

EWANRIGG JUNIOR SCHOOL
UPPER SCHOOL LONG TERM PLAN

CYCLE 2

YEAR 6

	Autumn term		Spring term		Summer term
Texts studied:	Ice Trap/ Shackletons Journey	Wolves in the Wall/ Floodland	Cosmic/ Cosmic Disco (poetry)	The Adventures of Odysseus	London Eye Mystery Shakespeare
Writing genres include:	Diary entry Newspaper report Poetry	Non-chronological report Story from a different perspective Diary entry Poetry	Narative	Narative	
Maths	<p>Number - number and place value</p> <ul style="list-style-type: none"> • 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. <p>Number - addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • 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. <p>Number - fractions (including decimals and percentages)</p>				

- 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- 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 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 (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]

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

<p style="text-align: center;">Science</p>	<p style="text-align: center;">Earth and Space and magnetism:</p> <p>NC- Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p style="text-align: center;">Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth 	<p style="text-align: center;">Living things and their habitat</p> <p>NC-Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • give reasons for classifying plants and animals based on specific characteristics • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants 	<p style="text-align: center;">Properties and changes</p> <p>NC-Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 mixtures might be separated, including through filtering,

	<p>because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>and animals</p> <p style="text-align: center;">Evolution and Inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>sieving and evaporating</p> <ul style="list-style-type: none"> • 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			<p>Ancient Greece (Depth)- History C and Geography C</p> <p>NC-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.</p>	<p>Vikings and Anglo Saxons - History (skim) C</p> <p>NC-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.</p>	Practise and Perform	
Geography	<p>Planet Earth - Geography C Extreme environments</p> <p>NC-Pupils should be taught to:</p>					

	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>					
P.E.	<p>Net and wall games</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Multi skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal 	<p>Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal 	<p>Striking and fielding</p> <ul style="list-style-type: none"> 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 	<p>Striking and fielding</p> <ul style="list-style-type: none"> 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

	<p>principles suitable for attacking and defending</p> <p style="text-align: center;">Swimming</p> <p>Swimming and water safety In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<p style="text-align: center;">Swimming</p> <p>Swimming and water safety In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p style="text-align: center;">Outdoor adventure</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>best.</p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns 	<p>best.</p> <p style="text-align: center;">Net and wall games</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>attacking and defending</p> <p style="text-align: center;">Athletics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>attacking and defending</p> <p style="text-align: center;">Athletics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<p style="text-align: center;">Art D.T.</p>	<p><u>Design and make a moon buggy</u> <u>Design and make a shelter to survive extremities</u> When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>Greek plate</u> <u>Greek pottery</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Cross hatching characters from Macbeth and other Shakespeare plays.</p>			

- 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.

Chalk pictures of the planets

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]

	<ul style="list-style-type: none"> • about great artists, architects and designers in history. <p>Christmas crafts: Christmas card</p>				
<p>COMPUTING</p>	<p>WORD PROCESSING WE ARE CO-AUTHORS 4.5 ENG SC GEOG ART DESIG 4.5 -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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively. -use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>	<p>E-SAFETY 5.4 ENG MA PSHCE ART WE ARE EXPLORERS ENG SC GEOG MA 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; 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, EXPLORERS -use sequence, selection, repetition in programs; work with variables and various forms of input and output -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>6.4 WE ARE INTERFACE DESIGNERS, PPT-GREECE ENG MA ART DT MUSIC PSHCE *TO CONTROL DEVICES MA ENG SC 6.4 -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 to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour *CONTROL DEVICES design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -be discerning evaluating digital content -use sequence, selection, and repetition in programs; work with variables and</p>	<p>WE ARE STATISTICIANS GREECE WE ARE HISTORIANS-GREECE MA ENG HIS GEOG -[]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 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, including collecting, analysing, evaluating and presenting data and information.</p>	<p>5.1 WE ARE GAME DEVELOPERS CODING SCRATCH ENG MA SC ART MUSIC 5.1 design, write and debug programs that accomplish specific goals, including 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 -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</p> <p>5.2 WE ARE CRYPTOGRAPHERS MA HIS PSHCE 3.5 WE ARE COMMUNICATORS ENG MA SC DT HIS PSHCE ART 5.2 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -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 responsibly; know a range of ways to report concerns and inappropriate behaviour 3.5-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 technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>

		<ul style="list-style-type: none"> -select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - use technology safely, respectfully responsibly know ways to report concerns and inappropriate behaviour 	<p>various forms of input and output</p> <ul style="list-style-type: none"> -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 				
		<p>2 x music afternoons</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		<p>2 x music afternoons</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		<p>2 x music afternoons</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	
Music							
SMSC	S	<p>SEALS: New Beginnings</p> <p>School council caps elections Responsibility Cap applications</p>	<p>SEALS: Getting on and falling out Anti Bullying</p> <p>Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance</p>	<p>SEALS: Going for goals</p> <p>Easter fayre</p>	<p>SEALS: Good to be me</p> <p>Rock Challenge</p>	<p>SEALS: Relationship</p> <p>Residential trips</p>	<p>SEALS: Changes</p> <p>Sports day Summer performance</p>

M	<u>Rights and responsibilities (Assembly)</u> Children's rights The bare necessities Rights and duties Being responsible Peer mentors Resolving disputes Peer pressure	<u>The global community (Assembly)</u> Stereotypes Racism Ageism Genderism People with disabilities Asylum seekers EU & UN Human Rights Poverty and inequality Fairtrade Friendships around the world	<u>Health (Assembly)</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	Daily worship Church visit- Presentation assembly RE Immersion Day - Gods/Deities/Important figures (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity		
	10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity		10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Upper School - Sikhism, Buddhism and Christianity		
C	Immersion day: Famous British people <ul style="list-style-type: none"> Churchill Princess Diana Duke of Wellington Queen Victoria Queen Elizabeth 1st and 2nd Montgomery British Values Immersion afternoon (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty		Residential city visit British Values Immersion afternoon (Upper School and Lower School) Royal Family		