



BARLBY BRIDGE LONG TERM CURRICULUM PLAN 2020

YEAR 6



SUBJECT	AUTUMN	SPRING	SUMMER
S C I E N C E	<p>Animals, including humans I can identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. I can discuss the impact of diet, exercise, drugs and life style on health. I can describe the ways in which nutrients and water are transported in animals, including humans.</p>	<p>Light I can explain how light travels. I can explain and demonstrate how we see objects. I can explain why shadows have the same shape as the object that casts them.</p> <p>Electricity I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. I can compare and give reasons for why components work and do not work in a circuit. I can draw circuit diagrams using correct symbols.</p>	<p>Living things and their habitats I can classify living things into broad groups according to observable characteristics and based on similarities & differences. I can describe how living things have been classified. I can give reasons for classifying plants and animals in a specific way.</p> <p>Evolution and inheritance I can describe how the earth and living things have changed over time. I can explain how fossils can be used to find out about the past. I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). I can explain how animals and plants are adapted to suit their environment. I can link adaptation over time to evolution. I can explain evolution.</p>
	<p>Working scientifically I can plan different types of scientific enquiry. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can control variables in an enquiry. I can use the outcome of test results to make predictions and set up a further comparative fair test. I can report findings from enquiries in a range of ways. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p>		
H I S T O R Y	<p>Study an aspect of British history after 1066: Leisure and entertainment I can describe the changes that took place in film and photography over the century by comparing techniques. I have an understanding of the importance of film posters in attracting audiences and compare the similarities and differences of the 1930s examples.</p>	<p>I can compare two or more historical periods; (a non-European society in contrast to Britain) explaining things which changed and things which stayed the same: Mayan AD 900 I can explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. I can read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. I can research and provide some of my own ideas about the significance of corn and chocolate. I can describe the different features of Maya cities and are able to appreciate what it would have been like to live there.</p>	<p>I can investigate my own lines of enquiry: local study I can start to understand the differences between primary and secondary evidence and the impact of its reliability. I can plan and present a self-directed project or research connected to the local area.</p>
	<p>History skills: I can order an increasing number of significant events, movements and dates on a timeline using dates accurately? I can understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. I can consider ways of checking the accuracy of interpretations. I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. I can start to understand the difference between primary and secondary evidence and the impact of this on reliability. I can investigate my own lines of enquiry by posing historically valid questions to answer. I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past. I can examine causes and results of great events and the impact these had on people. I can plan and present a self-directed project or research about the studied period.</p>		
G E O G R A P H Y	<p>I can use Ordnance Survey symbols and 4 and 6 figure grid references. I can describe height and slope from a map. I can use maps, aerial photographs, plans, graphs and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features and how they have changed over time.</p>	<p>I can identify the Greenwich Meridian time zones. I can identify the position and significance of the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can describe key aspects of economy activity, including trade links. I can describe climate zones.</p>	<p>I can understand the similarities and differences between a region of the UK and a European country and with a region within N or S America.</p>

A R T	Patterns/architecture/memorial art	Printing Techniques/graffiti/pop art	Clay Artefact/painting			
	I can explain why I have used different tools to create art. I can collect my ideas in a sketch book. I can over print to create different patterns. I am proficient in drawing, painting, sculpting and other arts, crafts and design techniques.		I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can use feedback to make amendments and improvement to my art.			
D I T	Sandwich/wraps/healthy snacks	Light it up (electricity)	Board Games			
	I can use market research to inform my plans and ideas. I can justify my plans in a convincing way. I show that I can test and evaluate my products. I can work within a budget. I can evaluate my product against clear criteria.		I can follow and refine my plans. I can show that I consider culture and society in my plans and designs. I can explain how products should be stored and give reasons.			
C O M P U T I N G	Programming Kodu -Code investigator -When and do -Creating worlds -Deconstructing code -Race track -Racing game	E Safety Staying SMART -Cyberbullying -Secure websites -People online -Girls and boys -Smartbots -Let's get quizzical	Multimedia Scratch Animated Stories -Animate a scene -Broadcast a message -Show and hide -Sequence a story -Adding audio -Getting interactive	Handling Data Spreadsheets -Number operations -Ordering and presenting -Add, edit and calculate -Solving problems -Party plan budget -Design your own	Multimedia Film Making -Writing a script -Research and sources -Filming -Interviewing -Editing -Publishing	Using and Applying Game Time -Creating a game in teams over a period of lessons
	Hockey I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation. Dodge-ball I can follow the rules of a game. I can work as part of a team.	Football I can keep possession of the ball. I can use a number of techniques to pass, dribble and shoot. Dance I can develop sequences in a specific style. I can choose my own music and style.	Tag-Rugby I can run and evade working in a team. I know some rules. I can pass with some accuracy. Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Netball I can use effective footwork to enhance my game. Gymnastics I can combine my own work with that of others. I can link sequences to specific timings.	Golf I can chip and put. I can chip the ball to hit targets. I can review my progress. Outdoor Adventurous I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.	Kwik Cricket I can perform self-safe rescue in different water based situations. Athletics I can demonstrate stamina.
R E	U2.5 – Is it better to express your beliefs in arts and architecture or charity and generosity?	U2.8 – What difference does it make to believe in ahimsa, grace and or ummah?	U2.7 – What matters most to Christians and Humanists?		British Values	U2.3 – What do religions say to us when life gets hard? <i>Link to Christianity, Jews, Muslims and Hindus</i>
	Les portraits I can describe myself and other people. I can use my developing language skills to understand clues in a guessing game. I can write a paragraph about a famous person.	Les cadeaux I know some words for presents. I know how to ask for presents and be able to say what they will buy for other family members. I am able to thank someone for a gift and write gift tags, lists and letters. I can use previous knowledge, in a new context, to speak, read and write about family hobbies.	Le carnival des animaux I have listened to a piece of music by a French composer. I can learn new animal names. I know about animal habitats. I can design a poster. I can read information texts – about a carnival, an email and a poster about animal noises in other cultures.	Au café I am learning to order a range of snacks and drinks. I can understand and justify likes and dislikes. I am learning to understand prices.	Tour de France I am learning about France, Paris and Le Tour de France. I am learning how to make an oral and written presentation in French.	Destinations I can names of countries. I can name shapes. I am learning to describe nationality, where they are from and the language they speak. I can describe holiday plans. I am becoming more aware of stereotypes. I am developing an awareness of francophone countries. I can explore other European languages.
M	I'll be there Music of Michael	Classroom Jazz 2 Zazz, Latin, Blues	Benjamin Britten Western classical,	Happy Pop/Motown	You've Got A Friend The music of Carol	REFLECT, REWIND, REPLAY

U S I C	Jackson		Bhangra, Gospel		King	Western Classical
	<p><i>I can sing in harmony confidently and accurately.</i></p> <p><i>I can perform parts from memory.</i></p> <p><i>I can take the lead in a performance.</i></p> <p><i>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</i></p> <p><i>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</i></p> <p><i>I can analyse features within different pieces of music.</i></p> <p><i>I can compare and contrast the impact that different composers from different times have had on people of that time.</i></p> <p><i>I am developing an understanding of music history.</i></p> <p><i>I can learn and practice an instrument.</i></p>					
P H S E	<p><u>Me and my relationships</u></p> <p>I know and understand the features of positive healthy relationships.</p>	<p><u>Keeping myself safe</u></p> <p>I can take responsibility for my own safety.</p>	<p><u>My healthy lifestyle</u></p> <p>I can communicate clearly about: lifestyle choices, controlling emotions, substance misuse, relationships and growth and reproduction.</p>	<p><u>Me and My future</u></p> <p>I understand the financial world.</p>	<p><u>Becoming an active citizen</u></p> <p>I understand how organisations, groups and systems work to support society.</p>	<p><u>Moving on</u></p> <p>I can reflect and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.</p>