



## Y6 Anston Hillcrest Primary Long Term Plan Cycle 2 (2022 – 2023)



	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks + 1 week transition)
<b>Learning Journey Title</b>	<b>Battle of Britain</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Why was this a significant turning point and comparing to modern day Britain? Does adversity make you stronger?		<b>Rainforest</b> What happens if it is not there tomorrow?		<b>Gullivers &amp; Ancient Greeks</b> Are we all equal?	
<b>Links to key Drivers</b>	Reading Making a difference – a significant turning point in British history (inc. women)		Reading Making a difference – environmental issues and deforestation		Reading Making a difference to others – entertainment Citizenship – equal opportunities and stereotypes	
<b>Launch Day</b>	Transition back to school Going to War		David Attenborough Challenge		Visit from a member of the Gullivers' team	
<b>Visit/Visitors</b>	Eden Camp			Conservationist or an environmentalist.		Gullivers' Kingdom
<b>Learning Showcase</b>		Exhibition		Making a documentary David Attenborough video: Destruction of the rainforest and impact Raising awareness and money – Bag Sale		<b>Presentations to Gullivers' - Gully fest</b>
<b>English</b>	Narrative: The Nowhere Emporium (3wk) Mystery  Non-fiction Recount:	Narrative: A Monster Calls (3wk) Horror  Non-fiction Report:	Non-fiction Biography: Tesla/Attenborough (3wk) Science  Poetry:	Narrative: Postcard from Prison (2wk) Drama  Non-fiction Persuasion:	Narrative: Theseus and the Minotaur (4wk) Myth  Non-fiction Persuasion:	Non-fiction Blog: (4wk) Have your say!  Poetry:



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	Letters from the Lighthouse (4wk) Blitz/History	The Origin of the Species (4wk) Adaptation/Science	(2wk) Haikus and Cinquains	(4wk) Greta Speech	(2 wk) Gullivers	(1wk) Limericks
<b>Reading for pleasure novels</b>	The Explorer, Holes, Trash, Sky Song, Hunger Games, Nowhere Emporium, Who let the Gods out					
<b>Whole class Reading Texts</b>	Fiction: Journey to the River Sea Beetle Boy The Explorer Nevermoor  Non-fiction: Frozen escapes  Poetry:	Fiction: Sky song Treasure Island A Christmas Carol  Non-fiction: Firework newspaper Frozen escapes  Poetry: The Raven - Edgar Allen Poe The Tyger - Blake	Fiction: Giants Moonlocket  Non-fiction: Forest of Life South America  Poetry: The Highwayman Try everything song (Zootropolis)	Fiction: Pog The Lost World  Non-fiction: Charles Darwin bio The circulatory system  Poetry:	Fiction:  Non-fiction:  Poetry:	Fiction:  Non-fiction:  Poetry:
<b>Science</b>	<b>Living things and their habitats</b> <b>LTH1.</b> 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.	<b>Evolution and Inheritance</b> <b>EI1.</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years age.  <b>EI2.</b> Recognise that living things produce offspring of the same kind, but normally	<b>Light</b> <b>L1.</b> Recognise that light appears to travel in straight lines  <b>L2.</b> 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	<b>Humans inc. animals</b> <b>AH1.</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  <b>AH2.</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		<b>Electricity</b> <b>E1.</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  <b>E2.</b> Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of



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	<p><b>LTH2.</b> Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>offspring vary and are not identical to their parents</p> <p><b>ET3.</b> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>L3.</b> 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</p> <p><b>L4.</b> 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><b>AH3.</b> Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>buzzers and the on/off position of switches</p> <p><b>E3.</b> Use recognised symbols when representing a simple circuit in a diagram.</p>
<p><b>Science Investigation</b></p>	<p>Invertebrate research Outdoor keys <b>Identification and classification</b></p> <p><b>Working Scientifically</b> <b>Do:</b> Record the results of a survey using a classification key</p> <p><b>Conceptual Knowledge</b> Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Egg strength <b>Research using primary sources</b></p> <p><b>Working Scientifically</b> <b>Review:</b> Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Conceptual Knowledge</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Investigating shadows <b>Comparative testing</b></p> <p><b>Working Scientifically</b> <b>Do:</b> Take accurate measurements and record data on a graph</p> <p><b>Conceptual Knowledge Context</b> Use the idea that light appears to travel in straight lines to explain why shadows have the same shape as their objects</p>	<p>Heart rate <b>Pattern and relationship seeking</b></p> <p><b>Working Scientifically</b> <b>Do:</b> Use test result to make predictions to set up further comparative and fair tests</p> <p><b>Conceptual Knowledge Context</b> Describe the functions of the heart, blood vessels and blood Recognise the impact of exercise on the way their bodies function</p>	<p>Bulb brightness <b>Comparative testing</b></p> <p><b>Plan:</b> Plan a scientific enquiry to answer a question, recognising and controlling variables.</p> <p><b>Conceptual Knowledge</b> Compare variations in how components function.</p>



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<b>Geography</b> (See LTP)	Revisit UK counties, cities etc.		Biomes and climate zones, the rainforest, North and South America in depth Brazil		Revisit countries, climate zones. In-depth of Greece (PK LK)	
<b>History</b> (See LTP)	The Battle of Britain  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Not taught		Ancient Greeks	
<b>Computing</b>	I am a games designer Revisit PEGI Ratings for games	Using the computer as a designer  Play Like Share – Level 2 Session 3.	Lights, Camera, Action Discuss PEGI system	Spreadsheets Extension 3 – What makes a good password?	Computer Science Continued Band Runner – Online Game	Building Complex Physical Systems Extension 4 – Chatting to strangers online
<b>Art</b> (See LTP)	Sculpture: Martin Jennings / Paul Day  ■ Darrel Wakelam  Mixed media paint		<ul style="list-style-type: none"> <li>• Henri Rousseau</li> <li>■ Sonny (Pastel, paint and fabric)</li> </ul>		Drawing and coil pot	
<b>Design &amp; Technology</b> (See LTP)			<b>Textiles:</b> Making a bag to support a campaign		<b>Mechanisms / Computing:</b> Designing a ride- linked to Gullivers' Theme - Ancient Greek God / Goddess	
<b>PE</b>	Football  Hockey	Gymnastics Basketball	OAA  Dance	Netball Tag-Rugby	Tennis Rounders	Athletics  Cricket
<b>Music Charanga</b>	Happy	Classroom Jazz 2	A New Year carol	You've got a friend	Music and me	Reflect, rewind and replay
<b>RE</b>	Christian Aid and Islamic Relief	Christian Aid and Islamic Relief	Muslims and Christians. Who is inspiring?	Muslims and Christians. Who is inspiring?	Religions in the local community. What will make our town a more respectful place?	Religions in the local community. What will make our town a more respectful place?



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(See Rotherham RE Syllabus)						
Spanish						
<b>PSHCE (Jigsaw)</b>	<b>Being me in My world</b> 1. Planning the forthcoming year. 2. Being a citizen 3. Rights and responsibilities. 4. Rewards and consequences. 5. How behaviour affects groups. 6. Democracy, having a voice, participating.	<b>Celebrating Differences</b> 1. Cultural differences and how they can cause conflict. 2. Racism 3. Rumours and name-calling. 4. Types of bullying 5. Material wealth and Happiness. 6. Enjoying and respecting other cultures.	<b>Dream and Goals</b> 1. Future dreams 2. The importance of money. 3. Jobs and careers 4. Dream job and how to get there. 5. Goals in different cultures 6. Supporting others (charity). 7. Motivation	<b>Health Me</b> 1. Smoking, including vaping. 2. Alcohol and anti-social behaviour. 3. Emergency aid 4. Body image 5. Relationships with food. 6. Healthy choices 7. Motivation and behaviour	<b>Relationships</b> 1. Self-recognition and self-worth. 2. Building self-esteem 3. Safer online communities. 4. Rights and responsibilities online. 5. Online gaming and gambling. 6. Reducing screen time, 7. Dangers of online grooming. SMARRT internet 8. safety rules.	<b>Puberty – RoSiS PSHE</b>
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