



# The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

Do your BEST, Be our BEST

## Y6 Long Term Planning Overview 2024/2025

Year: 6	Term: Autumn 1	Teacher: Sarah Bell	Topic title: World War 2: A Local History Study
<b>MAIN DRIVER:</b> History	<b>TOPIC DESCRIPTION:</b> An exploration of the different experiences people had during the second World War and the impact that it had upon their lives and countries. As part of the topic the class will explore the role Skellingthorpe and Lincolnshire played in the war.		
<b>SUBJECT</b>	<b>NATIONAL CURRICULUM/FRAMEWORK OBJECTIVES</b>		
History NC	Pupils should be taught about: a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 1. Why did Britain have to go to war in 1939? 2. Why was it necessary to evacuate children? 3. Continuation of reasons for evacuation 4. How was Britain able to stand firm against the German threat? 5. How did people manage to carry on normal life during the war and how do we know? What was rationing? 6. Why is it so difficult to be sure what life on the Home Front was really like? 7. What was VE Day really like? 8. How were individual families living on the Home Front affected by the war?		
Science NC	<b>Evolution and Inheritance</b> Pupils should be taught to: 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. Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.		
DT NC	<b>Bridges - Structures</b> <b>Design</b> 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 <b>Make</b> 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 <b>Evaluate</b> 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 <b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		
Art NC	Pupils should be taught: 2D drawing to 3D making 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]		
PE NC	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		

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	Hockey (SB) and mini-fencing (Synergy)
RE Agreed syllabus	<p><b>Unit 1: Additional Unit – ‘Do You Have to Believe in God to be Good?’</b></p> <p>Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good.</p>
PSHE One decision	<p>Peer Pressure (Term 1)</p> <p>Computer Safety: Image sharing, inclusion and acceptance. KS2 Expectations:</p> <p>Internet safety and harms (H) About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Water Safety</p>
Computing NC	
Enrichment Computer science NC	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>□ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>□ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
Music NC	<ol style="list-style-type: none"> <li>1. Exploring beat and syncopation through a song and body percussion (Lesson 1)</li> <li>2. Developing coordination and rhythm skills (Lesson 2)</li> <li>3. Performing a rhythmic sequence to a piece of music (Lesson 2)</li> <li>4. Developing the idea of pitch shape and relating it to movement (Lesson 3)</li> <li>5. Understanding pitch through movement and notation (Lesson 3)</li> <li>6. Creating rhythm patterns (Lesson 4)</li> <li>7. Arranging different musical sections to build a larger scale performance (Lesson 4)</li> <li>8. Exploring rhythm through dance (Lesson 5)</li> <li>9. Combining different rhythms (Lesson 5)</li> <li>10. Exploring ways of combining and structuring rhythms through dance (Lesson 6)</li> </ol>
MFL NC	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>Introduction to Spanish</b></p> <p>Where is Spain? (not a Twinkl unit) What is it like to live in Spain? Explore temperature, flag, food and etc.</p> <p><b>Meet &amp; Greet</b>   Hello (Pack 1)   What's your name? (Pack 2)   How are you? (Pack 3)   Goodbye (Pack 4)   No.s 0-10 (Pack 5)   How old are you? (Pack 6)</p>
OTHER ASPECTS	<b>ADDITIONAL INFORMATION</b>
Writing Genres	<p>Poetry – My Secret (abstract poem with imagery)</p> <p>Remembrance/War (for Bomber Command competition)</p> <p>Letter – How much do I cost?</p> <p>Narrative with dialogue linked to The Arrival,</p> <p><b>Non-Chronological Reports</b> WW2 &amp; Silverback Gorillas</p> <p><b>Letters</b> - write a persuasive letter about keeping Adonis and write a letter (the truth behind Olive's postcard to her mother)</p>
Mathematical links	Nat West party planning activity
Quality Texts	<p>When the Sky Falls by Phil Earle</p> <p>Non-fiction work with National Geographic Articles about Silverback Gorillas</p>

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	Letters from the Lighthouse by Emma Carroll My Secret War Diary, by Flossie Albright Goodnight Mister Tom (extracts) In Flanders Fields- inferring meaning from poetry Poppy Poem
<b>Key experiences</b>	Trip to Bomber Command or Holocaust Centre Village walk
<b>Discrete Subjects</b>	RE PSHE PE MFL Art
<b>Linked Subjects</b>	Reading, Writing, Geography & DT.