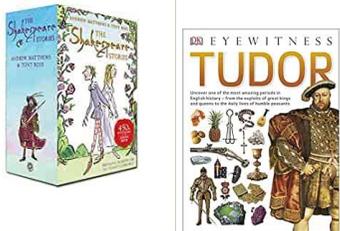


# CLOVER LEYS SPENCER - LONG TERM PLAN

## Year Group 6

	Autumn Greek Myths 13 weeks	Spring Awesome Earth 11 Weeks	Summer Tudors 12 weeks
Curriculum driver- overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	What happened to the Greek Empire?	How awesome is our earth?	How did Henry VIII's wives die?
Curriculum areas as main focus	History / Literacy	Geography / Science	History / Art
High quality texts to support curriculum delivery/ toggle texts			
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p><b>Ancient Egypt [Years 2/3]</b></p> <p><b>Shang Dynasty [Years 4/5/6]</b></p> <p><b>Roman Empire [Years 4/5/6]</b></p>	<p><b>Seasonal Changes [Year 1]</b></p> <p><b>Plants [Year 1]</b></p> <p><b>Human and Physical Geography [Years 4/5/6]</b></p>	<p><b>Aboriginal Art [Year 1]</b></p> <p><b>Sculpture [Year 1]</b></p> <p><b>Using a Range of Materials [Year 1]</b></p> <p><b>Collage [Year 2/3]</b></p> <p><b>African Art [Year 2/3]</b></p> <p><b>Birds Eye View [Years 2/3]</b></p> <p><b>Expressions [Years 4/5/6]</b></p> <p><b>Graffiti and Tagging [Years 4/5/6]</b></p>

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<p>Retrieval opportunities and links</p>	<p><b>DT – Puppet Theatre – Pulleys – {years 4/5/6}</b></p> <p><b>Art – Medusa and her Friends [Years 4/5/6]</b></p> <p><b>Geography – Locational Knowledge [Years 4/5/6]</b></p>	<p><b>Science – Evolution [Years 4/5/6]</b></p> <p><b>Science – Animals Including Humans [Years 4/5/6]</b></p> <p><b>Science – Living Things and their Habitats [Years 4/5/6]</b></p> <p><b>Art – Body Model Making [Year 2/3]</b></p> <p><b>DT – Healthy Eating [Years 4/5/6]</b></p> <p><b>Music – Natural Percussion [Years 4/5/6]</b></p>	<p><b>History – Ancient Greece [Years 4/5/6]</b></p> <p><b>History – The Shang Dynasty [Years 4/5/6]</b></p> <p><b>History – Ancient Egypt [Years 4/5/6]</b></p> <p><b>Geography – Locational Knowledge [Years 4/5/6]</b></p> <p><b>DT – Puppet Theatre [Years 4/5/6]]</b></p> <p><b>History – The Tudors [Years 4/5/6]</b></p> <p><b>DT – Tudor Instruments [Years 4/5/6]</b></p>
<p>Hooks/ Visits/ Visitors/ concrete experiences to build knowledge</p>	<p>Derby Museum Theatre Workshop</p>	<p>Forest School Carsington Reservoir Shipley Park Dovedale trip</p>	<p>TanDastic History</p>
<p><b>Cultural Capital</b> <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i></p>	<p>Pupils will make links to other Empires looking at how war and politics shape civilisations. Pupils can see how influential characteristics can shape leaders. Pupils begin to understand how events such as The Olympics began and why traditions are upheld.</p>	<p>Broaden the children’s understanding of an environment issues across the world. Understanding the differences between people and environments from around the world.</p>	<p>Impact of the reformation across Britain</p>
<p>Potential purposeful writing opportunities leading to a ‘Published Polished Piece’ and learning objectives to be covered</p>	<p><b>Narrative – to create a mythical story</b></p> <p>Setting and character</p> <p><b>Campaign to support Hercules 12 labours</b></p> <p>Use a range of cohesive devices e.g. repetition of a word or phrase, Grammatical connections.</p>	<p><b>Non-chronological report : cold climate (inc. habitat, animals, people, climate)</b></p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p> <p>Use layout devices to structure text (e.g. headings, sub-headings, columns, bullets, or tables</p>	<p><b>Newspaper Reformation.</b></p> <p>Use of passive voice to affect the presentation of information in a sentence.</p> <p><b>Narrative from one of Henry V111 wives</b></p> <p>Create settings, characters and plots for narrative purposes, integrating dialogue to convey character and advance the action.</p>

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<p>Polished piece 1 x 2/3 weeks and to be made and shared</p> <p>Writing/SPAG objectives</p>	<p>Use layout devices to structure text e.g. headings, subheadings, columns, bullets or tables.</p> <p>Use adverbs or modal verbs to indicate degrees of possibility.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Use subordination and co-ordination.</p> <p>Use contracted form.</p>	<p>Use present perfect form of verbs instead of simple past.</p> <p><b>Description of deserts (ice, sand, tundra etc.)</b></p> <p>Use expanded noun phrases for description and specification.</p>	
<p>Reading objectives</p>	<p>To use and apply prefix, suffix, morphology and etymology.</p> <p>To use resources to check initial understanding.</p> <p>To work out unfamiliar words accurately within context.</p> <p>To read accurately and fluently, including unfamiliar words and understand meaning.</p> <p>To summarise main ideas from more than one paragraph to identify key details that support ideas.</p> <p>Ask questions to improve understanding.</p> <p>To retrieve, record and present information from a non-fiction text.</p>	<p>To summarise main ideas from more than one paragraph to identify key details that support ideas.</p> <p>Retrieve, record and present information from a non-fiction text.</p>	<p>To explain and discuss what they have read through presentations and debates, providing reasoned justifications for their views.</p>
<p>Geography objectives</p>	<p><b>Locational Knowledge</b></p> <p><b>[Europe]</b></p> <p>Locate the world's countries, using maps to focus on Europe, Asia, North / South America, concentrating on their</p>	<p><b>Human and Physical Geography</b></p> <p>To understand the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle [KS2]</p> <p>To understand geography, including: types of settlement and land use, economic activity including trade links, and</p>	<p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions [NSEW] and locational and directional language [for example, near and far, left and right]</p>

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	<p>environmental regions, key physical and human characteristics, countries and major cities [KS2]</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. [KS2]</p>	<p>the distribution of natural resources including energy, food, minerals and water [KS2]</p>	<p>to describe the locations of features and routes on a map [KS1]</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied [KS2]</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key [OSM] to build their knowledge of the United Kingdom and the wider world [KS2]</p>
History objectives	<p><b>Ancient Greece</b></p> <p>To study Greek life in ancient times and its achievements and influences on the western world [KS2]</p> <p>To address valid questions about change, cause, similarity and difference and significance [KS2]</p>	<p><b>Prehistoric Man</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>To study late Neolithic hunter-gathers and early farmers, for example, Skara Brae [KS2]</p> <p>To study the Bronze Age religion, technology and travel, for example, Stonehenge [KS2]</p> <p>To study Iron Age hill forts: tribal kingdoms, farming, art and culture [KS2]</p>	<p><b>A History Study – Tudors / Shakespeare</b></p> <p>To study an aspect or theme in British history past 1066 [KS2]</p> <p>To study the changing power of monarchs [KS2]</p> <p>To study changes in aspects of social history [reformation / crime and punishment] [KS2]</p> <p>The legacy of Tudor art, architecture and literature [KS2]</p>
Science objectives	<p><b>Light [Year 6]</b></p> <p>To recognise that light appears to travel in straight lines [Yr6]</p> <p>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 [Yr6]</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes [Yr6]</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them [Yr6]</p> <p><b>Significant Scientist - Percy Julian - 1899–1975</b></p> <p>Field: Civil Rights Activist, Medical Professional, Scientist, Chemist, Academic</p> <p>Known for: Percy Julian was a research chemist and pioneer in the chemical synthesis of medicinal drugs from plants, such as cortisone, steroids and birth control pills. He was inducted into</p>	<p><b>Living Things and their Habitats [Year 4/5/6]</b></p> <p><b>Evolution and Inheritance [Year 6]</b></p> <p>Recognise that living things can be grouped in a variety of ways [Yr4]</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment [Yr4]</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things [Yr4]</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird [Yr5]</p> <p>Describe the life process of reproduction in some plants and animals [Yr5]</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based</p>	<p><b>Electricity [Year 4/6]</b></p> <p>To identify common appliances that run on electricity [Yr4]</p> <p>To construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers [Yr4]</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery [Yr4]</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit [Yr4]</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors [Yr4]</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit [Yr6]</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches [Yr6]</p>

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	<p>the National Academy of the Sciences, National Inventors Hall of Fame and the American Chemical Society for his lasting work.  <a href="#">Resource: Barriers for Back Scientists   Lesson plans for middle and high school</a></p>	<p>on similarities and differences, including microorganisms, plants and animals [Yr6]</p> <p>Give reasons for classifying plants and animals based on specific characteristics [Yr6]</p> <p>Research the significance of the work of Carl Linnaeus [Yr6]</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago [Yr6]</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents [Yr6]</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution [Yr6]</p>	<p>Use recognised symbols when representing a simple circuit in a diagram [Yr6]</p>
<p>Art and Design objectives</p>	<p><b>Medusa and her Friends</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas [KS2]</p> <p>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]</p> <p><b>Significant Artist – William Blake – Cerberus – different drawing materials – Blake drew this in charcoal, pencil and pen and ink.</b></p>	<p><b>Art in Nature</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas [KS2]</p> <p>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]</p> <p><b>Significant Artist – Hokusai – The Great Wave off Kanagawa – wood block print – explore different printing techniques e.g. string printing/lino cuts.</b></p>	<p><b>Tudor Designs</b></p> <p>Investigate and analyse a range of existing products [KS2]</p> <p>Understand how key events and individuals in design have helped shape the world [KS2]</p> <p><b>Significant Artist – Thomas Klipper – The Ring: William Shakespeare -</b>  <a href="https://www.tate.org.uk/art/artworks/kipper-the-ring-william-shakespeare-p78551">https://www.tate.org.uk/art/artworks/kipper-the-ring-william-shakespeare-p78551</a>          This piece was created in 2000, multimedia work, including print.</p>
<p>Design Technology objectives</p>	<p><b>Design/ Make/ Evaluate –</b></p> <p><b>Puppet Theatre / Puppets linked to Ancient Greek mythology e.g. How should your puppet tell their story? Use pulleys to move stage curtains.</b></p> <p>Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross-sectional and</p>	<p><b>Cooking and nutrition – Healthy Eating</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet (KS2)</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</li> </ul>	<p><b>Design/Make/Evaluate – Musical Instruments – consider making some traditional Tudor instruments! E.g.</b>  <a href="https://www.stbotolphsquarrington.co.uk/making-tudor-style-musical-instruments/">https://www.stbotolphsquarrington.co.uk/making-tudor-style-musical-instruments/</a></p>

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	<p>exploded diagrams, prototypes, pattern pieces and computer aided designs [KS2]</p> <p>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 [KS2]</p> <p>Understand how key events and individuals in design and technology have helped the world [KS2]</p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/25876/how-should-your-puppets-tell-their-story">https://www.stem.org.uk/resources/elibrary/resource/25876/how-should-your-puppets-tell-their-story</a></p>	<ul style="list-style-type: none"> <li>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</li> <li>NB – consider a visit to local food producer</li> </ul>	<p><a href="https://www.stem.org.uk/resources/elibrary/resource/25873/what-music-would-you-make">https://www.stem.org.uk/resources/elibrary/resource/25873/what-music-would-you-make</a></p> <p>Understand how key events in design and technology have helped to shape the world.</p> <p>Select from and use a wider range of materials and components, including construction material, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Technical knowledge –</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products for example <b>pulleys</b> [KS2]</p>
Music objectives	<p><b>Composition and Notation</b></p> <p>Use and understand staff and other musical notations [KS2]</p>	<p><b>Composition and Rhythm</b></p> <p>Use and understand staff and other musical notations [KS2]</p> <p>Play and perform in solo and ensemble contexts [KS2]</p>	<p><b>Summer Production</b></p> <p>Perform and evaluate music [KS1 / KS]</p> <p>Learn to sing and use voices looking at pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations [KS1 / KS2]</p>
RE objectives	<p>U2.1 Why do some people think God exists?</p> <p>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</p>	<p>U2.2 What would Jesus do?</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p>
Computing	<p>Coding</p> <p>Online Safety</p>	<p>Spreadsheets</p> <p>Blogging</p>	<p>Text Adventures</p> <p>Networks</p> <p>Quizzing</p>
Online Safety	<p><b>Health, well-being and lifestyle</b></p> <p>healthy sleep with regards to technology. [Yr5]</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. [Yr6]</p>	<p><b>Privacy and Security</b></p> <p>I use different passwords for a range of online services. [Yr6]</p> <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). [Yr6]</p> <p>I know what to do if my password is lost or stolen. [Yr6]</p>	<p><b>Copyright and Ownership</b></p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others. [Yr6]</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet. [Yr6]</p>

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	<p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). [Yr6]</p> <p>I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). [Yr6]</p>	<p>I can explain what app permissions are and can give some examples from the technology or services I use. [Yr6]</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings. [Yr6]</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) [Yr6]</p>	
PSHE / RSE / Wellbeing	PSHE: Bullying Matters SEAL: Say No to Bullying	PSHE Matters: Money Matters	PSHE Matters: Changes SEAL: Changes
MFL	<p><b>French</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding [KS2]</p> <p>Explore the patterns in sounds of languages through songs and rhymes and link the spelling, sound and meaning of words [KS2]</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others [KS2]</p>	<p><b>French</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures [KS2]</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases [KS2]</p> <p>Read carefully and show understanding of words, phrases and simple writing [KS2]</p>	<p><b>French</b></p> <p>Appreciate songs, stories, poems and rhymes in the language [KS2]</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary [KS2]</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly [KS2]</p> <p>To describe people, places, things and actions orally and in writing [KS2]</p>
<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	Getting to know the children, allowing them to share what is important to them in their culture and how this can be seen in past civilisations	Awareness of environmental issues around the world.	Awareness of religions around the world. To understand that different religions have divisions and sects.
Theme Share with parents/community	Celebration of Prefect Awards Anti-Bullying Week	DT project First Aid – St Johns Ambulance	Leavers Service Transition Events

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