



Fairfield Spencer Academy - Year 6 Long Term Plan - Learning Journey 2024-2025

Successful

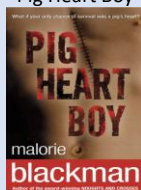
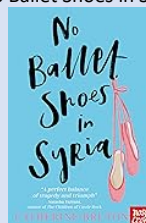
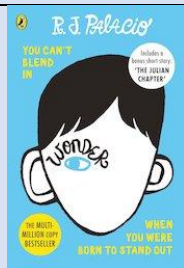
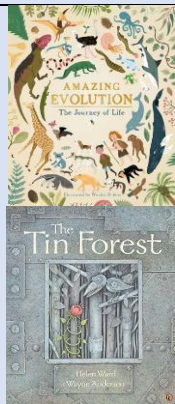
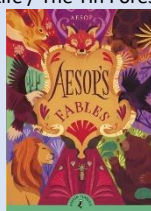
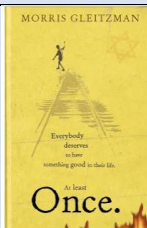
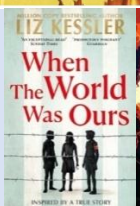
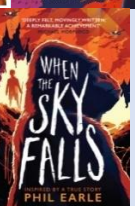
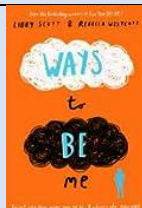
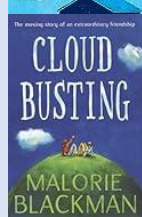
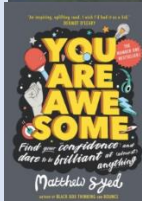
High Expectations

Independence

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half term topic	What is my power?	Survival of the fittest.	Fright of your life!	Fight for your rights!	On the move!	Ready to say goodbye
Main Narrative Focus Quality Text(s)	Pig Heart Boy 	The 1000 Year Old Boy 	The Haunting of Aveline Jones 	The Hunt for David Berman 	No Ballet Shoes in Syria 	The Final Year 
Supporting Quality Texts – fiction, non-fiction, poetry, videos or art	 Wonder	 Amazing Evolution: The Journey of Life / The Tin Forest.  Exploring myths and legends of Aesop's Fables and Just So stories	 Room 13 / Uncle Montague's Tales of Terror / The Graveyard Book. Poetry The Raven by Edgar Allen-Poe	 Once.  I SPY  When The World Was Ours  WHEN THE SKY FALLS  MOHINDER'S WAR The Hunt for David Berman / I. Spy / When the World Was Ours / When the Sky Falls / Mohinder's War.	 The Paper Boat  The Boy at the Back of the Class The Paper Boat / The Boy at the Back of the Class	 WAYS to BE  CAN YOU SEE ME?  CLOUD BUSTING  YOU ARE AWESOME



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						Ways to be Me / Can You See Me? / Cloud Busting / You Are Awesome.
SHINE Experiences	Wow Experience: VR Experience – Heart dissection Line of Enquiry: What is in the human heart? Speech Scenario: Sharing a diary with our classroom Active Citizenship: To raise awareness and money for The British Heart Foundation. Creative: To be inspired by LS Lowry to create a realistic drawing of the heart.	Wow Experience: Science day/ fossil experience Line of Enquiry/ Active Citizenship: To lead a project in school - Aiming to reduce our carbon footprint (child led). Speech Scenario: Poetry Recital Creative: To create a waistcoat.	Wow Experience: National Holocaust Centre www.holocaust.org.uk/ or Arobortum Line of Enquiry: What caused WWI? Speech Scenario: Read aloud / perform my ghost story to an audience. Active Citizenship: To know how to make positive contributions online. Creative: To create model playground structures.	Wow Experience: VR Experience - WWII Line of Enquiry: What was life like in the WWII trenches? Speech Scenario: <i>Careers</i> Active Citizenship: Dealing with money and finances Creative: To create a device that could have been used to communicate in WWII.	Wow Experience: Dodge ball tournament Line of Enquiry: Research cultures around the world to display in collage Speech Scenario: To share an adventure game that I have created using coding Active Citizenship: To be aware of the impact humans have on the world <i>Geography – VR Experience</i> Creative: <i>Fairfield Fringe</i>	Wow Experience: <i>Kingswood & End of year trip- cinema</i> Line of Enquiry: -To be ready to say goodbye (<i>Transitions</i>) Speech Scenario: <i>Y6 Assembly</i> Active Citizenship: To learn how to be safe on the internet and how to make a positive difference on social media Creative: <i>Year 6 Production</i>
English Language and Literacy	Whole Class Reading/LBQ / Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar Please refer to the curriculum overview for the writing process: 1. English Curriculum Writing Overview.docx					
	Week 1 – 3: diary entry (linked to pig heart boy) (level of formality) Week 4 - 6: explanations of the workings of the heart with a diagram (flow diagram – Science books)	Week 1-3: Newspaper article (inspirational people for change). Context: To provide information about David Attenborough or similar, linked to learning about the world. Week 4-6: Narrative – linked to The 1000-year-old boy.	Narrative: Ghost story Supplementary text types: Book Reviews, newspaper report, setting description.	Letter / Diary / Narrative - WWII Context: Letter to a family member away at war	SATS Creative writing- Literacy Shed: Rock, Paper, Scissors. Bad trip advisor review	Alma – rewrite a narrative Refine a previously done text Writing – create and perform a play script
Grammar and Punctuation	*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. *Punctuating bullet points consistently. -Text (linking ideas across paragraphs using a wider range of	*Using hyphens to avoid ambiguity. *Using brackets, dashes or commas to indicate parenthesis. *Using semi-colons, colons or dashes to mark boundaries between independent clauses. *Using passive verbs to affect the	*Using commas to clarify meaning or avoid ambiguity in writing. *Using a colon to introduce a list. -Sentence (subjunctive form). -Punctuation (semi-colon, colon and dash to mark the boundary between independent clauses,	*Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. *Using the perfect form of verbs to mark relationships of time and cause.	Revision: Word classes Passive voice Apostrophes – possession Apostrophes – contraction Tenses (converting) Punctuation	Use of colons, semi-colons, dashes and hyphens to strive for GDS in Writing (application).



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	cohesive devices: repetition of a word or phrase, grammatical conventions such as adverbials, ellipsis, layout devices). Terminology: Subject / object / active / synonym / antonym / bullet points	presentation of information in a sentence. *Using expanded noun phrases to convey complicated information concisely. *Using modal verbs or adverbs to indicate degrees of possibility. -Word (difference between the vocabulary typical of informal and formal speech, how words are related by meaning as synonyms and antonyms) -Sentence (passive voice) Terminology: Hyphen / Colon / Semi-colon / Passive	the use of colons to introduce a list and the use of semi-colons within lists, punctuation of bullet points, hyphens to avoid ambiguity) Terminology: Colon / ellipsis	Revision: Punctuation Commas Parenthesis Apostrophes Synonyms and Antonyms Word families	Prepositions Adverbial clauses Adverbial phrases Prefixes and Suffixes Dialogue to advance the action	
Spelling	Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically. Use a thesaurus. Year 5-6 Word List	Words ending with <ably> and <ibly> Year 5-6 Word List Use dictionaries to check the spelling and meaning of words.	Words ending with <cious> and <tious> Words ending with <cial> and <tial> Words ending with <ance> and <ence> Year 5-6 Word List	Year 5-6 Word List Revision: Various suffix endings 'Silent' letters	Continue to distinguish between homophones and other words which are often confused Revision: cious / tious sion / ssion / tion ible / able ibly / ably ance / ence 'i' sound spelt 'y'	Year 5-6 Word List
Whole Class Reading / Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar Whole Class Reading						
Reading	Year 6 Word Reading Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet					
	Y6 Inference Focus: Understand what they read by: drawing inferences such as atmosphere and inferring characters' feelings, thoughts and motives from their actions , and justifying inferences with numerous pieces of evidence and considering alternative viewpoints .					
	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide range of fiction,	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide range of fiction,	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide range of fiction,	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide range of fiction,	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide range of fiction,	Maintain positive attitudes to reading and understanding of what the read by: continuing to read and discuss an increasingly wide



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	poetry, plays, non-fiction and reference books or textbooks - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.	poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - predicting what might happen from details stated and implied distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.	poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have	poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.	poetry, plays, non-fiction and reference books or textbooks - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.	range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph,
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			read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Maths Maths No Problem	Number and Place Value: Numbers to 10 Million Calculations: Four Operations on Whole Numbers Fractions, Decimals and Percentages: Fractions Fractions, Decimals and Percentages: Decimals		Measurement: Measurements Word Problems Fractions, Decimals and Percentages: Percentage Ratio and Proportion: Ratio Algebra: Algebra Measurement: Area and Perimeter Geometry – Properties of Shapes: Geometry Geometry – Position and Direction: Position and Movement Measurement: Volume		Statistics: Graphs and Averages Number and Place Value: Negative Numbers Geometry – Position and Direction: Position and Movement	



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		Geometry – Properties and Shapes: Geometry				
Regular use of ‘Fluent in 5’ to support fluency. Regular times table fluency supported by TTRockstars.						
Science	WORKING SCIENTIFICALLY Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Animals including humans NC: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood NC: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function NC: Describe the ways in which nutrients and water are transported within animals, including humans	Understand evolution and inheritance NC: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. NC: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. NC: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Context: Understand light NC: Recognise that light appears to travel in straight lines NC: 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 NC: 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 NC: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Electricity NC: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. NC: 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. NC: Use recognised symbols when representing a simple circuit in a diagram.	SATS	Context: Living things and their habitats NC: 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 NC: Give reasons for classifying plants and animals based on specific characteristics.
Art and Design	<u>NC:</u> - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - 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] about great artists, architects and designers in history. <u>Developing Ideas:</u> - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. <u>Inspiration from the Greats:</u> - Sketch and give details about the style of notable artists. - Show how their artist designer /architect has influenced society Create original pieces that show a range of influences					



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	• and styles Challenge** • Study history of art movements from ancient to modernist				
Master techniques	Drawing Context: Create life-like drawings of the heart. Show shape, proportion and perspective in drawings and artwork Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Inspiration from the Greats: LS Lowry, Simon Birch				Collage & Mosaic Context: Creating a collage to celebrate cultures from around the world Use mixed media to create a precise collage. Use mosaic & montage Inspiration from the Greats: Nermine Elmasry
Design & Technology	Design: • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: • 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 Evaluate • 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 Technical Knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products Cooking and Nutrition: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking technique • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				



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	Textiles: Waistcoats - Autumn 2 - Consider a range of factors in their design criteria and use this to create a waistcoat design. - Use a template to mark and cut out a design. - Use a running stitch to join fabric to make a functional waistcoat. - Attach a secure fastening, as well as decorative objects. - Evaluate their final product - Waistcoat design - Preparing fabric - Assembling waistcoat - Decorating a waistcoat	Structure: Playgrounds – Spring 2 - Create five apparatus designs, applying the design criteria to their work. - Make suitable changes to their work after peer evaluation. - Make roughly three different structures from their plans using the materials available. - Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. - Secure their apparatus to a base. - Make a range of landscape features using a variety of materials which will enhance their apparatus	Digital world: Navigating the world - Summer 2 - Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. - Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. - Identify errors (bugs) in the code and suggest ways to fix (debug) them. - Self and peer evaluate a product concept against a list of design criteria with basic statements. - Identify key industries that use 3D CAD modelling and why. - Recall and describe the name and use of key tools used in Tinkercad (CAD) software. - Combine more than one object to develop a finished 3D CAD model in Tinkercad.
History	<u>Working Historically: (NC)</u> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. Working Historically - Chronological Understanding - Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade - Independently place features of historical events and people from past societies and periods in a chronological framework - Identify and compare changes within and across different periods. - Argue how a historical concept can have both continuity and change and the impact of this on society New vocabulary: parallels, conclusions Working Historically - Investigate and interpret the past - Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others - Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints - Create a historical account, using existing primary and secondary sources as evidence - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history - Investigate own lines of enquiry by posing probing questions to answer Working Historically - Understanding of events, people and changes in the past - Research and formulate an opinion about what life would have been like and the key features of a given time period - Analyse trends between different social classes and the causes behind them, within and between time periods - Create a structured account of a past event, from multiple perspectives		
		NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Context: To understand life during WWI and WW2 and the impact that the wars had on Britain. When was WWI and why did it start? What was life like in the WWI trenches? Why and how was propaganda used? When was WWII and why did it start?	



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		What was the Holocaust? What was life like for children during World War 2? What was life like for minority ethnic groups before, during and after World War 1 and 2?	
Geography - Locational knowledge (LK) - Place knowledge (PK) - Human and physical geography (HPG)	Autumn 1 Context: Further understand World Biomes and know how Climate Change is impacting these. HPG: describe and understand key aspects of physical geography, including: climate zones and biomes. Lines of enquiry: What is climate change and what are the causes? Climate change refers to the long-term changes in global temperatures and weather patterns. The causes of climate change can be, but not limited to: human activity such as pollution (transportation and energy sources), agriculture and deforestation and other activity such as volcanic eruptions and changes in CO2 levels (linked to agriculture). How is climate change affecting the world biomes and the living things within them? Animals are having to find new habitats in new areas as their biomes change. Some species will not survive if they cannot adapt quickly enough to the changes. Some areas are getting more rainfall, whereas others are experiencing drought, which makes it harder for plants and animals to survive. Rising temperatures around the world mean many biomes are getting hotter, such as the Arctic, where ice is melting and affecting animals like polar bears who need the ice to survive. Flooding of coastal and low-lying areas will cause damage to habitats and the species within it due to loss of land. What can we do to help reduce the effects of climate change? Humans could slow the effects of global warming by reducing their carbon emissions and using less non-renewable energy like fossil fuels. If we planted more trees, they would absorb more carbon dioxide helping to reduce the amounts of greenhouse gases in the atmosphere. Using more renewable energy such as solar or wind would lower pollution as they produce much less carbon dioxide. Recycling and reducing waste can also help to cut down on pollution Using less water means less energy is needed to treat and pump it back into our systems. Vocabulary: Climate change, renewable, non-renewable, greenhouse gases, carbon footprint, drought,		Context: Explore reasons for immigration that include understanding environmental factors and key physical and human reason LK: locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Context: Explore reasons for immigration that include understanding environmental factors and key physical and human reason GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied GS&F: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world. Lines of enquiry: What is migration and how do people migrate around the world? Migration is the movement of people from one country to another. Many migrate to different countries by applying for a visa and using a passport. Some people move between countries by walking across borders of sailing in on boats without the permission of the government whose country they are travelling to. People can claim asylum in another country when they believe it is not safe for them to stay in their own country – this may be because of their beliefs or who they are. What physical features influence a person's decision to migrate? Natural disasters cause repeated damage to an area and the people within it. Extreme weather makes some places inhabitable or dangerous to live in. Lack of natural resources may impact the quality of life in that country. What human features influence a person's decision to migrate? People can migrate to find better opportunities in other countries such as better paid jobs. People may migrate to move closer to family or loved ones Escaping from war or danger may influence someone's decision to migrate. People can sometimes move away from places that become too overcrowded and there are no longer enough amenities to share.



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	Supporting information:					Vocabulary: Migration, migrant, Immigration, emigration, inhabitable, asylum, visa
Computing and E-Safety Teach Computing: NCCE	Computing National Curriculum (KS2): 2.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.4 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Context: Creation of website to raise awareness of heart -designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. National Curriculum content: 2.1, 2.4, 2.5, 2.7	Context: Communication - Selecting reliable websites to research the life and discoveries of Charles Darwin Recognising how the World Wide Web can be used to communicate and be searched to find information. NC content: 2.4, 2.5, 2.6	Context: To plan and create our own 3D model using computer software - planning, developing and evaluating 3d computer models of physical objects National Curriculum content: 2.1, 2.2	Context: Using spreadsheets to compare data - Answering questions by using spreadsheets to organise and calculate data. National Curriculum content: 2.5, 2.6	Context: Creating adventure games using coding - Exploring variables when designing and coding a game NC content: 2.1, 2.2, 2.3	Context: Creating adventure games using coding -Designing and coding a project that captures inputs from a physical device. NC content: 2.1, 2.2, 2.3
National Online Safety	Self-image and identity (5) Gender and stereotypes	Online relationships (6) Our online guides – safety measures to maintain privacy online (7) Handy hints - respect to others online and making a positive contribution in a range of social environments	Online reputation (3) Making positive contributions online.	Online bullying (3) Homework activity – looking at the apps / games they are using on their devices at home and research how to block people or content that might be harmful.	Managing online information (3) Fake news, targeted adverts	Privacy and security (5) What app? - some of the apps may collect and share private information.
Religious Education	The Agreed Syllabus for RE in Nottingham City and Nottinghamshire - Intentions, Implementation and Impact: 2021-2026 - Know about and understand religions and world views. - Express ideas and insights into religions and world views. - Gain and deploy the skills for learning from religions and world views.					
	Islam 1 What is the best way for a Muslim to show commitment to God?	Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is anything ever eternal?	Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam 2 How is the Qur’an vital to Muslims today?	Islam 3 Does belief in Akhirah (life after death) help Muslims lead good lives?



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Successful High Expectations Independence Never Give Up Equality - Be Kind

French	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - Appreciate stories, songs, poems and rhymes in the language. - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, key features and patterns of the language - Know how to apply these, for instance, to build sentences; and how these differ from or are similar to English. - Describe people, places, things and actions orally and in writing.					
	Context: Introductory conversations Sharing positive/negative opinions Justify opinions in simple fashion Numbers 1-100 Magic potions	Piper short film Where we live La Fête de Saint Nicolas	Bonnes Résolutions In the town Love Poetry	Directions Creation of a Ski Resort	Lion à Paris Transition Project School and Timetable	Transition Project School and Timetable
French Phonics	Phonics focus: ai an/en l eu	Phonics focus: a gn o/au/eau	Phonics focus: er l j	Phonics focus: an/en ez ou	Phonics focus: e (before 2 consonants) on/om r	Phonics focus: o/ô/au/eau eu y/ill
Physical Education	Indoor- Core real PE- Personal Context: Ball skills and reaction and response -jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor- Real Gymnastics – Social Context: Using hand apparatus, low apparatus, large apparatus and partner work -develop flexibility, strength, technique, control and balance (NC) - compare their performances with previous ones and demonstrate improvement (NC)	Indoor- Core real PE- Cognitive Context: Static balance (stance) and coordination (footwork) -Running in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor- Core real PE- Creative Static balance (seated and floorwork) -throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor- Real Dance – Applying physical Context: Making shapes, artistry (muscularity and abstraction) and partnering with lifts -perform dances using a range of movement patterns (NC)	Indoor- Core real PE- Health and fitness Context: Coordination (sending and receiving) and agility (ball chasing) -Running, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)



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	Outdoor- Tennis - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor- Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC)	Outdoor- Netball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor- Basketball (Premier Education Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor- Cricket coach - play competitive games, modified where appropriate (cricket) and apply basic principles suitable for attacking and defending (NC) <i>*Boccia</i>	Outdoor- Athletics (Premier Education Coach) -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC) Residential Take part in outdoor and adventurous activity challenges both individually and within a team (NC) <i>*Sports day</i>
					Context: Swimming (for children who did not meet the standard in Y4) Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	
RSHE - (SCARF)	SCARF: Me and My Relationships Cooperation, Assertiveness, Safe/unsafe touches. Working together Solve the friendship problem Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me	SCARF: Valuing Difference Recognising and reflecting on prejudice-based bullying, Understanding bystander behaviour. OK to be different We have more in common than not Respecting differences Tolerance and respect for others	SCARF: Keeping Myself Safe Staying safe online, Drugs: norms and risks (including law), Emotional needs. Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law!	SCARF: Rights and Responsibilities Earning and saving money, Understanding media bias – including social media, Caring: communities and the environment. Two sides to every story Fakebook friends What's it worth? Happy shoppers - caring for the environment	SCARF: Being My Best Managing risk, Aspirations and goal setting. This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness	SCARF: Growing and Changing (RSE) Self-esteem, Keeping safe, Body Image. I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change



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	Acting appropriately	Advertising friendships! Boys will be boys? - challenging gender stereotypes	Alcohol: what is normal?	Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Five Ways to Wellbeing project	Is this normal? Making babies
<u>Music</u>	English Model Music Curriculum using the Charanga Music Scheme - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.					
	<u>Musical Spotlight:</u> Music and Technology: Step: It's All About Love (Pop)	<u>Musical Spotlight:</u> Developing Ensemble Skills: Step: My Best Friend (Jazz/Swing)	<u>Musical Spotlight:</u> Creative Composition: Step: La Bamba (Rock 'n' Roll)	<u>Musical Spotlight:</u> Musical Styles Connect Us: Step: Simple Gifts (Folk)	<u>Musical Spotlight:</u> Improvising With Confidence Step: Down By The Riverside (Gospel)	<i>*Summer Musical Performance</i>