EWANRIGG JUNIOR SCHOOL
UPPER SCHOOL LONG TERM PLAN
YEAR 6
CYCLE 1

	Autumn term		Spring term	Summer term	
Texts studied:	PoR: Way Home	PoR: Street Child- Berlie Doherty	PoR:The Viewer	Poetry including local poets- Wordsworth	The Highway Man (poetry)
Writing genres include:	Leaflet Poetry Diary entry Newspaper report Advertisement	Play script Non-chronological report Letter Biography	Narrative writing	Poetry Narrative	Poetry Narrative
Maths	Number – number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number problems and practical problems that involve all of the above. Number - addition, subtraction, multiplication and division • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Number - fractions (including decimals and percentages)				

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = {}^{1}\!/_{8}$]
- divide proper fractions by whole numbers [for example, ${}^{1}\!/_{3} \div 2 = {}^{1}\!/_{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ${}^{3}\!/_{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places.
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy number sentences involving two unknowns
- enumerate possibilities of combinations of two variables

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of

	measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use the formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] Geometry - properties of shapes • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Geometry - position and direction • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes Statistics • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average				
Science		**Animals, including humans** Pupils should be taught to: • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of		**Electricity** Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the 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	**Properties and changes** Pupils should be taught to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how

		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.		position of switches • use recognised symbols when representing a simple circuit in a diagram. **Light** Pupils should be taught to: • 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	mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
History		**Victorians – History (depth) C** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		A non European society that provides contrast with British history. **Mayan – History (skim) C** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They		

				should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Geography	**Maryport – Geography** Pupils should be taught to: **Locational knowledge** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a				**America – Geography C** Pupils should be taught to: **Locational knowledge** • 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 • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** • understand geographical similarities and	

	region within North or South America • 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 **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** Describe and understand key aspects of: •physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle •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 **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
P.E.	**Net and wall games** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where	**Multi skills** • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique,	**Gymnastics** Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with	**Gymnastics** Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with	**Striking and fielding** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example,	**Striking and fielding** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example,

	appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Swimming** **Swimming and water safety** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.	control and balance [for example, through athletics and gymnastics] **Swimming** **Swimming and water safety** In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Outdoor adventure** • take part in outdoor and adventurous activity challenges both individually and within a team	previous ones and demonstrate improvement to achieve their personal best. **Dance** • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns	previous ones and demonstrate improvement to achieve their personal best. **Net and wall games** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Athletics** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ,	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Athletics** Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Art **D.T.**	Observational drawings Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. Christmas crafts: Sewing a stocking Creating a trinket box Christmas card	William Morris- repeated patterns Mosaic tiles Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Mayan Art Papier mache masks of Greek gods Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Andy Warhol Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	<u>Energy bar challenge</u> When designing and making, pupils should be taught to: **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of

						others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.
Computing	**Word processing** **5.5 We are bloggers- Way home, Victorians** **4.4 We are html editors** Eng history R.E PSHCE ART DESIGN Pupils should be taught: 5.5 -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate how	**5.4 E-safety** PSHCE ENG **3.4 We are network engineers** DT GEOG SC **3.3 We are presenters** ENG MA PSHCE Pupils should be taught: **5.4** -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly;	**WE ARE GAME DEVELOPERS** **5.1(CODING)**ENG MA SC ART DESIGN MUSIC **WE ARE BUG FIXES** **3.2** ENG MA SC **5.3 WE ARE ARTISTS** **Mayan** ART DESIGN MATH HIS GEOG Pupils should be taught: **5.1**-design, write and debug programs that accomplish specific goals, including	**HOW THE COMPUTER WORKS** **5.6 WE ARE ARCHITECTS Spexs** MA SC ART DESIGN Pupils should be taught: **5.6** -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices	**6.6 WE ARE MARKETEERS AMERICA** **Publishers-leaflet** **Website page** ENG MA ART DESIGN DT SC Pupils should be taught: **6.6**--select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting information. -use technology safely, respectfully and responsibly; recognise	**WE ARE FUNDRAISERS** **spreadsheets** MA Pupils should be taught: -Solve problems by decomposing them into smaller parts. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Appreciate how [search] results are selected and ranked. -Select, use and combine a variety of software for collecting, analysing,

	results are selected and ranked, and be discerning in evaluating digital content -use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **4.4-**understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use and combine a variety of software (including internet services	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, **3.4** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **3.3**select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **5.3-**Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information **3.2** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work	to design and create a range of programs, , systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. SCIENCE Data loggers to be used in class Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use search technologies effectively. Use search technologies effectively	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	evaluating and presenting data and information.

				with variables and various forms of input and output. debug programs that accomplish specific goals			
Music		2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.		2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.		2 x music afternoons Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	
SMSC	**S**	SEALS: New Beginnings School council caps elections Responsibility Cap applications	SEALS: Getting on and falling out Anti Bullying Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance	SEALS: Going for goals Easter fayre	SEALS: Good to be me Rock Challenge	SEALS: Relationship Residential trips	SEALS: Changes Sports day Summer performance

	M	<u>The environment (Assembly)</u> Litter and vandalism Recycling Go green Saving Energy Nuclear power or wind turbines? Environmentally friendly travel Food miles	<u>Democracy (Assembly)</u> Democracy and dictatorship Elections and voting Political parties MPs and what they do Government and Parliament Pressure groups Local government Media	<u>Health (Assembly & Life Bus Visit)</u> <u>Year 5</u> Feeling good Easing stress A healthy mind Fighting disease <u>Year 6</u> Growing up Drugs, their use and effects Personal safety Risky behaviour Sex and Relationships education
	S	Church visit- Nativity Daily worship RE Immersion Day – Sacred Texts and Stories (AT1 & AT2) Upper School – Sikhism, Buddhism and Christianity	Daily worship Church visit- Easter RE Immersion Day – Responsibility and Duty (AT1 & AT2) Upper School – Sikhism, Buddhism and Christianity	Church visit- Presentation assembly Daily worship RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2) Upper School – Sikhism, Buddhism and Christianity
		10 week block – Traditions and Festivals (AT1 & AT2) Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism		10 week block – Traditions and Festivals (AT1 & AT2) Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism
	C	<u>Assembly topics throughout the year:</u> Marie Curie Helen Kella Grace Darling Florence Nightingale Ghandi Mother Theresa Emily Pankhurst <u>Immersion day: British values</u> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of others		Residential international visit <u>Immersion day: British celebrations</u> • Trafalgar day • St Georges day • Guy Fawkes • St Andrew • St Patrick

		• Royal family and national anthem <u>British Values Immersion afternoon</u> (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty	• St David <u>British Values Immersion afternoon</u> (Upper School and Lower School) Royal Family