> <p>Select, use and combine software on a range of digital devices.</p> <p>Use a range of technology for a specific project</p>	<p>.</p>	<p><u>Algorithms and programming</u></p> <p>Design a solution by breaking a problem up.</p> <p>Recognise that different solutions can exist for the same problem.</p> <p>Use logical reasoning to detect errors in algorithms.</p>	<p><u>Algorithms and programming</u></p> <p>Use selection in programs and discuss why I have chosen the program.</p> <p>Work with variables.</p> <p>Explain how an algorithm works.</p> <p>Explore 'what if' questions by planning different scenarios for controlled devices.</p>
	<p>RE</p>	<p>How does growing up bring responsibilities?</p>		<p>How do Sikhs show commitment?</p>		<p>How do Jews remember the Kings and Prophets in worship and life?</p>	

	<p>As part of investigating how religions and other world views influence morality, identity and diversity, pupils should be taught to:</p> <p>Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>		<p>What do Christians believe about Jesus' death and resurrection?</p> <p>Questions of meaning, purpose and value, pupils should be taught to:</p> <p>Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning,</p>		<p>The beliefs and practices of religions and other world views, pupils should be taught to: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.</p> <p>Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life</p>	
PHSCE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
Trips / experiences / visitors:	Penistone Hill – Bronte Sisters Inspiration Bronte Parsonage museum – Visitors	Recycling Tip – Visit Local Place	Kingswood Residential 2024		Visit from local refugees – Keighley college students	Steam Train – Haworth Park (Moors)