



# The Holt Primary School

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



## Y6 Long Term Planning Overview 2025

Year: 6

Term: 5 and 6

Teacher: Sarah Bell

Topic title: The Athlete

MAIN DRIVER: History	<b>TOPIC DESCRIPTION:</b> <b>A journey back in time to when the Ancient Olympics began, how democracy was formed and how exercise has benefits to our health.</b>
SUBJECT	<b>NATIONAL CURRICULUM/FRAMEWORK OBJECTIVES</b>
Geography NC	Human and physical geography <ul style="list-style-type: none"><li>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</li></ul>
History NC	<ul style="list-style-type: none"><li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li></ul>
Science NC	<b>Animals including humans</b> Pupils should be taught to: <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>describe the ways in which nutrients and water are transported within animals, including humans</li></ul> <b>Scientific Enquiry</b> <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li></ul>
DT NC	Cooking: <ul style="list-style-type: none"><li>understand and apply the principles of a healthy and varied diet</li><li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li></ul>
Art NC	<b>Access Art Pathway –2D Drawing to 3D Making</b> – Shadow Puppets – complete unit Term 5  <b>2D Drawing to 3D Making</b> – Access Art Skills Pathway – Exploring Identity
PE NC	<b>Synergy Topics Term 5</b> <ul style="list-style-type: none"><li>Cricket / Rounders</li><li>Athletics</li></ul>
RE Agreed syllabus	<b>Unit 1: Additional Unit – ‘Do You Have to Believe in God to be Good?’</b> Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, Session 7 – Humanism – Key Concepts

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	<b>Unit 2: Additional Unit – Life Journey – Islam and Christianity</b>  Islam – Rites of Passage  Christianity – Belonging
<b>PSHE One decision</b>	Term 5: <b>British Values</b> <b>Managing Feelings and Emotions</b> Worry <b>Keeping/Staying Healthy</b> Alcohol Term 6: <b>Growing and Changing</b> <b>KS2 Expectations:</b> Changing Adolescent Body (H) Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. Reproduction and Conception.
<b>Computing NC</b>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <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>
<b>Music NC</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>
<b>MFL NC</b>	All about me – continued: People around me Food and travel
<b>OTHER ASPECTS</b>	<b>ADDITIONAL INFORMATION</b>
<b>Writing Genres</b>	Non-fiction – Persuasion (Speech) Non-fiction – Survival Guide/Care Guide (How to care for an invented creature.) Narrative – Skellig Non-fiction – Explanation text (The circulatory system) Poetry – Memory Box
<b>Mathematical links</b>	Statistics linked to tracking changes in heart rate with exercises Averages Links with time, decimals and rounding Converting distances Enterprise restaurant project
<b>Quality Texts</b>	The Final Year There's a Boy in the Girls' Bathroom (Book Study) Wonder Mythologica Who Lets the Gods Out Orpheus and Eurydice
<b>Key experiences</b>	Performance with Lincoln College

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	Enterprise project – invent takeaway restaurant
<b>Discrete Subjects</b>	RE, Computing, MFL, Music, PE
<b>Linked Subjects</b>	Science, History, PSHE

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