

Oughtibridge Primary School – Long Term Plan 2023-24 – Year 6

Autumn Term

Spring Term

Summer Term

Theme

World War 2

The Good, the Bad and the Ugly

Our Changing World

WOW Days

Eden Camp

Crime and Punishment VR

Living things VR



English

Miss Liasides' Group:
Purpose(s) for Writing

Writing to entertain
Writing to inform

Writing Genres

Newspapers
Letters

Mr Delaney's Group:
Purpose(s) for Writing

Improving Grammar
Writing to entertain

Writing Genres

Narrative

Miss Liasides' Group:
Purpose(s) for Writing

Writing to persuade
Writing to inform
Writing to discuss

Writing Genres

Narrative
Letters
Fact-files
Balanced arguments

Mr Delaney's Group:
Purpose(s) for Writing

Improving Grammar
Writing to persuade
Writing to inform

Writing Genres

Letters
Newspaper reports

Miss Liasides' Group:
Purpose(s) for Writing

Writing to entertain
Writing to inform
Writing to discuss

Writing Genres

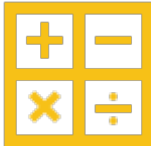

Narrative
Poetry
Non-fiction writing

Mr Delaney's Group:
Purpose(s) for Writing



Writing to entertain
Writing to inform
Writing to discuss

Writing Genres

Narrative
Biographies
Balanced arguments

| | | | |
|---|--|--|--|
|  <p>Mathematics</p> | <p><u>Number</u> Place Value Addition and Subtraction Multiplication and Division Fractions</p> <p><u>Measurement</u> Converting Units</p> | <p><u>Number</u> Fractions Decimals Percentages Ratio Algebra</p> <p><u>Measurement</u> Perimeter, Area and Volume</p> <p><u>Statistics</u> Line Graphs, Pie Charts and the Mean</p> | <p><u>Geometry</u> Properties of Shape Position and Direction</p> <p><u>SATS Preparation</u></p> <p><u>Preparations for KS3</u></p> |
|  <p>Science</p> | <p><u>Working Scientifically</u> Children will learn to...</p> <ul style="list-style-type: none">• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• use test results to make predictions to set up further comparative and fair tests• report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• identify scientific evidence that has been used to support or refute ideas or arguments | | |
| | <p><u>Light</u> Children will learn to...</p> <ul style="list-style-type: none">• use test results to make predictions to set up further tests and to compare results• 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• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | <p><u>Animals, including Humans</u> Children will learn to...</p> <ul style="list-style-type: none">• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• describe the ways in which nutrients and water are transported within animals, including humans | <p><u>Evolution and Inheritance</u> Children will learn 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 |

| | | | |
|--|---|---|--|
| | <p>Aim: to understand how we can see objects and colours.</p> <p><u>Electricity</u> Children will learn to...</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram • compare and give reasons for variations in how components work, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <p>Aim: to understand that the parts of a circuit have specific vocabulary which connects with the job they do in the circuit</p> <p><u>Living Things and Their Habitats</u> Children will learn 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 microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics <p>Aim: to gain a greater understanding of how living things have changed over a long period.</p> | <p>Aim: to develop their understanding of how the main organs within the body work together to help us grow and survive.</p> | <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Aim: to develop a deeper understanding of how scientists have found ways of placing both plants and animals into groups.</p> |
|--|---|---|--|

| | | | |
|---|---|--|--|
|  <p>Geography</p> | <p>Geography is not taught during this term.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> ask geographical questions understand that England is made up of counties and that Sheffield sits in South Yorkshire undertake a study of a local geographical feature collate the data collected and record it using data handling software to produce graphs and charts of the results <p>Aim: to develop a deep understanding of our local area, how it has changed over time and how it compares to another area of Britain.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> identify the position and significance of the Arctic and Antarctic circles identify the position of the Greenwich Meridian and different time zones (including night and day) raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres understand the economic activity, including trade links, of the key places that they study understand the distribution of natural resources, including energy, of the key places that they study <p>Aim: to gain a deeper understanding of Britain's position within the world and how the shape of the globe gives us both night and day, and seasons.</p> |
|  <p>History</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> understand how the Second World War affected both Britain and the whole world summarise the main events from World War Two, explaining the order in which key events happened describe the events that took place from the 1930s through to 1946 using evidence from different sources <p>Aim: to understand the events that both led to the Second World War and its eventual outcome.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> understand how crime and punishment have changed throughout British history understand where different periods of British history fit on a timeline, from the Romans through to the Victorians appreciate that some ancient civilizations (including the Romans) showed greater advancements than people who lived centuries after them <p>Aim: to gain a greater understanding of how institutions such as law and order have evolved throughout British history.</p> | <p>History is not taught during this term.</p> |



Design and Technology

Using the TASC wheel, children will learn to...

- take inspiration from design throughout history by combining elements of design from a range of inspirational designers throughout history, giving reasons for choice
- take inspiration from design throughout history by creating innovative designs that improve upon existing products and by evaluating the design of products so as to suggest improvements to the user experience
- identify the task
- generate ideas and design products with the user in mind, motivated by the service a product will offer (rather than simply for profit)
- decide on a final design, using prototypes, cross-sectional diagrams and computer aided designs to present designs
- make products through stages of prototypes, making continual refinements and ensuring products have high-quality finish, using art skills where appropriate
- evaluate the product
- communicate with others about the product
- learn from the experience (e.g. What went well? What could be improved next time?)

Textiles

Children will learn to...

- create objects (such as a cushion) that employ a seam allowance
- join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)
- use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)
- show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut out paper)
- cut materials with precision and refine the finish with appropriate tools (such as a more precise scissor cut after roughly cutting out a shape)

Aim: to design, make and evaluate a product using various stitching skills, linking to our 'Make Do and Mend' project.



Food Technology

Children will learn to...

- understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- measure ingredients accurately and to scale up or down from a recipe
- demonstrate a range of baking and cooking techniques
- create recipes, including ingredients, methods, cooking times and temperatures

Aim: to design, make and evaluate a crumble (inspired from the text Holes) by using a recipe accurately.

Design and Technology is not taught this term

| | | | |
|---|---|---|---|
|  Art | <p>Painting Children will learn to...</p> <ul style="list-style-type: none"> • show life-like qualities and real-life proportions in their work • sketch (lightly) before painting to combine line and colour • create a colour palette based upon colours observed in the natural or built world • use the qualities of watercolour and acrylic paints to create visually interesting pieces <p>Aim: to create realistic WW2 visuals using a range of resources and materials.</p> | <p>Artist Study Children will learn to...</p> <ul style="list-style-type: none"> • give details (including their own sketches) about the style of some notable artists • show how the work of those studied was influential in the local area • create original pieces that show an influence and style taken from an artist study <p>Aim: to take inspiration from local artists and create our own art work.</p> | <p>Sculpture Children will learn to...</p> <ul style="list-style-type: none"> • show life-like qualities and real-life proportions using clay • use tools to carve and add shapes, texture and pattern • combine visual and tactile qualities • use frameworks (such as wire or moulds) to provide stability and form <p>Aim: to create 3D sculptures inspired by Anthony Gormley.</p> |
|  Modern Foreign Languages | <p>Children will learn to...</p> <ul style="list-style-type: none"> • read carefully and show understanding of Spanish words, phrases and simple writing • speak in sentences, using familiar Spanish vocabulary, phrases and basic language structures • appreciate stories, songs, poems and rhymes in Spanish <p>Aim: to be able to talk, read and speak about my own hobbies in Spanish.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> • listen attentively to spoken language in Spanish and show understanding by joining in and responding • engage in conversations in Spanish, ask and answer questions, express opinions and respond to those of others, seeking clarification and help • describe (in Spanish) people, places, things and actions orally and in writing <p>Aim: to be able to discuss and write about a pet in Spanish.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new Spanish words that are introduced into familiar written material, including through using a dictionary • read carefully and show understanding of Spanish words, phrases and simple writing • understand basic Spanish grammar <p>Aim: to discuss and write about our home in Spanish.</p> |



Computing

Computing Systems and Networks

Children will learn to...

- identify how to use a search engine
- describe how search engines select results
- explain how search results are ranked
- recognise why the order of results is important, and to whom
- recognise how we communicate using technology
- evaluate different methods of online communication

Aim: to identify and explore how information is shared between digital systems.

Programming

Children will learn to...

- define a 'variable' as something that is changeable
- explain why a variable is used in a program
- choose how to improve a game by using variables
- design and create a project that builds on a given example

Aim: to explore variables when designing and coding a game

Creating Media

Children will learn to...

- use a variety of hardware and software, making independent choices appropriate for the purpose, audience and aims of the digital content
- plan the features of a web page
- consider the ownership and use of images (copyright)
- recognise the need to preview pages in webpage design
- understand the need for a navigation path
- recognise the implications of linking to content owned by other people

Aim: to design and create webpages, giving consideration to copyright, aesthetics and navigation.

Data

Children will learn to...

- identify questions which can be answered using data
- explain that objects can be described using data
- explain that formula can be used to produce calculated data
- apply formulas to data, including duplicating
- create a spreadsheet to plan an event
- choose suitable ways to present data

Aim: to answer questions by using spreadsheets to organise and calculate data.

Programming

Children will learn to...

- create a program to run on a controllable device
- update a variable with a user input
- use a conditional statement to compare a variable to a value
- design a project that uses inputs and outputs on a controllable device
- develop a program to use inputs and outputs on a controllable device

Aim: to design and code a project that captures inputs from a physical device.

Creating Media

Children will learn to...

- use a variety of hardware and software, making independent choices appropriate for the purpose, audience and aims of the digital content
- use a computer to create and manipulate three-dimensional (3D) digital objects
- construct a digital 3D model of a physical object
- identify that physical objects can be broken down into a collection of 3D shapes
- design a digital model by combining 3D objects
- develop and improve a digital 3D model

Aim: to plan, develop, and evaluate 3D computer models of physical objects.



Personal, Social and Health Education

Relationships

Children will learn to...

- understand the roles and responsibilities of parents
- discuss what is meant by the term conventional.
- recognise and discuss similarities and differences between families
- recognise cultural differences and similarities between people and families

Aim: to understand what makes a family and how to maintain healthy friendships.

Community

Children will learn to...

- identify and discuss stereotypes and begin to challenge them
- use correct terminology based around gender, sex and relationships.
- begin to discuss and debate health and wellbeing issues
- listen to others
- recognise what makes people the same or different
- recognise discrimination and bullying
- develop an awareness of extremism and radicalisation

Aim: to understand what is meant by the term 'community' and the term 'mental well-being'.

Health and Wellbeing and Community

Children will learn to...

- discuss and debate health and wellbeing issues
- understand human rights, the rights of child, cultural practices and British Law
- listen to others, raise concerns and challenge opinions
- recognise and discuss what makes people the same or different
- understand how resources are allocated and the effect of this on individuals, communities and the environment
- be part of a community and groups that support communities
- be critical of what is in the media and what they forward to others
- recognise and challenge stereotypes
- discuss discrimination and bullying
- develop their awareness of domestic abuse
- begin to understand how images in the media and reality can affect how people feel
- recognise image manipulation and the media
- recognise positive health messages

Aims:

To understand why money is important.

To understand what makes us British.

To understand why people argue.

To discuss if the internet makes us happy.

Growing Up and Relationships

Children will learn to...

- know who is responsible for their health and safety and where to get help and advice
- discuss the risk and effects of drugs
- develop an awareness of the idea of county lines
- understand images in the media and how they can affect our feelings
- know the changes at puberty and human reproduction
- understand different types of relationships
- recognise and maintain positive and healthy relationships
- recognise when a relationship is unhealthy
- discuss personal boundaries and the right to privacy
- understand what is meant by confidentiality and when to break a confidence
- begin to understand and maintain positive and healthy relationships
- manage dares with their peers and pressure
- understand the term independence and recognise increased responsibility as you get older

Aims:

To confidently recognise the changes which occur in the human body.

To be able to discuss the term 'relationship' in detail.



Physical Education

Children will learn to...

- apply sending and receiving skills within the rules of a game
- send and receive consistently using a range of techniques with increasing control under pressure.
- dribble consistently using a range of techniques with increasing control under pressure.
- move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
- confidently change direction to lose an opponent
- use a variety of defending skills (tracking, interception, jockeying) in game situations.

Aim: In Football, children will know the importance of making quick decisions and become increasingly able to do so. They will understand the importance of transitioning quickly between defence and attack. Children will understand the need for tactics in specific situations. Children will be able to apply rules consistently when playing and officiating.

Children will learn to...

- demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
- develop power, control and technique in the triple jump.

Children will learn to...

- combine and perform gymnastic shapes more fluently and effectively.
- develop control in progressions of a cartwheel and a headstand.
- explore counter balance and counter tension.
- develop fluency and consistency in the straddle, forward and backward roll.
- combine and perform a range of gymnastic jumps more fluently and effectively.

Aim: In Gymnastics, children will be able to explain their choices of shapes, balances, rolls and jumps. They will also know how to modify each of these things to enhance performance.

Children will learn to...

- demonstrate increased success and technique in a variety of shots.
- serve accurately and consistently.
- successfully apply a variety of shots to keep a continuous rally.
- demonstrate a variety of footwork patterns relevant to the game I am playing.

Aim: In Volleyball (Y5/6), children will begin to apply or explain tactics when serving or rallying. They will know appropriate skills for relieving pressure during games, and that there are different tactics for attacking and defending. Children will be able to apply rules consistently when playing and officiating.

Children will learn to...

- strike a bowled ball with increasing accuracy and consistency.
- use a wider range of fielding skills with increasing control under pressure.
- consistently demonstrate good technique in throwing skills under pressure.
- consistently demonstrate good technique in catching skills under pressure.

Aim: In Rounders, children will know that the momentum needed for increasing power comes from both the legs and arms. They will be able to identify the correct fielding position for a range of scenarios, including how to effectively get the opposition 'out'. They will continue to apply tactics for batting, bowling and fielding. Children will be able to apply rules consistently when playing and officiating.

Children will learn to...

- apply sending and receiving skills within the rules of a game
- send and receive consistently using a range of techniques with increasing control under pressure.
- dribble consistently using a range of techniques with increasing control under pressure.
- move to the correct space when transitioning from attack to defence or defence to attack and

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> develop power, control and technique when throwing discus and shot put. <p>Aim: In Athletics, children will understand the need to prepare their body for exercise and know the muscle groups that are used. They will know that a run up builds speed and power when throwing or jumping. They will be able to understand and apply rules in events that pose an increased risk.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> show controlled movements which express emotion and feeling. explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. use a variety of compositional principles when creating my own dances. demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. <p>Aim: In Dance, children will understand that intent, extension and shape can improve actions in performance. They will be able to use props to make enhanced use of space in performance, and know that maintaining character in dance helps to express atmosphere or mood.</p> | <p>Children will learn to...</p> <ul style="list-style-type: none"> apply sending and receiving skills within the rules of a game send and receive consistently using a range of techniques with increasing control under pressure. dribble consistently using a range of techniques with increasing control under pressure. move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. confidently change direction to lose an opponent use a variety of defending skills (tracking, interception, jockeying) in game situations. <p>Aim: In Hockey, children will know the importance of making quick decisions and become increasingly able to do so. They will understand the importance of transitioning quickly between defence and attack. Children will understand the need for tactics in specific situations. Children will be able to apply rules consistently when playing and officiating.</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none"> combine and perform gymnastic shapes more fluently and effectively. develop control in progressions of a cartwheel and a headstand. | <p>create and use space for self and others.</p> <ul style="list-style-type: none"> confidently change direction to lose an opponent use a variety of defending skills (tracking, interception, jockeying) in game situations. <p>Aim: In Tag Rugby, children will know the importance of making quick decisions and become increasingly able to do so. They will understand the importance of transitioning quickly between defence and attack. Children will understand the need for tactics in specific situations. Children will be able to apply rules consistently when playing and officiating.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> pool ideas within a group, selecting and applying the best method to solve a problem. orientate a map efficiently to navigate around a course with multiple points. inclusively communicate with others, share job roles and lead when necessary. <p>Aim: In OAA, children will understand the need for problem solving and navigation skills in wider life. They will know that good communication skills enhance problem solving abilities.</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> |
|--|---|--|--|

| | | | |
|--|--|---|--|
| | <p>Children will learn to...</p> <ul style="list-style-type: none"> • change direction with a fluent action and transition smoothly between varying speeds. • show fluency and control when travelling, landing, stopping and changing direction. • co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. • adapt running technique to meet the needs of the distance. • complete body weight exercises for increased repetitions with control and fluency. • use my breath to increase my ability to move for sustained periods of time. <p>Aim: In Fitness, children will know that agility requires speed, strength, balance and coordination. They will be able to explain or demonstrate occasions where speed, strength, balance and coordination are needed in differing amounts. Children will understand that stamina can be developed by practising over time.</p> | <ul style="list-style-type: none"> • explore counter balance and counter tension. • develop fluency and consistency in the straddle, forward and backward roll. • combine and perform a range of gymnastic jumps more fluently and effectively. <p>Aim: In Gymnastics, children will be able to explain their choices of shapes, balances, rolls and jumps. They will also know how to modify each of these things to enhance performance.</p> | <ul style="list-style-type: none"> • show controlled movements which express emotion and feeling. • explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • use a variety of compositional principles when creating my own dances. • demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. <p>Aim: In Dance, children will understand that intent, extension and shape can improve actions in performance. They will be able to use props to make enhanced use of space in performance, and know that maintaining character in dance helps to express atmosphere or mood.</p> |
|--|--|---|--|



Religious Education

How do the 5 Pillars of faith help Muslims in their faith?

Children will learn to...

- discuss what devotion, service and self-discipline mean to those practising religions today
- recognise and explain symbols and festivals across religions and cultures
- ask questions and give opinions about religions, beliefs and ideas
- start to describe religions and world views

Aim: to understand the 5 Pillars of Islam.

Why do people choose to be a Humanist?

Children will learn to...

- discuss what devotion, service and self-discipline mean to those practising religions today
- accept different opinions
- ask questions and give opinions about religions, beliefs and ideas
- start to describe religions and world views

Aim: to understand why some people choose to be Humanist.

Why do people value eternity?

Children will learn to...

- ask questions and give opinions about religions, beliefs and ideas
- start to describe religions and world views
- discuss ideas from religious texts and look for similarities
- find similarities across religions

Aim: to understand why people value eternity.

What do Christians mean when they say that God has a plan for everyone?

Children will learn to...

- ask questions and give opinions about religions, beliefs and ideas
- discuss meanings of sayings and parables from religious texts and what they mean to those practising today

Aim: to understand what Christians mean when they say that God has a plan for everyone.

How do religions and beliefs respond to issues of human rights?

Children will learn to...

- ask questions and give opinions about religions, beliefs and ideas
- research links and make specific connections about leaders and key figures
- find similarities across religions

Aim: to understand how religions and beliefs respond to issues of human rights.

How do religions and beliefs respond to the importance of the environment?

Children will learn to...

- ask questions and give opinions about religions, beliefs and ideas
- research links and make specific connections about leaders and key figures

Aim: to understand how religions and beliefs respond to the importance of the environment.



Music

Children will learn to...

- identify and move to the pulse with ease
- think about the message of songs
- compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
- listen carefully and respectfully to other people's thoughts about the music

Aim: to listen, respond and perform contrasting pieces of music.

Children will learn to...

- appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- play and perform in solo and ensemble contexts, using their voices
- to sing in unison and to sing backing vocals
- to demonstrate a good singing posture
- develop an understanding of the history of music

Aim: to perform songs in unison and as a solo artist, whilst appreciating the history and message shared within the lyrics.

Children will learn to...

- listen with attention to detail and recall sounds with increasing aural memory
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- to rehearse and perform as a solo artist and as a group

Aim: to be able to perform, improvise and compose music using instruments and vocals.