Balby Central Primary Long Term Plan 2016-17

Year: 6

Term	1(7 weeks)	2 (7 weeks)	3 (7 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
Subject focus	History / Art	Geography / DT	History / Art	DT	ART	Geography / DT
Theme/Topic heading	World War II	Seeing is Believing: Natural Wonders of the World	Evolution- Dinosaurs and Fossils	Animals and Humans	Kandinsky- Artist Study	Deadly Destinations
Question / Statement	What difference does a war make?	Will future generations be able to see the world's natural wonders?	Do dinosaurs still walk the Earth?	What makes us Eat Sleep Learn Repeat?	Who was Kandinsky?	Can you survive in a Deadly Destination?
Learning Objectives for Subject focus	**History** To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically **Art** Print • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.	**Geography** To investigate places To investigate patterns To communicate geographically **Art** Sculpture • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • 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.	**History** To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically	**DT** To design, make, evaluate and improve To take inspiration from design throughout history To master practical skills: Construction • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).	**Art** To develop ideas To take inspiration from the greats (classic and modern) To master techniques: *Drawing and painting - continuous* Print • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.	**Geography** To investigate places To investigate patterns To communicate geographically **DT** Food • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Continuous Provision	**ICT** To Connect To Communicate To Collect **ART** To master techniques - drawing and painting					
Core Subjects						
English Book Theme	Fireweed					
Maths	Unit 1 (3 weeks) Number and Place Value Addition and Subtraction Properties of Shape Unit 2 (3 weeks) Multiplication and Division Fractions Position and Direction	Unit 3 (3 weeks) Addition and Subtraction Decimals Measurement (length) Unit 4 (3 weeks) Multiplication and Division Fractions Decimals and Percentages Measurement (time)	Unit 5 (3 weeks) All operations Algebra Properties of Shape Unit 6 (3 weeks) Multiplication and Division Multiplication and Division including decimals Measurement (mass)	Unit 7 (3 weeks) Fractions Ratio and Proportion Statistics Unit 8 (3 weeks) Multiplication and Division Multiplication and Division including decimals Perimeter and Area	Unit 9 (3 weeks) All operations Algebra Properties of Shape Unit 10 (3 weeks) Multiplication and Division including decimals Fractions Measurement (volume and capacity)	Unit 11 (3 weeks) All operations Ratio and Proportion Position and Direction Unit 12 (3 weeks) Multiplication and Division including decimals Fractions with decimals and percentages Statistics
Science	**To work scientifically should be covered in each topic.** • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Electricity To understand electrical circuits • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the		Evolution and Classification To investigate living things • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. To understand	Animals including Humans To understand animals and humans • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Identify and name the main parts of the human circulatory	Light To understand light and seeing Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines	

	loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.		evolution and inheritance • 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.	system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.	to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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.	
Schemes						
SMSC - Jigsaw	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE - Provided by Pulse						
RE - Discovery	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Does belief in Akhirah (life after death) help Muslims lead good lives?
Music - Charanga	Livin on a Prayer	A new year carol	Classroom Jazz	Fresh prince of Bel Air	Make you feel my love	Reflect, rewind and replay.
Enrichment **Please complete this for each half term**	Eden Camp		Crucial Crew		Science Workshop	London Transition Activities